



Reach Cyber Charter School Board of Trustees

Reach Cyber Charter School

Published on September 12, 2024 at 6:31 PM EDT

Amended on September 12, 2024 at 6:35 PM EDT

Date and Time

Wednesday September 18, 2024 at 9:00 AM EDT

Location

750 East Park Drive, Suite 204
Harrisburg, PA 17111

Agenda

Presenter

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

David Taylor

II. Public Comment

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

Presenter

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

A. Approval of Agenda David Taylor

IV. Oral Reports

A. CEO's Report Jane Swan

- 1. Monthly Report
- 2. Back to School Activities

B. Staffing Update Michael Garman

C. Financial Report Karen Yeselavage

V. Consent Items

A. Approval of Minutes from the August 18, 2024 Board Meeting

B. Approval of Staffing Report

C. Approval to Purchase iPads Scott Shedd

VI. Action Items

A. Approval of the 2024-2025 School Handbook Rachel Graver

VII. Strategic Planning

A. Confirmation of Strategic Planning Retreat Brandie Karpew

Presenter

The October 2024 board meeting will be held in conjunction with a board retreat on Wednesday, October 16, 2024, at 9:00 AM at the Best Western Premier Conference Center located at 800 East Park Drive, Harrisburg, PA.

VIII. Executive Session

A. 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

IX. Closing Items

A. Adjourn Meeting

Adjournment and Confirmation of Next Meeting – Wednesday, October 16, 2024 at 9:00 a.m.

Coversheet

CEO's Report

Section: IV. Oral Reports
Item: A. CEO's Report
Purpose:
Submitted by:
Related Material: Monthly Board Report September 2024.pdf



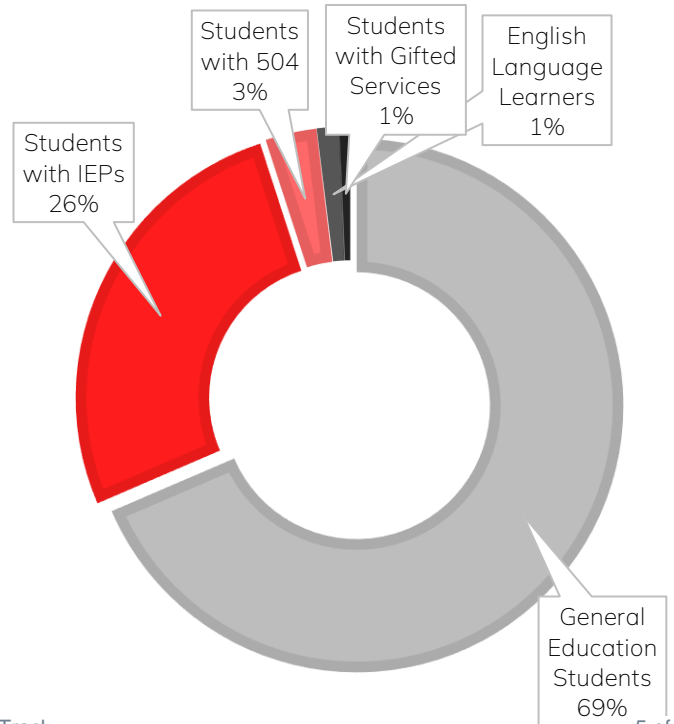
School Data Update

September 2024

Currently Enrolled for 24-25	Enrollment Change 30 Days
5818	+112
New Enrollments Last 14 Days	239
New Applications Last 14 Days	207
Complete New Student Applications (Not included in Current Enrollment)	161
Unsubmitted Applications (Application Started but Not Complete)	140

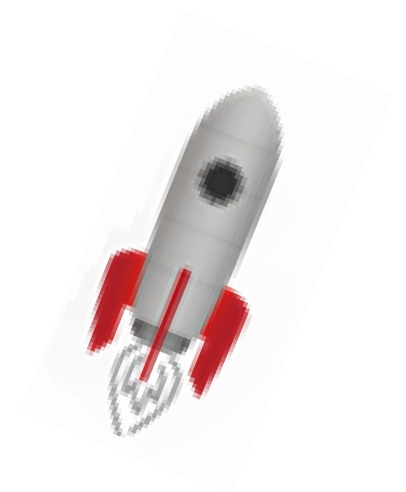
STUDENT DEMOGRAPHICS	POPULATION
White	49%
Black or African American	24%
Hispanic	16%
Two or More Races	8%
Asian	1%
Am. Indian/Alaskan Native	<1%
Native Hawaiian/ Other Pac. Islander	<1%

SPECIALIZED INSTRUCTION



10 Highest Counties of Residence for Reach Students

County of Residence	Number of Students per County	Percent of Reach Student Enrollment
Philadelphia	1269	21.81
York	287	4.93
Allegheny	279	4.80
Dauphin	242	4.16
Delaware	237	4.07
Berks	210	3.61
Monroe	161	2.77
Luzerne	157	2.70
Bucks	151	2.60
Lehigh	145	2.49



Coversheet

Staffing Update

Section: IV. Oral Reports
Item: B. Staffing Update
Purpose:
Submitted by:
Related Material: Board Staffing Report-September_2024.pdf

REACH Staffing Report September 2024

24-25 School Year Budgeted Staff = 903

	Current Staff	Hires SYTD	Departures SYTD
10-month Staff	721 (715)	20 (68)	14 (13)
12-month Staff	151 (137)	4 (7)	1 (3)
Grand Total	872 (852)	24 (75)	15 (16)

New Hires

First Name	Last Name	Job Title	Compensation	Start Date
Jennifer	Austin	Middle School Substitute Teacher	\$51,500	9/3/2024
Maria	Heller	Special Education Substitute Teacher	\$51,500	09/17/2024
Savannah	Berry	Middle School Substitute Teacher	\$51,500	10/1/2024
Jerome	Taylor	Driver	\$27.00/hour	10/1/2024

Position Changes

First Name	Last Name	Former Position	New Position	Compensation	Start Date
Terence	Etienne	Staff Accountant	Accounting Specialist	\$71,500	09/16/2024

Departing Employees

First Name	Last Name	Job Title	Last Day Worked
Lisa	Thorwart	Instructional Coach – Literacy	08/19/2024
Maya	Noble	High School Special Education Teacher	08/20/2024
Michael	Pearson	Elementary Teacher	08/21/2024
Brian	Joseph	Family Mentor	08/30/2024
Shawn	Bradford	Staff Accountant	09/11/2024
Wendy	Pizzi Young	EL Specialist	09/23/2024
Jacqui	Barna	Middle School Teacher	09/27/2024

Coversheet

Financial Report

Section: IV. Oral Reports
Item: C. Financial Report
Purpose:
Submitted by:
Related Material: Aug 2024 Treas Report.pdf

BACKGROUND:

Report Highlights and Key Issues:

- **Less than 2% of annual budgeted revenue has been recognized as of 8/31/24, two months into the fiscal year. This is expected, as we do not recognize our largest revenue source, district tuition revenue, until the month of September when the traditional school year commences.**
- **All year-to-date expense categories are under budget compared to the total annual budget. Certain instructional expenses including but not limited to salaries, benefits, and supplies are lower during the summer months and will not show regular patterns of consistency until the month of September when the traditional school year commences.**
- **Depreciation on capitalized fixed assets is a non-cash expenditure that is presented on the Revenue and Expense Statement for the purpose of consistency with the Balance Sheet, which is presented on the Government-Wide basis of accounting in accordance with Generally Accepted Accounting Principles. Because it is a non-cash expense, depreciation is not included in the annual budget.**

**Reach Cyber Charter School
Revenue and Expense Statement- Budget to Actual
2024-2025 Year to Date as of 8/31/24**

	Aug 2024	Fiscal YTD through 8/31/24	2024/2025 Approved Budget	Year to Date % of Budget Recognized/ Expended
Revenues:				
Function 6000- Local Sources	\$ 480,563	\$ 1,145,601	\$ 142,944,187	0.80%
Function 7000- State Sources	\$ -	\$ -	\$ 172,000	0.00%
Function 8000- Federal Sources	\$ 1,198,560	\$ 1,599,680	\$ 4,496,731	35.57%
TOTAL REVENUES	\$ 1,679,123	\$ 2,745,281	\$ 147,612,918	1.86%
Expenditures:				
Function 1000- Instructional Programs				
100- Salaries	\$ 1,451,139	\$ 1,606,702	\$ 38,684,961	4.15%
200- Employee Benefits	\$ 1,020,948	\$ 1,065,517	\$ 11,470,091	9.29%
300- Purchased Professional and Tech Svcs	\$ 438,980	\$ 2,096,941	\$ 7,956,000	26.36%
400- Purchased Property Services	\$ 35,551	\$ 91,533	\$ 400,000	22.88%
500- Other Purchased Services	\$ 28,855	\$ 66,872	\$ 4,715,750	1.42%
600- Supplies	\$ 70,629	\$ 176,075	\$ 6,730,900	2.62%
800- Dues, Fees, Other	\$ -	\$ 58	\$ 850	6.82%
Subtotal 1000- Instructional Programs	\$ 3,046,104	\$ 5,103,698	\$ 69,958,552	7.30%
Function 2000- Support Services				
100- Salaries	\$ 1,264,904	\$ 2,210,636	\$ 21,978,106	10.06%
200- Employee Benefits	\$ 608,847	\$ 879,799	\$ 6,516,508	13.50%
300- Purchased Professional and Tech Svcs	\$ 82,968	\$ 363,045	\$ 6,297,925	5.76%
400- Purchased Property Services	\$ 194,479	\$ 299,978	\$ 702,121	42.72%
500- Other Purchased Services	\$ 541,022	\$ 1,187,450	\$ 5,000,300	23.75%
600- Supplies	\$ 395,285	\$ 493,220	\$ 1,020,350	48.34%
700- Fixed assets (prior to capitalization)	\$ -	\$ -	\$ 1,000,000	0.00%
800- Dues, Fees, Other	\$ 1,388	\$ 54,408	\$ 175,600	30.98%
Subtotal 2000- Support Services	\$ 3,088,892	\$ 5,488,536	\$ 42,690,910	12.86%
Function 2000- Non Cash Support Services				
700- Depreciation (non-cash)	\$ 349,357	\$ 698,671	\$ -	-
Function 3000- Non Instructional/ Community Services				
100- Salaries	\$ 284,288	\$ 312,539	\$ 5,851,988	5.34%
200- Employee Benefits	\$ 145,129	\$ 153,223	\$ 1,735,114	8.83%
300- Purchased Professional and Tech Svcs	\$ 350	\$ 350	\$ 46,500	0.75%
400- Purchased Property Services	\$ 1,350	\$ 1,350	\$ 82,000	1.65%
500- Other Purchased Services	\$ 6,936	\$ 10,254	\$ 107,500	9.54%
600- Supplies	\$ 668	\$ 822	\$ 4,556,500	0.02%
800- Dues, Fees, Other	\$ 4,272	\$ 9,822	\$ 192,500	5.10%
Subtotal 3000- Non Instructional/ Community Services:	\$ 442,993	\$ 488,360	\$ 12,572,102	3.88%
TOTAL EXPENDITURES	\$ 6,927,346	\$ 11,779,265	\$ 125,221,565	9.41%
NET INCREASE/ (DECREASE)	\$ (5,248,223)	\$ (9,033,984)	\$ 22,391,353	
Beginning Fund Balance (unaudited)		\$ 81,729,379		
ENDING FUND BALANCE		\$ 72,695,395		

Reach Cyber Charter School
Year to Date Expenditures-7/31/24 vs. 7/31/23

	Year to date 8/31/24	Year to date 8/31/23	Change from Prior Year
Revenues:			
Function 6000- Local Sources	\$ 1,145,601	\$ 512,066	\$ 633,535
Function 7000- State Sources	\$ -	\$ -	\$ -
Function 8000- Federal Sources	\$ 1,599,680	\$ 1,290,660	\$ 309,020
TOTAL REVENUES	\$ 2,745,281	\$ 1,802,726	\$ 942,555
Expenditures:			
Function 1000- Instructional Programs			
100- Salaries	\$ 1,606,702	\$ 1,334,317	\$ 272,385
200- Employee Benefits	\$ 1,065,517	\$ 883,194	\$ 182,323
300- Purchased Professional and Tech Svcs	\$ 2,096,941	\$ 1,682,609	\$ 414,332
400- Purchased Property Services	\$ 91,533	\$ 59,296	\$ 32,237
500- Other Purchased Services	\$ 66,872	\$ 113,032	\$ (46,160)
600- Supplies	\$ 176,075	\$ 991,075	\$ (815,000)
700- Property	\$ -	\$ -	\$ -
800- Dues, Fees, Other	\$ 58	\$ 1,092	\$ (1,034)
Subtotal 1000- Instructional Programs	\$ 5,103,698	\$ 5,064,615	\$ 39,083
Function 2000- Support Services			
100- Salaries	\$ 2,210,636	\$ 1,932,206	\$ 278,430
200- Employee Benefits	\$ 879,799	\$ 727,321	\$ 152,478
300- Purchased Professional and Tech Svcs	\$ 363,045	\$ 990,126	\$ (627,081)
400- Purchased Property Services	\$ 299,978	\$ 49,225	\$ 250,753
500- Other Purchased Services	\$ 1,187,450	\$ 1,247,643	\$ (60,193)
600- Supplies	\$ 493,220	\$ 3,400,445	\$ (2,907,225)
700- Property	\$ 698,671	\$ 710,248	\$ (11,577)
800- Dues, Fees, Other	\$ 54,408	\$ 58,461	\$ (4,053)
Subtotal 2000- Support Services	\$ 6,187,207	\$ 9,115,675	\$ (2,928,468)
Function 3000- Non Instructional/ Community Services			
100- Salaries	\$ 312,539	\$ 34,687	\$ 277,852
200- Employee Benefits	\$ 153,223	\$ 10,756	\$ 142,467
300- Purchased Professional and Tech Svcs	\$ 350	\$ 1,500	\$ (1,150)
400- Purchased Property Services	\$ 1,350	\$ -	\$ 1,350
500- Other Purchased Services	\$ 10,254	\$ 22,292	\$ (12,038)
600- Supplies	\$ 822	\$ 119,521	\$ (118,699)
800- Dues, Fees, Other	\$ 9,822	\$ 4,861	\$ 4,961
Subtotal 3000- Non Instructional/ Community Services	\$ 488,360	\$ 193,617	\$ 294,743
TOTAL EXPENDITURES	\$ 11,779,265	\$ 14,373,907	\$ (2,594,642)
Net Increase/Decrease in Fund Balance/Equity	\$ (9,033,984)	\$ (12,571,181)	\$ 3,537,197

Reach Cyber Charter School

August 2024- Checks and ACH Disbursements greater than or equal to \$20,000

Date	Payee	Document no.	Amount	Description
8/5/2024	V0419--Capital Blue Cross	ACH	284,289.57	Medical Claims/ Claim admin fees
8/6/2024	V0773--Logistics Plus, Inc.	31312730001403	196,340.01	June 2024 Storage, order processing, carton pick, UPS shipping, returns, inbound
8/6/2024	V1290--Granular Insurance Company	31312730001402	79,578.48	August 2024 Medical Insurance Stop Loss
8/8/2024	V0048--Therapy Source, Inc	31312730001409	30,030.88	Special Education Related Services May-June 2024
8/8/2024	V0365--Amplify Education, Inc	31312730001405	29,800.00	24/25 mCLASS DIBELS 8th Ed with Dyslexia Screening
8/12/2024	V0660--Hummelstown Print House	4851	113,548.04	Outreach product- Tumblers, Drawstring Bags, Note Pads, Mesh Caps
8/12/2024	V0419--Capital Blue Cross	ACH	90,297.76	Medical Claims/ Claim admin fees
8/12/2024	V0640--Whitaker Center for Science and the Arts	4856	23,000.00	24/25 Partnership Agreement
8/12/2024	V0990--Reading Science Center	4855	20,000.00	24/25 Partnership Agreement
8/14/2024	V1019--Carahsoft Technology Corp	31312730001418	23,358.30	Solarwinds agreement 24/25
8/15/2024	V0020--Charter Choices, Inc.	31312730001420	55,000.00	Outsourced Business Services- Estimate billing for 24/25
8/15/2024	V1105--Turnitin LLC	31312730001419	34,642.34	24/25 Agreement
8/15/2024	V1316--HealthEquity, Inc.	ACH	23,980.27	Health Savings Account
8/20/2024	V0897--GDC IT Solutions	4862	41,450.95	Monthly Level 1 Service Desk Support; equipment deployment and return services
8/20/2024	V0822--Lancaster-Lebanon IU 13	4869	124,976.50	M365 and Defender Endpoint Subscriptions, Unlimited Server Platform per user
8/20/2024	V1122--Crane Communications, Inc.	31312730001425	250,392.00	August digital media and Broadcast TV campaign
8/23/2024	V0160--Marsh & McLennan Agency LLC	31312730001426	79,285.00	Directors/Officers Liability, Cyber Liability, Educators Professional Liability Insurance
8/26/2024	V0419--Capital Blue Cross	ACH	271,694.16	Medical Claims/ Claim admin fees
8/29/2024	V0434--CodeHS Inc.	31312730001436	21,150.00	Pro Teachers Licenses, Virtual PD, Teacher PD Membership
8/29/2024	V0105--Da Vinci Science Center	4883	40,000.00	24/25 Partnership Agreement
8/29/2024	V0104--Carnegie Museums of Pittsburgh	4882	40,000.00	24/25 Partnership Agreement
8/29/2024	V0108--The Franklin Institute	4885	50,000.00	24/25 Partnership Agreement
8/30/2024	V0426--New York Life	31312730001440	23,705.49	August Employee Life Insurance
8/30/2024	V1316--HealthEquity, Inc.	ACH	24,316.09	Health Savings Account
8/30/2024	V0048--Therapy Source, Inc	31312730001450	24,488.51	Special Education Related Services
8/30/2024	V0985--Edmentum, Inc	31312730001437	30,400.00	Courses: Unlimited enrollment subscription
8/30/2024	V0148--ExploreLearning	31312730001452	39,851.30	Gizmos site licenses including onsite training
8/30/2024	V0078--Union Deposit Corporation	31312730001441	43,248.24	Monthly Building Rent
8/30/2024	V1290--Granular Insurance Company	31312730001442	80,226.56	September 2024 Medical Insurance Stop Loss
8/30/2024	V0790--Instructure, Inc.	31312730001447	104,630.00	Canvas LMS K-12 Bundled Services 9/1/24-8/31/25
8/30/2024	V0913--eDynamic LP	31312730001453	337,500.00	Single Course Enrollments- 24/25
8/30/2024	V1405--Lancaster Marriott at Penn Square	31312730001439	378,144.88	Beginning of Year Staff Professional Development

**Reach Cyber Charter School
Balance Sheet
August 31, 2024**

ASSETS

Cash and Short Term Investments:

Cash and Money Market Funds	\$ 22,054,870
Mutual Funds	\$ 1,551,482
Other Cash Equivalents	\$ 2,959,201
Fixed Income Treasury Bonds	\$ 41,562,322

<i>Total Cash and Short Term Investments</i>	<i>\$ 68,127,875</i>
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Other Current Assets:

Local District Receivables	\$ 5,606,553
Federal and State Program Receivables	\$ 37,467
Allowance for Doubtful Accounts	\$ (244,557)
Prepaid Expenses	\$ 935,295
Other Current Receivables	\$ 9,357

<i>Total Other Current Assets</i>	<i>\$ 6,344,115</i>
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Other Non-current Assets:

Security Deposit	\$ 8,917
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<i>Total Other Non-current Assets</i>	<i>\$ 8,917</i>
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Fixed Assets:

Furniture	\$ 109,712
Computer Hardware	\$ 11,930,557
Leasehold Improvements	\$ 178,090
Equipment	\$ 1,105,507
Right to Use- Building Lease	\$ 1,287,352
Accum Depr: Furniture	\$ (97,874)
Accum Depr: Computer Hardware	\$ (6,339,356)
Accum Depr: Leasehold Improvements	\$ (101,026)
Accum Depr: Equipment	\$ (362,177)
Accum Depr: Right to Use Building	\$ (395,232)

<i>Net Fixed Assets</i>	<i>\$ 7,315,553</i>
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<i>Total Assets</i>	<i>\$ 81,796,460</i>
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LIABILITIES

Current Liabilities:

Accounts Payable	\$ 632,368
Accrued Payroll, Taxes, Pension, Withholdings	\$ 368,485
Due to Local Districts	\$ 2,587,785
Operating Lease Liability- Short Term	\$ 400,120
Other Current Liabilities	\$ 1,863
Unearned Revenue	\$ 4,422,658

<i>Total Current Liabilities</i>	<i>\$ 8,413,279</i>
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Non-Current Liabilities:

Other Non-Current Liabilities	\$ 687,786
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<i>Total Liabilities</i>	<i>\$ 9,101,065</i>
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FUND BALANCE

Invested in Capital	\$ 7,315,553
Reserved Fund Balance	\$ 61,215,891
Undesignated Fund Balance	\$ 4,163,951

<i>Ending Fund Balance</i>	<i>\$ 72,695,395</i>
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<i>Total Liabilities and Fund Balance</i>	<i>\$ 81,796,460</i>
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Coversheet

Approval of Minutes from the August 18, 2024 Board Meeting

Section: V. Consent Items
Item: A. Approval of Minutes from the August 18, 2024 Board Meeting
Purpose:
Submitted by:
Related Material: 2024_08_28_board_meeting_minutes.pdf

DRAFT



Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Date and Time

Wednesday August 28, 2024 at 9:00 AM

Location

750 East Park Drive, Suite 204
Harrisburg, PA 17111

Trustees Present

Anthony Alexander (remote), David Taylor (remote), Leigh Kraemer-Naser (remote), Marcella Arline (remote), Matthew Ryan (remote), Paul Donecker (remote)

Trustees Absent

Gail Hawkins Bush, Ralph Woodard

Guests Present

Alex Lewis (remote), Alicia Swope, Andy Gribbin, Brandie Karpew, Cody Smith, Danielle Marsicano (remote), Devin Meza-Rushanan, Doug Miedel (remote), Gregory McCurdy, JD Smith, Jackie Hershey (remote), Jane Swan, Jedd Cordisco (remote), Jessica Rice (remote), Josh Hicks (remote), Kelly McConnell, Lisa Blickley (remote), Michael Garman, Nora Rotz (remote), Patricia Hennessy (remote), Rachel Graver, Scott Shedd, Scott Stuccio, Stephanie Lane

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

David Taylor called a meeting of the board of trustees of Reach Cyber Charter School Board of Trustees to order on Wednesday Aug 28, 2024 at 9:00 AM.

II. Public Comment

A. Comments from the Public

There were no comments from the public at this time.

III. Routine Business

A. Approval of Agenda

David Taylor, Board President, asked the board to review the agenda distributed prior to the meeting and asked if any changes were needed.

Marcella Arline made a motion to approve the agenda.

Anthony Alexander seconded the motion.

The board **VOTED** to approve the motion.

IV. Oral Reports

A. CEO's Report

Jane Swan, CEO, provided an update. Highlights of the update include:

- Two hundred and fifty teachers worked on refining and personalizing courses this summer,
- Two hundred staff members, including teachers, administrative office team members, family mentors, counselors, and the technology team supported 1,200 students during summer programs.
- The leadership team learned and prepared for the school year during professional development days which included Structured Literacy training and Equity, Diversity, Inclusion and Belonging work.
- August 20-22, 900 staff members gathered at Lancaster Convention Center to welcome the new school year with professional development.
 - Twenty-eight staff joined on Tuesday to learn about the school and participate in the DEI Level Set training.
 - Wednesday and Thursday, employees chose from forty-three workshop options mostly led by our own Reach team
 - Two senior team celebrations: Brandie Karpew is our new Director of Outreach and Kim Crandall is our new Director of MTSS.

- Reach received the official Cognia Accreditation certificate and letter, joining 36,000 schools, systems, and ninety countries committed to continuous improvement and educational quality

In addition, Ms. Swan reviewed the current enrollment numbers for the school noting trends in enrollment. Current enrollment for the 2024-25 school year stands at 5,706 students, with 482 of those being new enrollments.

B. Human Resources Update

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the 878 current staff members and 83% of staff who are 10-month staff.

There have been 24 new hires this school year and 10 departures.

C. Financial Report

Karen Yeselavage, Director of Finance, 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.

V. Consent Items

A. Approval of Consent Items

Mr. Taylor asked board members to consider the items from the Consent Items. No questions or concerns were noted.

- Approval of Minutes from the July 17, 2024, Board Meeting
- Approval of Staffing Report
- Approval to Renew Agreement with Meetings Tomorrow
- Approval to Renew Agreement with Vector Solutions
- Approval of Annual Health and Safety Plan
- Approval to Renew Agreement with Lala's Nails
- Approval to Renew Agreement with Pittsburgh Drone Services
- Approval to Renew Agreement with Elmwood Park Zoo
- Approval to Renew Agreement with We, Not Me
- Approval to Renew Agreement with the Center for Aquatic Sciences
- Approval to Renew Agreement with Moore College of Art and Design

Marcella Arline made a motion to approve the Consent items and the minutes from Reach Cyber Charter School on 07-17-24.

Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

VI. Action Items

A. Approval of Amended 2024-25 School Calendar

Rachel Graver, Chief Operating Officer, presented an amended school calendar for the 2024-25 school year as seen in the packet.

Marcella Arline made a motion to approve the amended school calendar.

Anthony Alexander seconded the motion.

The board **VOTED** to approve the motion.

B. Approval of Agreement with Ben Feit Insight

Jane Swan, CEO, presented details of an Agreement with Ben Feit Insight, is seeking support in connection with an effort to build the capacity of its emerging leaders.

Marcella Arline asked for a report at the conclusion if the training on how the training is used and its outcomes.

Marcella Arline made a motion to approve the agreement with Ben Feit Insight.

Paul Donecker seconded the motion.

The board **VOTED** to approve the motion.

C. Approval of Change to Flexible Spending Account (FSA) Provider

Lisa Blickley addressed the need to make a change to the school's existing FSA provider.

Matthew Ryan made a motion to approve the change of FSA provider.

Marcella Arline seconded the motion.

The board **VOTED** to approve the motion.

D. Approval of Agreement with GanttPRO

Scott Shedd, Director of IT, requested approval of an agreement with GanttPRO, an efficient project planning and scheduling solution.

Paul Donecker made a motion to approve the agreement with GanttPRO.

Anthony Alexander seconded the motion.

The board **VOTED** to approve the motion.

E. Approval of Parent Policy and Compact

Josh Hicks, Manager of Federal Programs, requested approval of the Parent Policy and Compact, which explains how the 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).

Marcella Arline made a motion to approve the Parent Policy and Compact.

Anthony Alexander seconded the motion.

The board **VOTED** to approve the motion.

VII. Information Items

A. Outreach Update

Scott Stuccio, Director of Outreach, and members of the Outreach team provided an update on the work being done by the Outreach Department. Jessica Rice specifically highlighted the growth of Reach's social media platforms, Doug Meidel shared an update on the departments external outreach, while Christin Capuanno reviewed the school events for the upcoming school year.

B. State Testing Update

Dr. Kelley McConnell, reviewed Reach's results from the 2024 State Assessments. Dr. McConnell compared Reach's result to that of the nationwide results and reviewed the findings as seen in the packet.

VIII. Strategic Planning

A. Approval of Agreement with Taste Buds

JD Smith, Director of Career Readiness and EDIB, requested approval for an agreement with Taste Buds, to offer virtual culinary lessons for students.

Marcella Arline made a motion to approve the agreement with Taste Buds.

Anthony Alexander seconded the motion.

The board **VOTED** to approve the motion.

IX. Executive Session

A. Executive Session

The Board entered into an Executive Session at 9:48 a.m.

The Board entered into an Executive Session 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, Paul Donecker, Marcella Arline, Matt Ryan, Leigh Kramer Naser and Anthony Alexander. Guests present at the request of the Board

were: Jane Swan, Lee Ann Ritchie, Michael Garman, and Pat Hennessy. All others left the meeting at this time.

No action was taken during Executive Session.

The Board resumed open Session at 10:08 a.m.

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:08 AM.

Respectfully Submitted,
Brandie Karpew

Coversheet

Approval to Purchase iPads

Section: V. Consent Items
Item: C. Approval to Purchase iPads
Purpose:
Submitted by:
Related Material: 2111793201.pdf



Proposal

Proposal Number

2111793201

Account Number/Name

1216858

REACH CYBER CHARTER SCHOOL

Created On

08/14/2024

Created By

ReachIT Apple

Thank you for creating your proposal, details are provided below. You can access this proposal from your [Apple Store for Education Institution](#) by searching proposal number 2111793201.

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	MVXQ3LL/A 13-inch iPad Pro WiFi 256GB with Standard glass - Silver (Packaged in a 5-pack)	25	1,189.00	29,725.00 USD
2	SMFV2LL/A 3-Year AppleCare+ for Schools iPad Pro 13-inch (M4)	25	199.00	4,975.00 USD

Subtotal	34,700.00 USD
Estimated Tax	0.00 USD
Total	34,700.00 USD

Please note that your order subtotal does not include sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed. Your order total may include estimated sales tax that is subject to change at the time your order is processed.

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Coversheet

Approval of the 2024-2025 School Handbook

Section: VI. Action Items
Item: A. Approval of the 2024-2025 School Handbook
Purpose:
Submitted by:
Related Material: Handbook_Update_Summary2425.docx
School_Handbook.docx

Handbook Update Summary

A redlined copy of the handbook is included in the packet. Throughout the handbook, minor language updates were made to better reflect the new systems that Reach is utilizing for the delivery of instruction – Canvas, Focus, Zoom, etc. Please note that formatting will be adjusted/cleaned-up upon finalization.

Significant updates to note:

- Section 3.1: Roles and Responsibilities – removed Community Coordinators (Caretaker Volunteers) from role list. We are no longer utilizing volunteers in this capacity.
- Section 3.4.2: The Reach School Calendar – updated the School Calendar to reflect the most recent approved 2024-2025 calendar.
- Section 3.5.8: Withdrawing from School – clarified withdrawal information based on transferring to another school vs. dropping out. The language around withdrawal from school/dropout was pulled from PDE.
- Section 3.6.3: Mandatory Testing – updated PSSA and Keystone section to reflect recent updates from PDE (Science test is now taken in grades 5 & 8) and mirror the communication shared with families during testing season.
- Section 4: Attendance – added Enrollee Wellness Check language per Section 1748.1 of Charter School Law.
- Section 5.1: Grading Scale (Elementary and Middle School) – adjusted grading scale information to reflect mastery based grading in Kindergarten.
- Section 6: High School Programs and Policies – added clarification on the CTE Concentrator pathway for graduation.
- Section 9: Community Events, Trips, and Activities – removal of Sanctioned vs. Non-sanctioned Events as all school hosted events are sponsored by the school; added “Attendance at Events” to outline the sign-in process and provide details on what is agreed to by attending a Reach event.
- Section 11.3: Non-Accidental Damage to Equipment – added that Reach reserves the right to replace the laptop with an all-in-one desktop computer.
- Section 11.4.1: Internet Safety – added information about Qustodio which offers visibility and safeguarding controls to parents.
- Appendix 1: Added the Family Educational Rights and Privacy Act (FERPA) notification which is available for parents to review in Focus.
- Appendix 4: Added the Reach Honor Code which is available for parents and students to review in Focus.
- Appendix 5: Added the recently approved Title I Parent and Family Engagement Policy.

School Handbook

Last Updated: September 2024

Welcome to Reach Cyber Charter School!

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

Our dedicated teachers and administration are focused on your student's well-being and fulfilling the Reach mission: to promote academic growth and build curiosity through integrated STEM opportunities, K-12 personal instruction, and career exploration!

Parents/guardians (caretakers), your role at Reach is unique in public education. You are a true partner in your student's education and have unprecedented access to your student's teachers and other school personnel. You must also ensure that you and your student comply with all school policies outlined in this handbook. Please read this document carefully and contact the school with any questions you have. Learning Coaches and Caretakers can see detailed school contact information from their Focus login page.

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

We look forward to working with you and wish you a successful academic year!

Getting Ready

Quick Tips

Get to Know Reach Cyber Charter School Policies

Please take some time before the school year starts to understand the policies in this handbook. You and your student are bound by the policies in these documents, so please refer to this handbook throughout the year to ensure you and your student are compliant with Reach policies and procedures.

Getting Ready for the School Year

Learning Coaches and students should check their Calendar and Schedule in Canvas every school day. Be sure to review the resources available to you under the Help tab; this will help ensure that you and your student get off to a great start for the school year.

Setting up your student's "learning area":

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

If you're waiting for a computer delivery from Reach, review the set-up requirements and make sure everything you need is in place, including broadband internet service, so when your computer arrives, you are ready to go. Please note that you can access assignments and complete work in Canvas without receiving your materials first. As soon as you are enrolled and set up with your internet access, you can get started with your schoolwork!

Need Help?

Our Canvas Help has a lot of answers! Select the Help tab on your Canvas menu to find helpful resources. You can also call Reach at 866-732-2416 or send an email to ReachHelp@reachcyber.org.

Find contact information for your teachers at the top of each subject page within Canvas.

Welcome to Reach! We hope you have a great year!

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Introduction

This handbook has been approved by Reach Cyber Charter School’s Governing Board.

The most current version of this handbook is available online ~~in the Resources section~~ [on the School pages in Canvas](#).

All policies in this handbook apply to grades K–12 unless otherwise noted.

2 School Overview

2.1 Mission & Vision

It is the mission of Reach Cyber Charter School to promote academic growth and build curiosity through integrated STEM opportunities, K-12 personal instruction, and career exploration.

Reach Cyber Charter School’s vision is to inspire and nurture future success for all students.

2.2 Program Overview

Reach’s high-tech, high-touch, virtual “school without walls,” combines the best in virtual education with very real connections among students, families, teachers, and the community. The program combines a first-class curriculum, high-quality teachers, state-of-the-art technology, community connections, and a personalized learning approach that works together to help students reach their potential.

2.3 Non-discrimination Statement

Practices that exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification/ethnicity, marital status, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, physical or mental disability, athletic performance, language proficiency in English or another language, prior academic achievement, or age in the admission to, participation in, or receipt of the services under any of Reach’s educational programs and activities, or in employment practices, or any other area protected under federal or state law are strictly prohibited.

Age limitations may be imposed in response to mandatory Pennsylvania laws and requirements.

The non-discrimination policy is in accordance with the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972 (Title 9), Section 504 of the Rehabilitation Act of 1973 (Section 504), the Age Discrimination Act of 1975, and the Individuals with Disabilities Education Act of 2004 (IDEA).

Individuals who are designated to coordinate Reach’s compliance with these laws are detailed in the Reach Non-discrimination Policy.

2.4 Reach Commitments

Reach has high expectations for its students and their families and a commitment to the rigorous educational program implemented is required for success. In return, Reach holds itself to high standards and makes the following commitments:

- 1 The school will contact the student and their caretaker on a regular basis and treat them as valued and respected partners in the common goal of student academic achievement.
- 2 The school will partner with the student and family to provide an approach to learning that meets the student's individual needs.
- 3 The school will provide a quality education program, including curriculum, instructional materials, and a certified, well-trained teaching staff.
- 4 The school will support students and families with the training needed to learn how to use Canvas and provide encouragement needed to fulfill their responsibilities.
- 5 The school will make a strong effort to incorporate all stakeholders' feedback for the continued improvement of the program.
- 6 The school will encourage the student's social interaction with other school students and families by supporting community coordinators and school staff in their efforts to organize various field trips and community events.
- 7 For students with disabilities, the school will follow Individualized Education Programs (IEPs) to provide a Free and Appropriate Public Education (FAPE). The school will also follow students' Section 504 plan requirements for accommodations to address each eligible student's individual needs as required by law or regulation.
- 8 The school will support caretakers by providing school records or other required information when seeking to transfer their student to another educational program where proper procedure is followed in accordance with state and federal law.
- 9 The school will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). (See the appendix for the Reach FERPA policy.)
- 10 The school will comply with the provisions of the Children's Online Privacy Protection Act of 1998 (COPPA). (See the appendix for the Reach Privacy Policy, including COPPA statement).
- 11 The school will provide approved caretakers access to student records and related school information through Focus and Canvas in accordance with applicable federal and state law.
- 12 The school will always operate in accordance with state and federal law while keeping the best interests of the student in mind.

3 School Organization and Roles

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

3.1 Roles and Responsibilities

A primary goal at Reach is encouraging parent involvement. Please see the appendix to review a copy of Reach's Title I Parent and Family Engagement Policy and Compact developed as part of the Title I funding plan.

Caretaker (Parent or Legal Guardian)

Reach applies the term “caretaker” to the student’s parent(s) and/or legal guardian(s) who enrolls the student and satisfies the student’s enrollment requirements. While caretakers automatically have learning coach access, they may also designate another adult or adults as learning coach(es) either in addition to or in place of the caretaker by completing and submitting the Designated Learning Coach Agreement form. Even if the caretaker designates another adult or adults as learning coach(es), the caretaker will continue to have learning coach access in Focus and Canvas. The caretaker always has full and final authority for the child’s education and educational decision-making with the school, and therefore must be available to the school staff for discussions related to the student’s educational and other school-related needs.

Learning Coach

The learning coach is the adult who performs tasks such as reviewing lessons, providing supervision, and communicating with teachers. Each student will have at least one learning coach who is usually the student’s caretaker. Caretakers may designate another adult or adults as the student’s learning coach(es), either in addition to or in place of the caretaker, for daily oversight of the student’s schoolwork and school-related activities, by completing the Designated Learning Coach Agreement form. As noted, the caretaker always has full and final authority for the child’s education and educational decision-making with the school, and therefore must be available to the school staff as needed for discussions related to the student’s educational and other school-related needs.

The duties and responsibilities of the learning coach are detailed in this handbook, so it is important that both caretakers and learning coaches read this document carefully.

Under certain circumstances, students who are eighteen (18) years of age or older, or an emancipated minor, may request to be their own learning coach. To discuss this option, students should contact either the Reach Enrollment Team during the enrollment process, or your school counselor once enrolled.

Student

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

Eligible Student

An “eligible student” at Reach refers to students over eighteen (18) years of age and emancipated minors. Other uses of ‘eligible student’ will be qualified with the area of eligibility; for example, “504-eligible students.”

Family Mentor

Each family is assigned a Family Mentor. The Family Mentor serves as the family’s central point of contact at the school and works with students and their learning coaches to develop and implement learning plans.

Family Mentors may assist with things such as confirming and arranging standardized testing plans (dates, times, locations, etc.) working with learning coaches to adjust the student’s planner within Canvas, addressing basic technical concerns, and assisting with the process for submitting absence excuses and requesting educational trip approval.

Teacher

The teacher is the primary contact for students and learning coaches for subject-specific questions. The name of the subject-specific teacher is listed under each course card on the Canvas home page so that students and learning coaches can easily identify and contact teachers as needed.

The teacher is responsible for facilitating instruction using research-based strategies and resources to address skill gaps with a particular assessment or concept. Teachers proactively monitor each student's progress using Canvas and through regular contact via phone, streaming audio and video (Zoom sessions), and the Canvas-based email system.

Subject-specific teachers provide small and large group instruction to their students on key concepts and skills; add, expand, or modify assessments based on the student's demonstrated mastery of the material; assign and score assessments and portfolio items; and provide feedback on the student's performance to the student, learning coach, and family mentor.

Teacher feedback is provided using rubrics, assessment grades, phone conferences, the Canvas-based email system, and Zoom sessions. Depending on a student's needs and grade level, subject-specific teachers provide instruction in a variety of ways to address the needs of each student. Subject-specific teachers evaluate students in their corresponding subject area(s), provide instructional resources based on the student's learning needs, prepare student progress reports, verify the student's course work, issue final course grades, and make promotion or retention recommendations (for students in grades K–8).

Generally, middle and high school students will have a different subject-specific teacher for each course. Elementary students will have the same subject-specific teacher for most subjects.

School Counselor

Each student has a school counselor. The school counselor assists students and learning coaches with course selection, student transfers, graduation requirements, college and career planning, interpersonal counseling, course placement changes as needed, and general academic guidance.

A school counselor or other qualified staff member is available to assist with high school credit or college/career questions or to help with post-high school plans including career, college/university, the military, or the workforce.

Substitute Teachers

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

~~**Community Coordinators (Caretaker Volunteers)**~~

~~Community coordinators are typically caretakers of students in the school. Community coordinators help create opportunities for community projects, field trips, and group meetings with other students and families. They also serve as a clearinghouse for information about local extracurricular activities and events. Reach provides information to families at the start of the school year about how to become a community coordinator and will distribute the community coordinator's contact information to families.~~

~~If you have a question or a suggestion related to a local activity or opportunity, contact your assigned community coordinator or the School Outreach Manager.~~

Student Support Team

The Student Support Team (SST) consists of several individuals with various roles at the school, with the goal of supporting struggling students' academic and behavioral needs. The SST may be comprised of teachers, staff members, administrators, school counselors, intervention specialists, parents as needed, and others at the school who may have knowledge of student performance and needs. The SST meets regularly to discuss individual students referred to the team by school staff or parents. Concerns may be related to academic

performance, engagement, or physical and mental health. Students are identified as needing additional support based on universal screening assessments conducted with all students, teacher and/or learning coach observation and knowledge of the student, and/or a review of the student’s academic performance, participation, and/or attendance levels documented in Canvas.

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

3.2 Required Student Safety Trainings for School Staff

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

- Child Abuse: Identification and Intervention
- Mandatory Reporting
- Child Sexual Abuse Prevention
- Youth Suicide Awareness, Prevention & Postvention
- Online Safety
- Trauma Awareness

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

3.3 School Information

School Information	School Contact
School Address	750 E. Park Drive, Suite 204 Harrisburg, PA 17111
Main School Phone Number	717-704-8437
School Hours	8:00 a.m. – 4:00 p.m. Monday – Friday
Technical Support	1-888-860-9220
CEO	Jane Swan

Board of Trustees	Refer to the school website for the most current contact information
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3.4 School Schedule

Reach students and/or their learning coaches may develop their own schedule to fit their specific needs, both in how they structure each school day and their overall schedule, provided no state or local regulations are violated. However, students must still attend school regularly, meet Reach’s specific attendance and/or instructional hour requirements, correspond with their teachers, and complete lessons and assessments as expected.

Students must also be available during regular school hours for any required phone conferences or participation in Zoom sessions unless school-approved alternate arrangements are made. Teachers are available only during regular school business hours.

3.4.1 Emergency Closure Plans

If the Reach office closes due to an emergency such as hazardous weather conditions, the school will post a Global Announcement on Canvas explaining the details of the office closure. The school will also record a voice mail message announcing the details of the office closure and the availability, or lack of availability, of teachers and other school services.

Even if the Reach office closes due to hazardous weather or other emergencies, students should plan to complete lessons for the day if they are able to work either online or offline, unless otherwise notified by their school.

3.4.2 The Reach ~~20234~~-~~20245~~ School Calendar

Reach offers students in grade K-12 various pacing options including traditional, accelerated, and year-round options. In all options, students will complete the required 180 school days, which can be completed in either a traditional September-June school year or extended over a July-June school year. Reach offers courses throughout the year—during a combination of the fall, spring, and summer sessions— providing students with flexible pacing options for meeting state education standards.

REACH School Calendar		20234-20254
Event	School Status	Date
Independence Day	School and Office Closed	July 4, 2024 3
First Day of Summer/ESY Session	School and Office Open	July 10 8 , 2024 3
Last Day of ESY Session	School and Office Open	August 4 1 , 2024 3
Last Day of Summer Session	School and Office Open	August 1 8 6 , 2023 4
Labor Day	School and Office Closed	September 4 2 , 2023 4
First Day of School (Students)	School and Office Open	September 5 3 , 2023 4
Columbus Day	School and Office Closed	October 1 4 9 , 2024 3
Veterans’ Day (observed)	School and Office Closed	November 1 0 1 , 2024 3 -
Thanksgiving Break	School and Office Closed	November 2 8 3 - 2 7 December 2 , 2023 4
Winter Break	School and Office Closed	December 2 5 3 , 2023 4 -January 3 2 , 202 5 4
Martin Luther King, Jr. Day	School and Office Closed	January 1 5 2 0 , 2024-202 5
<i>First Semester End Date</i>	NA Powered by BoardOnTrack	January 2 5 2 8 , 2024-202 5

<u>Teacher Work Day</u>	<u>Staff Work Day</u>	<u>January 29, 2025</u>
<i>Second Semester Start Date</i>	NA	January 26 <u>30</u> , 2024-2025
President’s Day	School and Office Closed	February 19 <u>17</u> , 2024-2025
Spring Break	School and Office Closed	March 29 –April 17-18 , 2024-2025
<i>PSSA Testing Window</i>	NA	April 22 <u>21</u> –May 10 <u>9</u> , 2024-2025
<i>Keystone Testing Window</i>	NA	May 13 <u>12</u> – 24 <u>23</u> , 2024-2025
Memorial Day	School and Office Closed	May 27 <u>26</u> , 2024-2025
Last Day of School (Students)	School and Office Open (<u>half day</u>)	June 5 <u>10</u> , 2024-2025 (half day)
Graduation	Staff Work Day <u>NA</u>	June 6 <u>10</u> , 2024-2025
School Status Legend:		
School and Office Closed = No one is in school		
School and Office Open = Everyone is in school		
Staff Work Day = Students are not in school but Admin and Teachers are on duty		

3.4.3 Pacing Options for Students

Reach students have the option of enrolling in a Traditional, Accelerated, or Year-Round Pacing option. These options are described in the chart below and in the Required Instructional Hours section. Note the Accelerated Pace is available for high school students only.

Pace Option	Description	Total Number of Credits per School Year
Traditional (Standard) Pace	Student participates in Fall and Spring semesters carrying full course load	6.0 credits
Year Round (Extended) Pace	Student participates in Fall and Spring semesters taking fewer courses and in Summer session carrying the remaining credits to meet full year requirements	6.0 credits
Accelerated Pace (for high school students only)	Student participates in Fall and Spring semesters taking a full course load AND in Summer session carrying additional courses to exceed full year requirements	7.0 – 8.0 credits

3.4.4 Required Instructional Hours

Since Reach offers three different pacing options, the instructional hours per week will vary depending on which option the student chooses.

Traditional Pacing Option: Students will attend school for 180 days, for a total of 900 or 990 hours annually based on grade level (see required instructional hours below).

- Grades K – 5 = 900 hours (25 hours per week, recommended 5 hours per day)
- Grades 6 – 12 = 990 hours (28 hours per week, recommended 5-6 hours per day)

Note that these are the minimum hours required by the state and that students are responsible for mastering all material, which may require additional time.

Year-Round Pacing Option: Students will attend school for 180 days, at four (4) hours per day during the fall and spring semesters, for a total of 720 hours for the fall and spring semesters. In addition, year-round students must also complete a summer session, taking two (2) courses at two (2) hours per course per day. The school recommends 21 hours per week for elementary and 23 hours per week for grades 6-12.

Accelerated Pacing Option: This option is available for high school students only.

Students will attend school for 180 days, at 28 hours per week during fall and spring semesters, for a total of 990 hours. Accelerated students must also take at least one (1) course during the summer session at two (2) hours per course per day and may not take more than two (2) courses at one time without school administration approval. If accelerated students average one (1) credit per summer session, they may be able to finish high school in three (3) years.

Reach will require students to complete 21 credits and all required courses to graduate. This can be met if the student earns six (6) credits during each of the fall and spring semesters for three (3) years and earns an additional one (1) credit each summer. The student may need to devote up to eight (8) hours per day during summer session to earn one (1) credit per course. Students may complete more if approved by the Lead School Administrator.

3.5 Enrollment, Withdrawal, and Transfers

Reach abides by all federal, state, and local policies and guidelines for student admission and does not impose admission requirements that are inconsistent with these policies and guidelines. This includes compliance with the McKinney-Vento Act regarding homeless students, including but not limited to, enrolling homeless students in a timely manner even if the student is unable to produce records normally required for enrollment (e.g., proof of residency or previous academic records), and providing those students with services comparable to services offered to students not experiencing homelessness.

To comply with enrollment parameters, state regulations and reporting, and/or testing processes and requirements, Reach may at various times during the school year temporarily “pause” enrollment. This “pause” will hold students in the enrollment process on a wait list for a defined period. After the “pause” of enrollment is over, students will be able to move forward in the enrollment process. The school board has delegated to the school leader the authority to define and implement these temporary “pauses” of enrollment periods. The “pause” dates will be posted on the school’s website.

3.5.1 Returning Students

Caretakers that plan to continue their enrolled students with Reach for the next academic year must communicate their plans in Focus. Caretakers will be provided with detailed information on how to complete these tasks, which should be completed as soon as the caretaker knows the student intends to return the following year (but no later than the end of the current school year or specific deadline if indicated).

Caretakers of students who have withdrawn from Reach but wish to return for a different school year should contact the Enrollment Department to determine what information is needed to reactivate the student’s account.

If a student wishes to return during the same school year to Reach after withdrawing, the caretaker should contact the Enrollment Department to initiate the re-enrollment process. These students should not complete a new online registration. Additional documents may be required for re-enrollment.

Reach Cyber Charter School does not inquire into, nor does it discriminate, based upon a student's immigration status. All enrollment decisions are made in accordance with applicable Pennsylvania and federal law.

Students should be immunized in accordance with state law prior to enrollment in Reach. If a student does not provide immunization records to the school within five (5) days of enrollment, the student will not be permitted to participate in any school activities, such as field trips. If a student transfers to Reach after the first day of the school year, they have thirty (30) days to produce the documentation for required immunizations.

3.5.2 Maximum Age to Enroll

The maximum enrollment age of a student is determined by state law. In Pennsylvania, all students must be twenty-one (21) on or before July 1st. Maximum age limits also apply to students who choose to re-enroll. For more information regarding the maximum enrollment age, please contact the school.

3.5.3 Enrollment of Students Suspended or Expelled from another School

Students who are currently under suspension from another school are permitted to enroll at Reach. However, the student must submit their disciplinary record in order to be eligible to attend field trips, school events, etc. Based on that disciplinary record, the school administration will determine if and when attendance at these events is permitted.

Students who have been expelled from another school may only enroll in Reach if the CEO and Superintendent of the District of Residence agree to the enrollment. Failure to disclose a prior expulsion may result in an immediate removal from Reach.

3.5.4 Kindergarten and First Grade Admissions

Entry Age for Kindergarten Students and Beginners

For students in Kindergarten, Reach will enroll students who meet the admission age that is determined by their resident school district.

Reach will follow 24 P.S. § 13-1304 Admission of beginners, which states, "Admission shall be limited to beginners who have attained the age of five years and seven months before the first day of September if they are to be admitted in the fall, and to those who have attained the age of five years and seven months before the first day of February if they are to be admitted at the beginning of the second semester."

3.5.5 Enrollment after the Start of the School Year or Semester

Students may enroll at Reach at any time of the year provided there is available space and enrollment is not "paused." Students who enroll after the start of the school year or semester will be placed at the appropriate starting point in the curriculum based on work they have already completed and discussions between the family and the teachers and/or school counselor. The enrollment team will guide families through the enrollment process to include verifying records, recommending placement, and answering questions about the program requirements. Families enrolling mid-year or mid-semester are subject to all the same enrollment requirements as families that enroll prior to the start of the school year or semester. To contact the enrollment team, call 1-866-732-2416.

Additional Information for High School

High school students entering mid-year or mid-semester must submit report cards, progress reports and/or teacher notes from their previous school as part of the enrollment process. Reach teachers review the student's work and progress up to that point in the semester and enter an equivalent grade into the Reach grade book that represents the student's content mastery. That grade will be averaged with the Reach grades earned in that same semester.

3.5.6 Dual Enrollment in another K-12 Program

Because the school is a full-time program, students may not be concurrently enrolled in another public school on a full- or part-time basis. However, as provided by law, students may participate in extracurricular activities with their District of Residence.

In certain special circumstances, it may be possible for a student to participate in an activity at another local school within the parameters described below. Seeking such permission should be initiated after the start of the Reach school year.

To make these arrangements, caretakers must obtain the Request for Local School Activities form from their school counselor. The form outlines the activity, lists contact information, and indicates that the cooperating school administrator agrees to: 1) not claim or collect any state, local, or federal funding for the student, and 2) assume all liability for that student while on the school grounds. Once the form is completed and signed, the caretaker should it to the school administrator, who will ensure that the student is in good standing and call the local school and make a final approval decision.

Violations of this policy may be grounds for disciplinary action.

3.5.7 Dual Enrollment in a College or University

Interested students who are academically and socially ready may wish to consider supplementing their Reach curriculum with college-level courses in a college or university. Students should consult with their school counselor prior to enrolling in college courses to be sure they are fully informed about specific requirements as well as the benefits and responsibilities of adding one or more college course(s) to their workload.

3.5.8 Withdrawing from School

Transfer to other schools/homeschooling

Students may withdraw from the school at any time, provided that the caretaker provides Reach with either evidence of homeschool registration consistent with Pennsylvania requirements or the name and location of another public or private school the student will attend.

Prior to withdrawing, the caretaker and/or eligible student (in the case of an emancipated minor) should discuss with a school staff member the student's reason(s) for withdrawing. It may be possible to address the concerns and avoid withdrawal. If a student or caretaker is experiencing a problem with a teacher, they should contact the school leader, assistant principal, or their designee to discuss possible solutions for continued enrollment.

The following procedures will be followed when requesting withdrawal from Reach Cyber Charter School to transfer to another school or homeschooling program.

1. The student's caretaker and/or eligible student generally may begin the withdrawal process in two (2) ways:

- From the Focus Parent Portal, select the student's 'Child Info' tab and go to Withdraw Request. Complete the Next School information and select Save to submit the form.

This method should not be used to indicate a student does not intend to return for the following year.

The Withdraw Request will result in the immediate withdrawal of the student for the current year unless a future date is indicated on the form.

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

2. The student will only be withdrawn from the school upon Reach Cyber Charter School receiving confirmation of enrollment from the next school.

3. All school-owned supplies and equipment in the possession of the student will be returned to the school.

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

Withdrawal from School/Dropout

Pennsylvania law provides that withdrawal from school is limited to those students who:

1. Have attained the age of eighteen (18) years.
2. Have attained the age of sixteen (16) years and are regularly engaged in useful and lawful employment during the school session with a valid employment certificate. Regularly engaged means 35 or more hours per week of employment.
3. Have been examined by an approved mental clinic or by a person certified as a public-school psychologist or psychological examiner, and have been found to be unable to profit from further public school attendance, and who have been reported to the board of school directors and excused, in accordance with regulations prescribed by the State Board of Education.
4. Have attained the age of fifteen (15) years and hold a permit approved by their resident school district to engage in farm work or domestic service in a private home.
5. Have attained the age of fourteen (14) years and are engaged in farm work or domestic service in a private home on a permit issued as provided in clause (4) of this section, and who have satisfactorily completed the equivalent of sixth grade, if the issuance of such a permit has first been recommended by the CEO and the reason therefore has been approved by the Pennsylvania Secretary of Education.

While Reach Cyber Charter School does not condone the withdrawal from school prior to high school graduation, should a student seek to withdraw from school the following procedure will be followed:

1. Permission for a student of compulsory school age to withdraw from school will only be granted upon written consent from the student's parent/guardian with supporting justification.
2. For the student's withdrawal from school to be approved, the student is required to meet with their school counselor to discuss the circumstances surround the student's withdrawal.
3. The student and their parent/guardian may receive counseling from the school regarding the possible ramifications of withdrawal from school. Such counseling could include: 1.) information aimed at helping students identify educational and life goals; 2.) information about tests for General Education

Development (GED) and other alternative educational opportunities; and 3.) information regarding the student's right to public school education until the age of 21.

4. All school-owned supplies and equipment in the possession of the student will be returned to the school upon withdrawal.

3.5.9 Location Change

Reach defines four types of “Location Change” and has specific policies related to each type.

Any time a student initiates a location change, the caretaker must contact the school to discuss the change and ensure the student remains compliant with all Reach, state, local, and other applicable regulations and policies. The four types of location change, and the related policies, are listed below:

- **Permanent In-Area Location Change:** change of residence within Pennsylvania. Example: The family purchases a new home during the school year. For this type of location change, the Caretaker must:
 - Contact Reach to notify them of the location change as soon as possible, but no later than thirty (30) days after the move. An address change can also be submitted through the Focus Parent Portal. The caretaker must provide new proof of residency documentation and updated student contact information to Reach within thirty (30) days of the move. Failure to provide an updated proof of residency may result in withdrawal from the school, as permitted or required by federal, state, or local policies and guidelines for enrollment.
 - Inform the student's homeroom teacher or Family Mentor, as appropriate.
 - Continue to meet the school's eligibility requirements.
- **Temporary Location Change:** Travel or relocation away from student's residence for no longer than two (2) weeks. For this type of location change, the caretaker must contact the school leader prior to the location change for permission to make the location change. The school leader will determine per state requirements if the student can make this location change and remain eligible to stay enrolled in the school.
 - Note: Laptops may move temporarily with the student, if the student remains actively enrolled in the school and updated address and contact information for temporary location has been received by Reach.
- **Alternate Learning Location(s) Change:** Student learning regularly occurs in an alternate location but there is no change in the student's residence. Example: The student's learning coach is a neighbor, and the student regularly works at the learning coach's home. For this type of location change, the caretaker must contact the school leader prior to the location change to confirm that this location change will not affect the student's enrollment eligibility.
 - Note: Caretakers are always responsible for Reach provided equipment and materials, regardless of where the materials/equipment are located. See Section 10, Educational Materials Provided by the School, for more information.
- In any of the above types of location change, the student must continue learning activities, required communications, and must still comply with all state testing and other state and school requirements.
- **Permanent Out-of-Area Location Change:** Move to another state.
 - If a student moves out of state, the student must withdraw from Reach and all computer equipment and curriculum materials must be returned.

The following actions related to location change may cause the student to be immediately withdrawn from the school:

- engaging in any type of location change without notifying the school leader.
- failure to provide Reach with any additional required documentation.

- failure to receive specific written permission to remain enrolled when engaging in any form of location change.

3.6 Assessment

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

3.6.1 ~~Pre-testing, Mid-testing, and Post-testing~~ Diagnostic and Benchmarking Assessments to Measure Academic Progress

At the beginning, middle, and end of each academic year, the school may administer formative-diagnostic, benchmark, or formative assessments or other evaluation tools as pre-, mid-, and post-assessments to students in grades K–12. These assessments provide instructional guidance for teachers and learning-coaches families, help teachers to construct and implement learning plans, and measure the student's academic gains over the year.

Exempting Alternate Assessment Students from Formative Assessment Participation

If a student's IEP designates alternative state testing and alternative curriculum, the student is exempt from mandatory pre-testing, mid-testing, and post-testing. However, at the learning coach's request, the student may still complete the testing and receive scores as these assessments can be a useful diagnostic tool.

3.6.2 Assessments within the Curriculum

As students progress through their courses, they will engage in many different types of formal and informal assessments. All-Such assessment types are listed below, though not all courses or grade levels will have all these assessment types. Additional assessments may be utilized based on student or course needs.

Graded Assessments

Graded assessments are generally found in the curriculum through a student's courses in Canvas; they have an impact on the student's overall grade for the course. Graded assessments might include things-items such as discussions, rough draft assessments, quizzes, Project-Based Learning (PBL) assignments, STEM projects, knowledge checks, unit tests, final exams, essays, projects, portfolio work, and participation.

Non-Graded Assessments

Non-graded assessments are also found in the curriculum, but do not have an impact on the student's overall grade. Non-graded assessments might include online practice, worksheets, surveys, assigned readings, and reflections.

Informal Evaluations

Informal evaluations are tools used to gauge the student's level of mastery of the material. These evaluations are not necessarily included in the student's grade but provide valuable feedback to teachers and Learning Coaches about the student's areas of strength and areas needing additional support or intervention. Informal evaluations may occur through coursework, during live lesson, or on a phone call with a teacher.

3.6.3 Mandatory Testing

Participation in State Mandated PSSA and Keystone Exams is required of all students by the Pennsylvania Department of Education. Students in grades 3 to 8 are required to take the PSSA exams in the subjects of Math and English/Language Arts. Grades 5 and 8 must also take PSSA exams in Science. In addition, students must take Keystone Exams in Algebra, Literature, and Biology by the end of 11th grade.

PSSA is a standards-based criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 5 and 8 is also assessed in Science.

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. The exams include items written to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards in Mathematics and English Language Arts and to the enhanced Pennsylvania Academic Standards for Science.

All public-school students, by their 11th grade year, must complete and score Proficient or Advanced on Keystone Assessments in Algebra 1, Biology 1, and English Literature or complete a Project Based Assessment in all 3 subjects.

PSSA and Keystone Testing are administered in-person at locations across the state during the testing windows. These site locations are determined by the school's population. Families will be required to take their students to these locations to complete all mandatory testing. Due to statewide regulations, these assessments cannot be proctored virtually or remotely.

Pennsylvania has no opt-out option for standardized testing. All state testing is mandated by the Governor and required by Pennsylvania state. Chapter 4 of Title 22 of the Pa. Code (22 Pa. Code 4.4) provides for the right of any parent/guardian to excuse his/her child from the state assessment if, upon inspection of the testing materials, he/she finds the assessment to be in conflict with his/her religious beliefs. This is the only basis for a parent/guardian to excuse his or her child from the statewide assessments. This process includes signing a confidentiality agreement, reviewing the assessment booklets in-person on district property during a designated window, and signing an affidavit to the school indicating religious objection. Information on this process can be provided upon request via emailing ReachStateTesting@ReachCyber.org.

Any student without a Religious Exemption on file who does not show up for testing is considered a "test refusal" and will be given unexcused absences for the test days.

Students who do not participate in the assessment due to parental requests will negatively affect the school's participation rate and can potentially have a negative impact on the school's accountability status. As a charter school and a school of choice, this could be considered during the school's charter renewal and could impact this educational option for all students at Reach Cyber Charter School.

Reach Cyber Charter School understands that testing can be a challenging time and is the one-time students are required to physically attend in person. Everything possible is done to make testing a stress free and positive experience. More specific information about the administration of the tests will be sent to families via email and posted in the Focus Parent Portal, including specific locations and times. Questions regarding state testing at Reach can be directed to ReachStateTesting@ReachCyber.org.

PSSA Exam Dates: The PSSA exams will be given according to the calendar determined by the Department of Education; generally, in April & May.

Keystone Exam Dates: All students who have completed courses for which a Keystone Exam is assigned must take the corresponding Keystone Exam. Spring testing is generally offered in May.

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

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

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

~~Students attending Reach will be administered the Pennsylvania System of School Assessment (PSSA) and Keystone Exams, as required by the Commonwealth of Pennsylvania.~~

~~PSSA is a standards-based criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is also assessed in Science.~~

~~The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. The exams include items written to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards in Mathematics and English Language Arts and to the enhanced Pennsylvania Academic Standards for Science.~~

~~All public-school students, by their 11th grade year, must complete and score Proficient or Advanced on Keystone Assessments in Algebra 1, Biology 1, and English Literature or complete a Project Based Assessment in all 3 subjects.~~

~~PSSA and Keystone Testing are administered at locations across the state during the testing windows. These site locations are determined by the school's population. Families will be required to take their students to these locations to complete all mandatory testing.~~

~~If you fail to participate in any of the state-mandated tests, you will be considered truant for those testing days and may be subject to fines by your District of Residence. Note: More specific information about the administration of the tests will be sent to families via email after the start of the school year, including specific locations and times.~~

~~PSSA Exam Dates: The PSSA exams will be given according to the calendar determined by the Department of Education; generally, in April & May.~~

~~Keystone Exam Dates: All students who have completed courses for which a Keystone Exam is assigned must take the corresponding Keystone Exam. Spring testing is generally offered in May.~~

3.7 Personalized Learning

3.7.1 The Personalized Learning Process

Reach teachers work with learning coaches and students to customize student learning experiences based on specific academic needs, learning pace, learning styles, and personal interests. This program personalization is an ongoing process.

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

3.7.2 Adding Elective Courses (Elementary and Middle School)

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

- ~~be enrolled in school for at least thirty (30) days.~~
- be in good academic standing (overall grade of 70% or higher).
- maintain acceptable attendance.

Teachers/[counselors](#) will work with families to select appropriate electives, approve the student's selection, and enroll the student in the elective course(s).

3.7.3 How Families Can Personalize Instruction

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

- Pacing and Scheduling — Subject to requirements including, but not limited to, the required days of attendance and/or hours of instruction required and other applicable state or local regulations, the school allows students and their learning coaches to structure the school day to best meet the student's learning needs. Students and their learning coaches can select which days of the week to complete certain courses and how many lessons of each subject per day they plan to complete. This flexibility accommodates different learning styles and needs; however, the personalization of pacing and scheduling must not impact the overall amount of work that is required of each student, which is determined exclusively by Pennsylvania requirements and is overseen by the school's leadership.
- Limits to Program Flexibility - Every student is expected to master the essential skills and standards covered by the school's rigorous curriculum, which is designed to meet or exceed Pennsylvania standards. Families may work with teachers to adjust pacing and assigned lessons for each student; however, it is imperative that students participate fully in the school's standards-based curriculum and complete the lessons and assessments assigned by the teacher(s).

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

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

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

3.8 Course Completion

3.8.1 Midyear Course Completion (Elementary and Middle School)

Before requesting to move on to the next course or level, students should work with their learning coaches and teachers to make sure they have mastered course content. Teachers can provide enrichment and extension

activities for students to reach greater depth in their studies. Electives may also be available for students who have completed a required or core course prior to the end of the school year.

The decision to advance to a new level of a subject or subjects mid-semester or mid-year will be made collaboratively by the caretaker, learning coach, teacher, school counselor and school leader. Students may be eligible for a mid-semester or midyear placement change if they can demonstrate the following outcomes:

- mastery of current course content
- exploration of enrichment and extension opportunities offered throughout the curriculum
- sufficient in-depth involvement with the course material as determined by the teacher.

The teacher will review these criteria to determine the student's eligibility for a placement change. If the student is deemed eligible, the teacher will request the placement change on behalf of the student. An academic review will be completed by the teacher, assistant principal, principal, and/or CAO. School leadership will communicate with the student and learning coach on the final decision. Generally, if a mid-year curriculum promotion occurs, the student's final grade level will remain the same. As with other placement changes, the school leader will have the final say in approving or disapproving placement changes.

3.8.2 Late Course Completion

Students who require extended time to complete assessments after the school year has ended should check with their ~~school counselor and~~ teacher for allowable permissions for assessment completion. The teacher of record will communicate the need for an extension with the school counselor and administration. Generally, if there are extenuating circumstances, students may request an extension to submit work up to two (2) weeks after their school's last official day of classes. There is no guarantee that an extension will be granted.

Extensions will not be granted beyond two (2) weeks after the last official day of school. Extensions will not be considered for the purpose of accelerating course studies over the summer. Unless a student is enrolled in an official summer school program (or the student qualifies for extended school year services through their special education services), additional services or materials will not be provided for learning activities over the summer. For students with an IEP, Extended School Year (ESY) services are determined by the student's IEP team.

4 Attendance

Students in Reach have no physical classrooms but still must meet all regulatory requirements for attending public schools in Pennsylvania. These requirements include attending school for the required number of days and/or completing a required number of instructional hours. Caretakers and students are jointly responsible for ensuring students meet the attendance requirements. School authorities are responsible for enforcing attendance laws. Students not attending school as mandated by law will be considered truant.

Section 1748.1-A (related to Enrollee Wellness Checks) was added to Charter School Law in 2024. It requires cyber charter schools to conduct wellness checks at least once a week related to each enrolled student. A week is defined as at least three full or partial days of academic instruction. Students must be visibly seen and communicated with by a teacher, administrator, or cyber charter school representative, in person or via electronic means, such as by activating a webcam during synchronous online instruction. The goal of the weekly checks is to verify the student is participating in educational activities and to ensure the student's well-being. Any indications of abuse, neglect or harm to a child witnessed during the wellness check must be reported in accordance with 23 Pa. C.S. Chapter 63.

Although there is more flexibility in the Reach program than in a traditional school setting regarding instructional time, students are still expected to follow the school calendar.

4.1 Caretaker and Learning Coach Responsibilities for Attendance

All Grade Levels: State laws require that caretakers take responsibility for ensuring their student(s) attends school. In addition, all students must complete assigned lessons and submit specified assessments to their teachers. Attendance should be equated to work completion. If the student does not complete assigned lessons, then attendance hours will not be marked. Students and/or their caretakers and/or learning coaches must also participate in/respond to regular telephone, email message, and/or web conferencing (Zoom) contacts, as well as in-person contacts with a teacher during the school's regularly scheduled school hours.

Elementary and Middle School (Grades K–8): To meet attendance requirements and successfully complete their lessons, students in elementary and middle school will need assistance from a learning coach. The student's need for assistance will range from substantial assistance to relatively minor assistance and will vary depending on the student's age, ability to be self-directed, and to comprehend the materials. In addition, students must be in a safe and secure environment, which generally requires the student to have adult supervision during the entire school day to meet health and safety regulations.

High School (Grades 9–12): Students are expected to perform their schoolwork independently. However, the learning coach is still responsible for verifying that the student has completed the assigned lessons and assessments. The learning coach is also expected to be available for regular teacher conferences. While students may not need adult supervision during the school day, they must still be in a safe and secure environment.

4.2 Marking and Verifying Attendance

The Attendance Department is responsible for documenting student attendance in Focus and for verifying the accuracy of attendance records through authenticating student module completion. Caretakers and learning coaches do not record attendance at Reach in either Canvas or Focus.

Learning coaches can reach out to the Attendance Department with questions or concerns around attendance hours. Disputes related to attendance should be discussed first with the Attendance Department. Learning coaches who do not have their concerns resolved should contact the school leader to resolve the dispute, then follow the dispute resolution procedures if the issue is not resolved with the school leader.

The School Day

Students must complete a certain number of instructional hours per day as required by state law and regulations. The school day is not limited to certain hours for start and end times, however the school's teaching staff is only available during the school's hours of operation. Learning coaches must also be available for their scheduled phone conferences during these times.

The School Calendar

The school operates according to a set school calendar, which includes days when teachers will not be available due to professional development (other Support Services may be available during these days), and days when the school is completely closed (no Support Services are available during these days). Student learning may continue during any days when the school is closed. Families will be notified of planned or unplanned system maintenance, which may temporarily limit student access to Reach's learning management system and will not count against student attendance. ~~Student learning may continue during any days when the school is closed.~~ All work must be completed as of the last day of school, except as provided in the Late Course Completion section of this handbook. School work that is not completed as of the last day will receive an incomplete or failing grade.

Types of Absences

Reasons for excused absences may include, but are not limited to, the following:

Health problems- Students are unable to participate in schoolwork due to physical or mental health problems.

If a student misses a school day, the caretaker or learning coach must submit an absence excuse through Focus documenting the health issue. The school may also require a doctor’s note for absences of more than three (3) consecutive days.

Other excused absences- Examples of other excused absences include a family illness that requires the absence of the student, a death in the immediate family, religious holidays, family trips that can be taken only during the normal school calendar year (see the section below on extended absences), court appearances requiring the student’s attendance, attendance at special events of educational value approved by a teacher, and other special circumstances that show good cause. These absences must be approved in advance by the Attendance Team. If requested or required, families should expect to provide appropriate documentation to support an absence.

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

Unexcused absences- Absences that are not approved by the school will be considered unexcused.

Extended Absences

If a learning coach is aware their student is going to be unable to complete their learning activities for more than three (3) consecutive school days, they should contact the school as soon as possible to inform them of the planned absence and discuss a plan to ensure the student stays on track to complete the school year successfully. The school may request documentation of the reason(s) for the planned absence.

The Attendance Department is responsible for documenting student attendance in Focus and is responsible for verifying the accuracy of attendance records through authenticating student lesson completion.

Focus Attendance Codes

The following attendance codes will appear in Focus:

Code	Definition of Cod
P	Present
C	School Closed
E	Excused Absence
U	Unexcused Absence

Hours of Schooling/Attendance

Students must meet all regulatory requirements for attending public schools in the state. These regulatory requirements include attending school for 180 days and completing a required number of hours of instruction per year.

Hours of schooling per day and/or week are accumulated by completing lessons, assessments, portfolio items, labs, attending direct instruction sessions, attending educational field trips, participating in state mandated assessments, and by participating in other

Failure to attend mandated Zoom sessions, state testing, or respond to email and phone call messages from teachers may be counted against documented attendance.

Although there is more flexibility in the Reach program than in a traditional school regarding when instruction occurs, students, learning coaches and caretakers should be aware that the school calendar reflects the days on which teachers are available to students.

Attendance Responsibilities by Role

Caretaker/Learning Coach Responsibilities

- Alert the School of Excused Absences – If a student is absent, the caretaker or learning coach must complete the Attendance Excuse form in Focus for their student(s). The school will determine if the absence can be classified as excused, per the guidelines listed in this handbook. The Attendance Department will then enter an “E” or “U” for that day’s attendance.
- Complete Defined School Year – Regardless of the number of hours of schooling a student may complete prior to the last day of the school year (as defined in the school year calendar), students are required to meet the weekly required instructional hours up to and including the last day of the school year.
- Days Off – Students are able to work on school days off to get ahead or make up work, however teachers and staff are not available on these days. Students cannot move these days on their official record to schedule in-session days.
 - Note: regularly scheduled school holidays will automatically be recorded as off.
- Educational Trips – If a student is participating in an educational trip, the caretaker or learning coach must submit a request to the school by completing the Educational Leave form found in Focus. The completed Educational Leave form must be submitted to the Attendance Department at least two (2) weeks prior to the planned trip. The leave must be approved by the school administration. Learning coaches and/or caretakers should communicate with teachers about adjusted work completion goals.

School Responsibilities

- Monitor and Review Attendance Records – The Attendance Department will monitor and review attendance records on a weekly basis. The Attendance Department will also identify and record excused absences and unexcused absences.
- Maintaining the Integrity of the Attendance Data – The attendance system prohibits further editing of attendance data at certain points. Any requests for adjustments to the previously verified records must be submitted to the school in writing for review, approval and adjustment.

Official Attendance Record – The Focus attendance system is the record of student attendance. It is, however, one of many sources used to determine if a student is meeting the minimum program requirements. If it has been determined that a student has not completed enough work or that certain other program requirements have not been fulfilled, further sanctions up to and including withdrawal may occur. If a student regularly does not complete enough work, despite repeated assistance and intervention from the school, then the student may accumulate unexcused absences or be withdrawn.

4.3 Truancy

Students who fail to meet legal attendance requirements, which may include reported attendance, required contact with teachers, submission of assessments, and documentation of lesson completion shall be considered truant. The school may institute truancy proceedings or otherwise report the student to the appropriate authorities, including courts, as is consistent with state law.

In order to maximize student learning, regular attendance is imperative. The Reach program offers a great deal of flexibility surrounding how many hours students spend each day on schoolwork and on what days of the week they complete schoolwork. Due to this flexibility, Reach has zero tolerance for truancy. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student’s learning coach. The information below is intended to help caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

In order to avoid truancy, the caretaker must ensure that the following activities are taking place:

- The student completes assigned lessons and assessments weekly.
- The student is available for regularly scheduled telephone calls with teachers.
- The student attends any assigned mandatory Zoom sessions.
- The student is able to demonstrate that they are doing their own schoolwork.
- The student attends mandatory state testing.
- The caretaker or learning coach has communicated with the teacher/school in advance if they need to deviate from the regular school calendar.

The final decision about whether an absence is considered excused or unexcused will be made by the Attendance Department, State Attendance Manager, or School Leader. Please note that three (3) unexcused absences are not in compliance with the law.

Reach is required to record student attendance in the same way as traditional public schools. If a student is not adequately engaging in the online program or has accumulated more than three (3) unlawful absences, the school is required to notify the caretaker in writing and work with the caretaker and/or learning coach to create a School Attendance Improvement Plan (SAIP). If the student continues not to engage in the program, Reach is required to take further actions, up to and including, legal proceedings.

Unexcused Absences	Plan of Action
One First and Second (1-2) unexcused absence	Caretakers will receive a phone call and email notification that the absence is unexcused from the previous week and that penalties may be enforced.
Second (2nd) unexcused absence	Caretakers will receive a phone call and second email notification that a further unexcused absence has occurred and that additional penalties may be enforced.
Third (3rd) unexcused absence	Caretakers will receive a phone call and written notification of three (3) unexcused absences. Invites will be sent for a School Attendance Improvement Plan (SAIP).
Fourth (4th) unexcused absence and fifth (5th) unexcused absence	Caretakers will receive a phone call and email, which will outline next steps with regard to a mandatory School Attendance Improvement Plan (SAIP) with school staff. Three (3) attempts will be made to hold a meeting with the caretaker to discuss the SAIP; however, the meeting can be conducted without the caretaker if they are unable to attend. Students with an IEP or 504 will be contacted about a meeting to review attendance concerns
Habitually truant status (having six (6) or more unexcused absences during the current school year)	Caretakers will be notified by phone call and email of absences, will be assigned a truancy officer, and possibly invited to attend a truancy diversionary program live lesson. For students under fifteen (15) years of age, the school will make a referral to other community-based attendance improvement programs or Children and Youth in the

	<p>student’s local area. Truancy charges may also be filed at the local magistrate.</p> <p>For students fifteen (15) years of age and older, the school will make a referral to other community-based attendance improvement programs in the student’s local area. Truancy charges may also be filed at the local magistrate. Children and Youth may also be contacted if the student does not attend the community program.</p> <p>Students residing in Philadelphia County will be referred to the Go Program through the District Attorney’s Office.</p>
<p>Ten (10) unexcused absences</p>	<p>After ten (10) consecutive absences, the student will be withdrawn from Reach for truancy, and the Resident District will be notified of the withdrawal. Children and Youth will also be notified for students under the age of eighteen (18).</p>

Reach Cyber Charter School will work closely with families in the event a student has unexcused absences from school. Our goal is to work collaboratively with families to prevent truancy and improve student attendance and achievement. The above process is outlined by the Pennsylvania Department of Education and is consistent with compulsory attendance laws of the state of Pennsylvania.

Definition of “Missing a Day of School”

Missing a “day” of school is defined as “missing 1% of overall lesson completion in a week.” Missing 1% of overall lesson completion in a week may be considered a day of unexcused absence if the learning coach or caretaker does not provide acceptable documentation to the school for those missed hours to be considered excused.

5 Grading and Student Evaluation

Students are evaluated based on several types of assessments, such as quizzes, tests, ~~portfolios, and~~ discussions, and project based learning and STEM activities as described in Section 3.6.2 Assessments within the Curriculum. Teachers ~~and substitute teachers~~ are responsible for grading students’ work. Only the teacher ~~or substitute teacher~~ can issue the final grade for the course.

The Grade Book and Progress Reports

The Canvas Grade Book allows all students and caretakers/~~observers and/or learning coaches~~ to view grades from both electronic assessments (immediate and automatic postings) and written work (posted by teachers after work is evaluated). The Canvas Grade Book is available 24 hours a day, seven days a week (excluding regularly scheduled maintenance) and ~~always~~ reflects the student’s status in each course in which they are enrolled. Missing or overdue lessons may be marked as a temporary zero but can be replaced with a grade once the lesson or assessment is completed within the semester grading window.

Reach provides progress reports that are snapshots of students’ grade books during a certain time (e.g., the first quarter of the school year) which may include teacher feedback and comments. Progress reports are created and posted at certain times per year based on a schedule set by Reach. They will be available for caretakers to view through the Focus Parent Portal in the Student Information System (Focus Schools). Progress Reports are only a snapshot in time of a student’s grades. For the most up-to-date information on a student’s grade and course progress, caretakers and students should refer to the Canvas gradebook or contact their course teacher.

Grading Timelines

Most assessments, other than ~~portfolio assessments~~ large projects or essays, should be graded by the teacher within two (2) school days. Generally, ~~portfolio assessments~~ larger projects or essays will be graded by the teacher within five (5) school days of receipt and the grade posted to the grade book.

5.1 Grading Scale (Elementary and Middle School)

Students in Kindergarten do not receive scores in traditional courses. Instead, they receive quarterly progress marks on specific Kindergarten level skills in the areas of: School Readiness and Social Behaviors, Mathematics, Literacy/Language Arts, and Independent Writing. Parents can continue to support students at home by practicing skills that students have not yet mastered. The following learning key will be used:

- E = Exceeds standards
- S = Satisfactory demonstration of skill
- D = Developing
- NP = Not making progress
- X = Not yet evaluated

Reach uses the following grading scale for grades ~~K~~1-8 (See Section 6, High School Programs and Policies, for the grading scale for grades 9-12):

Grade	Minimum %	Maximum %	Passing?	Grade Points
A	90	100	Yes	4
B	80	89	Yes	3
C	70	79	Yes	2
D	60	69	Yes	1
F	0	59	No	0

5.2 Placement, Promotion, and Retention (Elementary and Middle School)

Placement

During the Reach enrollment process, the student’s caretaker is asked to submit academic documentation for the student that includes the student’s most recent academic progress. This information is reviewed and verified by the school counselor, the manager of special education, and/or the administrators, who collaborate to determine the most appropriate course placement for the student. For students with an IEP, placement will be in accordance with the student’s IEP.

Promotion/Retention of Returning Students

Near the end of the school year, teachers make recommendations to their school leader regarding promotion or retention for their students in grades K through 8. While age can be one factor in ~~T~~these recommendations, they are based on the following student ~~i~~ ^{Powered by BoardOnTrack.com:}

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

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

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

Teachers and school administrators review and discuss the recommendation to make a final decision about promotion/retention for each student.

High School Coursework Completed in Middle School

Students in middle school who are academically ready to take high school courses may do so with appropriate approval from administration. Students will be issued high school credit upon successful completion of the course. Students who complete course work for Keystone tested subjects will be required to take the Keystone exam during that school year. Keystone tested high school courses are Algebra 1, English 10 and Biology. See section 3.6.3 (Mandatory Testing) for additional information.

6 High School Programs and Policies

Placement

During the Reach High School enrollment process, the caretaker may be asked to submit academic documentation that provides a record of school credits earned and attempted, and any courses in progress. The school counselor uses the documentation to determine remaining courses needed. Initial course placement will be based on high school credits earned and aligned with state graduation requirements, typical course sequences, and post-secondary goals established by the student during the enrollment process.

Caretakers review and confirm their agreement to course placement prior to the student starting coursework. Through this process, Reach may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

High School Credit

Only high school-level classes provide high school credit toward graduation (unless required by the student's IEP team). In some cases, students who are dually enrolled with a college or university may also earn high school credits for those courses.

Promotion

The following credits are required to be promoted from one grade to the next:

Classification	Grade	Minimum Number of Credits
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Sophomore	10	5
Junior	11	10
Senior	12	16

At the time of a student’s enrollment, school counselors will establish estimated grade levels based on preliminary information about previously earned credits. Student grade levels are updated at the end of each school year. The automatic adjustments are based on the student’s earned and verified credits recorded in Focus.

High school students on an accelerated pace will move from 9th grade directly to 11th grade upon successful completion of English 10 over the summer directly following their freshman year.

In certain situations, the counselor, in consultation with the student, learning coach, and/or school administrator, may adjust the student’s grade to most appropriately match the student’s current academic needs.

Graduation and Diploma Requirements

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

- complete the 21 credits required by the PDE in specific areas and subjects 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 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

A student may finish school during the school term in which they turn twenty-~~one~~^{two} (21~~2~~) years old.

*Reach Cyber Charter School is not approved to use the CTE Concentrator pathway to meet Act 158 Requirements. If a student completes the CTE Concentrator pathway at a previous school and transfers to Reach, Reach can report a student as meeting Act 158 requirements through the CTE Concentrator pathway if the previous school provides evidence of completion.

Early Graduation

At the close of the second semester, the school administrator, school counselor, and other staff will review each senior’s records to ensure that these students have completed all graduation requirements. The school administrator will then initiate the “withdrawal for graduation” process in Focus for those students who have completed all requirements.

Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the school administrator. The school administrator and other appropriate school staff will then review the student’s records to ensure that all graduation requirements have been met. After the school administrator grants approval for early graduation, they will initiate the “withdrawal for graduation” process. This includes marking the student’s transcript to

indicate graduate status. Once the student has graduated, the student will no longer be enrolled in Reach and will not have access to Canvas.

Unofficial transcripts will be available to students via Focus as long as the student is enrolled in Reach, and official transcripts will be available at any time by contacting the school. Early graduates will receive their diplomas at the end of the second semester, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by Reach but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

Area and Subject Requirements

Students must earn the following credits in the following areas and subjects:

Subject	# of Credits
English	4.0
Mathematics	3.0
Science	3.0
Social Studies	3.0
Arts or Humanities or Both	2.0
Health and Physical Education	1.0
Additional courses from among those approved for credit toward graduation by the school including approved vocational education courses	5.0

Reach uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units).

National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) [participation and](#) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Many of Reach’s core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the NCAA Eligibility Center for more information.

Grades and Grade Point Averages (GPA)

Students are awarded credit only for courses in which they have earned a grade of D- (60%) or higher. This applies both to courses taken at Reach and at other schools. Courses required for graduation must be re-taken by the student if a grade of D- (60%) or higher is not earned and re-taking such courses may delay the student's graduation. The school’s grading scale is Powered by BoardOnTrack

Semester and year-end grade point averages (GPA) calculations will follow a four-point scale (below). GPAs will only include graded courses; pass/fail courses will not be averaged into a student’s GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses are weighted with one (1) extra grade point.

Grade	Grade %	Passing	Non Weighted	Weighted (Honors)	Weighted (AP)
A+	98-100	Yes	4.00	4.50	5.00
A	92-97	Yes	4.00	4.50	5.00
A-	90-91	Yes	3.67	4.17	4.67
B+	88-89	Yes	3.33	3.83	4.33
B	82-87	Yes	3.00	3.50	4.00
B-	80-81	Yes	2.67	3.17	3.67
C+	78-79	Yes	2.33	2.83	3.33
C	72-77	Yes	2.00	2.50	3.00
C-	70-71	Yes	1.67	2.17	2.67
D+	68-69	Yes	1.33	1.83	2.33
D	62-67	Yes	1.00	1.50	2.00
D-	60-61	Yes	0.67	1.17	1.67
F	0-59	No	0.00	0.00	0.00

Class Rank

Reach will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from Reach will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student’s cumulative GPA will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same thousandth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level. The class rank is not included on the student’s official high school transcript.

Release of High School Educational Records

Reach will provide educational records, including official high school transcripts, class rank, test scores, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only with prior written approval from the student’s caretaker, or from the student if they are 18 years or older or an emancipated minor.

To ensure that application deadlines are successfully met, the school requires advance notice of at least 10 working days for requests to provide educational records to students, caretakers, and/or third parties. We require 30 days' notice for letters of recommendation. Note: Class rank is only calculated twice a year.

Requests for records should be made using the Authorization for Release of Educational Records Form.

Prerequisites

Students must meet all course prerequisite requirements prior to registering in them. Prerequisites can be found in the course catalog and through discussions with your school counselor.

Duplicate Coursework: Repeating a Course

Students may repeat a course in order to improve their grade. Only the higher of the two grades will be included in the GPA. Credit will be awarded only once, for the higher of the grades. Both courses and both grades will show on the transcript.

Schedule Changes

Students may request changes to their schedules within the first six weeks of enrollment or within the first six weeks of the semester. To add or drop a course, a caretaker must make a request to the school counselor.

Transcripts

Students are able to access ongoing information about their courses through their online grade books within Canvas. To request an official copy of a transcript, families must complete a Transcript Request Form and submit it to the school administrator for approval and processing. Official transcripts are generated at the school. They have official school signatures, raised seals, and are sent in a sealed envelope. Caretakers are able to view a copy of the transcript through Focus at any time.

Credit from other Schools

As part of the enrollment process, families submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to Reach. The school counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. Official transcripts are required within the first 30 days of school for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official Reach transcript will display both the credits earned at Reach as well as any transfer credits.

Credit for Coursework Completed in a Home School Program

Prior homeschooled students may have high school credits transferred when reviewed by their sending school district's certified teacher and approved on school letterhead.

High School Courses Taken in Middle School

Students may earn high school credit for high school level courses taken during the middle school years. A middle school course for which high school credit is granted must cover the same content as the equivalent high school course and must be approved by the school counselor in advance. Students must have approval of the school to pursue this opportunity. Check with the school counselor for more specific information.

Credit for Other Experiences

Many students are involved in activities outside their school experiences, such as: music, dance, and art lessons, foreign language instruction, and participation on athletic teams. While Reach recognizes the value of these activities, they cannot be used to earn high school credit.

Independent Study

Independent Study is a school-approved, student-centered, alternative method of learning that allows a student to earn regular education course credit while working on a standards-based, curriculum-aligned, independent project. Students work independently under the supervision of a **certified Reach** teacher following a plan created jointly by the student, the caretaker, and the teacher. Students who wish to earn credit for an

Independent Study project must complete an application and have the approval of the teacher, school counselor, and school administrator in advance.

Students Driving to Sanctioned Events

The school highly recommends to caretakers that students not be permitted to drive unaccompanied to Reach sanctioned events. Preferred options include having caretakers or designated adults drive and supervise students, or having students use public transportation options. However, under certain circumstances students may need or wish to drive to an event without supervision from an adult. In order to be able to drive unaccompanied to a Reach sanctioned event, students must meet the following guidelines:

- Must be 16 years of age.
- Must possess a valid driver's license.
- Must use a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.

In addition, it is the responsibility of the student who attends an event without a caretaker or designated adult to do the following:

- Document parental permission to drive to events for the current school year by submitting a completed and signed Student Driving and Attendance Authorization form to the school.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules and procedures for events.

Under no circumstances shall the school be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. Unaccompanied student drivers at events shall remain the responsibility of their parents/legal guardians. If a student driving to or from an event is involved in an accident, Reach shall not be liable for any injuries or damage; all liability rests with the student, their parents/legal guardians and/or any insurance maintained by the parents/ legal guardians and/or the student.

Under no circumstances shall students drive other students to an event. If a student nevertheless permits another student(s) to ride with them, Reach shall not be liable for any injuries or damage to any parties. The student's parents/legal guardians and/or any insurance maintained by them and/or the student will be responsible for all injuries and/ or damage that may occur.

Even if a parent/ legal guardian does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an event is a privilege for a student and not a right, and such privileges may be denied or revoked by the school at any time. Safe driving practices must always be adhered to. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow state laws or school rules and/or procedures for events, may have their permission to drive unaccompanied to school events revoked by the school. Furthermore, students may be reported to the police for further action.

7 Services for Special Populations

7.1 Individuals with Disabilities Education Act (IDEA) Eligible Students

Reach Cyber Charter School complies with the requirements outlined in the IDEA as well as Chapter 711 Charter School and Cyber Charter School Services and Programs for Children with Disabilities and assumes the duty to ensure that a Free Appropriate Public Education (FAPE) is provided to students who have a qualifying disability under the IDEA. In general, this includes (but is not limited to) identifying and evaluating the needs of students with disabilities under the IDEA, developing and revising Individualized Education Programs (IEPs), determining appropriate placements in the least restrictive environment for students with IEPs, implementing IEPs in the appropriate placement determined by the IEP team, considering continued eligibility

for special education and related services, and developing and implementing transition plans to prepare for post-secondary transition after high school.

When a student initially enrolls in Reach with an existing IEP, the school either implements the IEP as written or provides the student with comparable services until a new IEP is developed or amended by the IEP teams. Specially designed instruction for students with IEPs is most often delivered in Zoom sessions. In the virtual environment, FAPE is provided in the Zoom classroom and includes instruction from a special education teacher. Related services are commonly provided in the virtual environment according to students' needs to provide FAPE. It is important for students receiving special education and related services to attend these sessions designed to address their IEP goals.

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

Enrollment Requirements

All caretakers who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Program (IEP) as soon as possible after the enrollment process is complete. It is important that the IEP is current and complete, and that all educational assessments and evaluation reports that support the IEP are also submitted. Enrollment will not be delayed; Reach staff will work with families and with the student's prior school to obtain copies of necessary documents. All documents are reviewed by the Director of Special Education, the student's IEP annual review date is noted, and an IEP meeting will be scheduled, if necessary. At the start of school, a member of the special education staff contacts the family to discuss specific student needs or to clarify information.

During the School Year

At the beginning of the school year, the special education team ensures that teachers of students with IEPs have access to each student's IEP. The teachers are made aware of each student's special learning needs and required accommodations. Teachers are also given guidance on how to make the necessary program accommodations and modifications.

Conducting IEP Meetings

The special education team, including a special education teacher, plans for and schedules all annual reviews and other IEP-related meetings. The team contacts families and establishes mutually agreeable meeting times. Typically, IEP Team meetings are held in a virtual Zoom classroom and on a conference line and occur in compliance with all state and federal laws.

Special Education and Related Services

Some students qualify to receive special education and related services according to their IEPs. Due to the virtual nature of the school, the services are typically provided virtually over the Internet with real-time conferencing software. Reach will provide a continuum of special education and related services that may include alternative placements. The IEP team ensures that services are provided in compliance with the IEP. Students who require a related service(s) as part of their IEP will receive that related service free of charge. This does include psychological counseling.

Child Find

Reach has established and implemented Board-adopted procedures to identify, locate, and evaluate all children who need special education programs and services. Child Find refers to activities undertaken by the school to identify, locate, and evaluate enrolled children who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available.

Reach's Director of Special Education will serve as the Child Find Coordinator and will provide Child Find information and public awareness outreach to school staff, caretakers, local organizations and agencies. School staff will receive information on analyzing universal screening results (from formative assessments) to identify students in need of instructional interven

of intervention may also progress through Reach's Multi-Tiered System of Supports/Response to Intervention and Instruction (MTSS/RtII). Staff training will include how to facilitate requests from caretakers for evaluation.

Reach conducts systematic screening activities that lead to the identification, location and evaluation of enrolled children with disabilities. Identification activities are performed to find a child suspected of a disability that would interfere with their learning unless special education programs and services are made available.

- Reach's MTSS/RtII frameworks helps teachers identify students in need of intervention who may not be meeting appropriate educational benchmarks.
- The screening activities include:
 - review of test data including statewide assessment results
 - review of academic progress
 - hearing and vision screening
 - assessment of student's academic functioning
 - observation of the student displaying difficulty in behavior
 - teacher and learning coach observations
 - determining the student's response to attempted remediation

Reach's statement about Child Find is accessible to the public. The statement is on the general school public website and is communicated through messages on caretaker homepages within Canvas. In addition, all families enrolled in Reach receive Child Find information within the school newsletter, published on a semester basis. A link to the *Pennsylvania Parent Guide to Special Education for School-Age Children* is also provided in all locations.

Student Support Team

The Student Support Team (SST) at Reach is comprised of school administrators, general and special education teachers and staff, school counselors as needed and parents when appropriate. The team meets regularly to discuss the progress of students demonstrating difficulties with the Reach curriculum. Any academic or behavioral difficulties have been documented by the student's teacher in Canvas and are related to the student's academic performance, progress, participation, and/or attendance.

Teachers follow the SST referral process as they refer students for discussion. The team meets to:

- review student academic and/or behavioral difficulties,
- accommodations and modifications that have been implemented,
- attempted differentiation by the teacher of the content area of concern,
- progress or regression noted by the teacher, and
- other relevant information.

After thorough discussion, the SST members will offer suggestions and provide the teacher and learning coach with varying intervention strategies to implement with the student. An intervention strategy is planned, and systematic data collection by the Reach staff is implemented to resolve the issues. At subsequent follow-up meetings, the team discusses which strategies were implemented by the teacher and learning coach, how those strategies worked, how the student is currently performing, and if other strategies need to be explored or implemented.

If the members of the team determine that multiple strategies yield no positive results, they will escalate their concerns to their managers and/or the special education team, as appropriate. Parents are also informed of academic concerns. When appropriate, the SST will refer the student for a special education evaluation and may do so at any point in the process.

Special Education: Educational Records Confidentiality

Reach recognizes the need to protect the confidentiality of personally identifiable information in the education records of eligible children. The policy stated below has been prepared to ensure the privacy rights to both the caretakers and an eligible child in the collection, maintenance, release, and destruction of these records. This policy incorporates provisions from the *Powered by BoardOnTrack* Board of Education on Pupil Records (PA

Code 22, Ch. 12), the Family Educational Rights and Privacy Act of 1974 (“FERPA”), the Confidentiality Section of the Individuals with Disabilities Education Act (“IDEA”), and the Confidentiality Section of PA Special Education Regulations and Standards.

Information in this policy will be reviewed and updated, as necessary.

Destruction – means physical destruction or permanent expungement of personally identifying data from a student’s educational record so the information in those records is no longer personally identifiable.

Directory information – includes the following information relating to a student: the student’s name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

Education record/records – means those related to an exceptional student and maintained by Reach.

This includes records for a student who is currently or who in the past received special education and related services from Reach. Records include permission to evaluate, evaluation reports, IEP, Section 504, notice of recommended education placement, progress reports, etc. (Personal notes of instructional, supervisor, or administrative personnel are not considered to be part of education records.)

Personally Identifiable Information (PII) – includes data or information that identifies a student or a student’s family members, including but not limited to, name, address, telephone, personal identifier such as student number or social security number or by a list of characteristics or other information that, alone or in combination, is linked or linkable to a specific student that could be identified with reasonable certainty.

Release – the giving of access to or the allowance of inspection, transfer, disclosure, or communication of any portion of a student’s education records which includes in it personally identifiable information; the term also means release to any person by any means.

Student – means exceptional school age pupil or preschool pupil (eligible young child) with respect to whom an educational agency maintains education records.

Parent – includes a parent, guardian, or a surrogate parent who acts as a parent in the absence of a parent or guardian. Unless there is a state law or court order which provides to the contrary, the Intermediate Unit may presume that the parent has the authority to exercise the right inherent in the Family Educational Rights and Privacy Act of 1974 (FERPA).

Eligible student – a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

Authorized school official – means an administrator, supervisor, or instructor who has a legitimate educational interest in the student’s education.

Education Records

An education record shall be maintained for each child receiving special education services from the school at the following locations:

- A special education file shall be maintained in the Student File Room at Reach. This file shall be considered the complete special education file.
- A permanent record shall be maintained for each current child and stored in the school site.
- A health record for each currently enrolled student will be kept in a locked cabinet.
- A copy of the special education file, permanent file, and health file will be stored in the Records Room for students who are no longer enrolled in the school.

Transferring Files to Other Districts

When files are transferred to other schools, the file will be sent to the requesting district after a copy is made and stored in Reach’s Records Room. The school will notify parents when a request has been made by another school district for a copy of their child’s file.

A caretaker has the right to review the files of their child. The parent may also request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record (the cost of which will not exceed the costs of duplication).
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

Student Access Rights

When a student is eighteen (18) years of age or attending a post-secondary education institution, the right accorded to and consent required of a student's parent/guardian by law will only be accorded to and required of the student.

Parental Access Rights

A caretaker, eligible student, or designated representative shall have access to the student's education records within forty-five (45) days of receipt of a written request to inspect, review or copy education records. The school may charge a fee for copying education records.

A caretaker also has the right to request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record. If copies are to be released to anyone other than the caretaker, the Consent to Release Information form must be completed by the caretaker.
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

Accessing Records

Reach will maintain a record indicating the names of those persons who have obtained access, the date of access, and the purpose of access. Administrators, teachers, instructional aides, and the administrative assistant are authorized to have access to personally identifiable information.

The caretaker has the right to inspect the access record of their child's records.

Maintenance Records

The Director of Special Education shall be responsible for ensuring that the education records, confidentiality rules, and education records policy for eligible young children are enforced and administered. This official will:

- Annually notify parents/guardians and eligible students of this policy, its procedures, and their rights. The notification shall be in their primary language unless it is not feasible to do so.
- Develop a system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, release and destruction.
- Be responsible for ensuring that all school faculty and subcontracted agency staff, who collect or use personally identifiable information, receive in-service training regarding the implementation of this policy. In-service shall provide yearly information presentation to staff and subcontractors.

Destruction

Reach will not destroy any part of an education record or personally identifiable information necessary for the education of a student who is enrolled in or has been enrolled in the school.

Release of Information

In order to protect the rights of the student and their parents/guardians against infringement of privacy, misinterpretation of data, inappropriate use, Reach will obtain the written consent of the student's caretaker or the eligible student prior to disclosing personally identifiable information from the education records of a student, other than directory information, except when prior consent for disclosure is not required by law. Consent will be obtained using the Consent to Release Information form.

Prior consent for release of such information is not required when disclosure is:

- To authorized school official or subcontracted agencies have a legitimate educational interest (a **legitimate educational interest** for an authorized school official means that this official will have administrative, supervisory, or instructional duties regarding the student’s education program.)
- To officials of another school or school system in which the student is enrolled or intends to enroll; records will not be released without notifying the parents/guardians.
- To authorized representatives of the Comptroller General of the United States, the Secretary, or state and local educational agencies.
- To state and local officials or authorities, if a state statute adopted before November 19, 1974, specifically requires disclosures to those official and authorities.
- To comply with judicial order or lawfully issued subpoena, provided Reach makes a reasonable effort to notify the caretaker of the student or the eligible student of the order or subpoena in advance of compliance.
- To organizations conducting studies for, or on behalf of, education agencies or institutions provided such organization have received approval from Reach Board of Trustees.
- To a caretaker of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954.
- In connection with a health or safety emergency, only if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Written consent will be obtained prior to the release of personally identifiable information to any party not mentioned above. Prior to requesting consent, Reach will provide the caretaker or eligible student in writing with the following:

- A general description of the information or record to be released.
- The form of the release.
- The reason the release was requested.
- The party or agency to which the information will be released.

Whenever the student’s school district of residence, Intermediate Unit, or the Department of Education requests the release of information, a charter school must comply with the request within ten (10) days of receiving the request.

When a school district in which the student is enrolled or intends to enroll requests the release of information, Reach will comply with the request within ten (10) days of receiving the request.

Parental Request for the Amendment of Records

A caretaker has the right to request that Reach amend information contained in education records collected, maintained, or used by Reach if she/he believes it to be inaccurate, misleading or in violation of the privacy or other rights of the student.

After a request for an amendment, Reach shall decide whether to amend the disputed information within forty-five (45) calendar days after receipt of the request.

If Reach agrees to amend the disputed information, the caretaker or eligible student shall be notified in writing.

If Reach decides not to amend the education record in accordance with the request of the caretaker, Reach shall inform the caretaker in writing of the refusal, the reason(s) for the refusal, and shall provide further notification of their right to request and receive a records review hearing.

The following procedure will be followed when the opportunity for a hearing is actualized:

- The hearing shall be held at a mutually agreed upon time and place within thirty (30) days after Reach receives the request for a hearing from the caretaker.
- Reach shall give written notification to the caretaker of the date, place, and time of the hearing not later than five (5) days in advance of the hearing.
- The caretaker shall be afforded a full and fair opportunity to present evidence relevant to the specific information and reason(s) for requesting that information be amended and may be represented at their own expense by an individual of their choice, including legal counsel.
- The hearing officer shall render a written decision within thirty (30) days of the hearing's conclusion.

This decision shall be based solely on evidence presented at the hearing and include a summary of the evidence and reasons for the decision.

- If the decision rendered is to amend the education records(s), Reach will inform the caretaker of this in writing.
- If the decision rendered is not to amend the education records, Reach shall inform the caretaker in writing of their right to place in the educational records of the student a statement commenting upon the information in the educational records and/or setting forth any reason for disagreeing with the decision of Reach. Parents/guardians will also be informed of their right to request an impartial due process hearing.
- This response shall be maintained by Reach as part of the educational records of the student if the record or contended portion thereof is maintained by Reach.
- If the educational records of the student or the contested portion thereof are disclosed to any party, the explanation shall also be disclosed to that party.

Special Education: Independent Educational Evaluation

Definition

An independent educational evaluation (IEE) means one or more individual assessment(s), each completed by a qualified examiner who is not employed by Reach.

Right to an IEE

- A parent has the right to obtain an IEE at public expense if they disagree with an evaluation obtained or conducted by Reach. The parent may be asked (but may not be required) to discuss their objection to the evaluation obtained by Reach, however the parent is entitled to only one IEE at public expense for each district evaluation.
- The parent has the right to an IEE at their own expense at any time, and the IEP team must consider the results.
- If a parent requests an IEE at public expense, Reach must without unnecessary delay, either:
 - Initiate a hearing under 34 CFR §300.507 to show that its evaluation is appropriate or,
 - Ensure that an IEE is provided at public expense.

Reach and IEE

Reach administrators and special education teachers are familiar with the provision and procedures for IEE. Any inquiry from a parent requesting an IEE is directed to the Director of Special Education. All evaluation reports, including IEEs obtained by the parents at their expense, are discussed and reviewed at a Multi-Disciplinary Team (MDT) meeting that includes the parents and all pertinent school personnel. The results of the evaluation are discussed and considered by the MDT and a decision is made as to what role they will play in further educational program planning.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students

Section 504 of the Rehabilitation Act of 1973 (the “Act”) is a federal statute designed to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those of non-disabled students. A “Section 504-Eligible Student” is a student who either (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. Section 504 plans are typically written for students who are disabled as defined in Section 504 of the Act, and who require accommodations and modifications to their instructional program (which may include services and/or assistive technology) but who do not require specialized instruction to receive FAPE.

When a student enters Reach with a Section 504 plan developed by their previous school, Reach will review the plan and supporting documentation and comply with Section 504 of the Act. The Section 504 team will adopt and implement the plan as is or propose a revision if appropriate, due to the virtual setting. Reach requires staff

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

Enrollment Requirements

Caretakers of students with Section 504 plans seeking to enroll in the school are asked to submit a copy of the Section 504 plan during the enrollment and academic placement process.

When a student enters the school with a Section 504 plan developed by a prior school, the school will review the plan and supporting documentation and comply with Section 504.

During the School Year

At the beginning of the school year, the 504 Coordinator ensures that teachers have access to a student's 504 Plan. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations.

Students who have Section 504 plans will participate in the regular education environment, with the use of supplementary aides and services. The regular education teachers (with the support of the Section 504 Coordinator and/or special education staff) will implement the provisions of Section 504 plans. A case manager will be assigned to notify teachers about the accommodation and to assist with and monitor implementation of the Section 504 plan.

Teachers will also have access to information about accommodation and modifications on their home page.

Reevaluation

The school shall establish procedures for periodic reevaluation of students, consistent with the requirements of Section 504. Transitions from primary grades to intermediate grades, elementary school to middle school, and middle school to high school are often appropriate times to review and update a student's Section 504 plan. For students who enter the school with an existing Section 504 plan, the schedule for the reevaluation will be determined by the Section 504 Coordinator based on the following: how recently the plan was developed, the appropriateness of the plan for the virtual school setting, changes to the student's impairment, etc.

Section 504 Accommodations

According to their Section 504 plans, some students qualify for accommodations and modifications to their educational program. Due to the virtual nature of the school, the services are typically provided over the internet with real-time conferencing software. The 504 Coordinator ensures the service is provided in compliance with the student's Section 504 plan.

New Referrals

Throughout the year, both teachers and learning coaches may detect that a student is having difficulties with learning and they may believe there could be a need for accommodations and modifications, supplemental aides and services as required under Section 504. If documented strategies fail, the student will be referred to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team and/or Section 504 Committee. If all the recommended strategies fail, the team (along with the caretaker) will consider a referral to the school's special education team and/or Section 504 Committee. Once the team receives the referral, they will begin the process of determining if the student needs evaluations and a Section 504 plan.

Federal law requires the school to provide its students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. Reach is committed to providing its students with equal access to its education program. We provide students with accessibility through resources tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

If your student needs assistance to fully participate in Reach's education program, please contact the school's special education coordinator or 504 Coordinator.

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act

(ADA) of 1990, Reach provides you the following grievance procedures that incorporate due process standards and provide for the prompt and equitable resolution of complaints.

Any person may use these procedures to resolve complaints of disability discrimination under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act (ADA). Complaints are not limited to student education but are applicable to other aspects such as nonacademic services, extracurricular activities, employment, facilities, and communications.

Complainants are encouraged, but not required, to first informally meet with an appropriate grade-band principal to resolve any matter related to discrimination under Section 504/ADA. If the complainant does not desire to begin with an informal complaint or is not satisfied with the outcomes of the informal complaint, they may file a grievance. The complainant may also file a complaint with the Office for Civil Rights at any time before or during these grievance procedures.

Formal complaints may be made to Reach's Director of Special Education who will provide prompt and equitable resolution of complaints.

- Complaints should be made in writing to the Director of Special Education and include the name, address and phone number of the person making the complaint, a summary of the complaint and desired resolution. The complaint must state the problem to be discriminatory.
- The Director of Special Education will thoroughly investigate the complaint, gathering evidence and statements from all involved parties. The Director will maintain the files/records relating to such grievances.
- The investigation should be completed within ten (10) school days and a written response and resolution, if required, will be provided to the complainant.

For more information, please contact Reach's Director of Special Education.

Multidisciplinary Evaluation

When screening indicates a student may be a child with a disability, the school district will seek parental consent to conduct an evaluation. "Evaluation" means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. The term means procedures used selectively with an individual child and does not mean basic tests administered to, or procedures used with, all children.

In Pennsylvania, this evaluation is called a multidisciplinary evaluation (MDE). It is conducted by a multidisciplinary team (MDT), which must include at least a school psychologist, a teacher, and the parents. The MDE process must be conducted in accordance with specific timelines and use protection-in-evaluation procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially or culturally biased.

The MDE process results in a written evaluation called an Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability or mental giftedness and the need for specially designed instruction. The evaluation report also makes recommendations for educational programming, regardless of whether the team recommends that the student is exceptional. Once parental consent for evaluation is obtained, the school district has timelines and procedures specified by law, which it must follow.

Parents who think their child is a child with a disability or an exceptional child may request, at any time, that the school district conduct a multidisciplinary evaluation. This request should be made in writing to the Director of Special Education, Principal or Assistant Principal. If a parent makes a verbal request for a multidisciplinary evaluation, the school district shall provide the parent with a form for that purpose.

Procedural Safeguards/Parent Rights:

Procedural Safeguards The rights of parents and students are protected by procedural safeguards. These safeguards include the following:

- Parent consent is always required prior to conducting an initial (for the first time) evaluation; initially placing a child with a disability in a special education program; and disclosing to unauthorized persons personally identifiable information. Parent consent may be revoked at any time.
- Generally, the school district must notify parents in writing whenever it wants to begin, change, or discontinue special education and related services. Along with this notification, the school district will provide parents with a comprehensive, written description of their rights. Specifically, parents must be notified in writing if the school district proposes or refuses to: conduct an evaluation or reevaluation or initiate or change the identification or placement of a student. Also, parents must be notified in writing if the school district refuses to provide an independent educational evaluation at public expense or make changes to an IEP requested by parents.
- Parents who disagree with such actions proposed or refused by the school district have the right to request a hearing by an impartial third party using a procedure called due process. School districts also have the right to initiate due process in certain situations. During a due process procedure, a student must remain in the last agreed upon educational placement (a status called pendency). Due process procedures are governed by timelines and procedures in Pennsylvania law.
- Due process usually begins with a pre-hearing conference between the school district and the parents, although either party may waive the right to a prehearing conference. Throughout due process, parents may be represented by an attorney. If a pre-hearing conference does not resolve the dispute, the parent may request an impartial due process hearing with an independent hearing officer.
- Due process meetings are oral and personal hearings open to the public unless the parents request a closed hearing. The decision of the hearing officer shall include findings of fact, a discussion, and conclusions of law. The decision of the hearing officer may be appealed to a three-member panel of hearing officers. The panel's discussion may be appealed to the appropriate court.
- Pennsylvania law has also made mediation services available throughout the Commonwealth at Commonwealth expense. Mediation services help parents and agencies involved in a dispute over special education to attempt to reach a mutually agreeable settlement with the assistance of an impartial mediator. Mediation does not deny or delay a party's right to a due process hearing.
- Reach Cyber Charter School makes available, upon request, printed information regarding special education programs and services and parental due process rights. This printed information is available from each principal as well as the Director of Special Education.

Assistive Technology

As defined in federal law, assistive technology device means “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.” Assistive technology devices range from a simple switch for a child with particular physical limitations to a sophisticated augmentative communication (i.e., voice output) device for a child with severe speech impairment. Other examples of assistive technology include assistive listening devices and systems for children with hearing loss and screen reading software for children with visual, neurological, or cognitive impairments. A medical device that is surgically implanted, however, is not considered an assistive technology device. Assistive technology service means “any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.” Services include but are not limited to evaluation; purchase or lease of a device; designing, customizing, or adapting a device; maintaining, repairing, or replacing a device; coordinating or using therapies with a device; and training or technical assistance for the child, family, and professionals.

By virtue of these definitions, an exhaustive and/or specific list of what constitutes assistive technology devices and/or services is impossible to create. Students who are currently assigned devices who are in need or a replacement or repaired item or are in need of new hearing aid batteries may enter an online ticket through the service portal or may call Reach’s helpline at 1-888-860-9220 for immediate assistance.

Behavior Supports:

Reach Cyber Charter School uses positive, rather than negative, measures in responding to problematic behaviors. A student with a disability, wPowered by BoardOnTrackinterfere with his/her learning or the learning of 69 of 115

others, must have a positive behavior support plan. This plan must be developed by the student's IEP team, based on a functional behavior assessment, and become part of the student's IEP. The plan must utilize positive reinforcement and techniques to shape a student's behavior, ranging from positive verbal statements to specific tangible rewards. Behavior support plans must include research-based practices that will increase the student's opportunity for learning and increase replacement behaviors. When a behavioral intervention is needed, it should be the least intrusive necessary.

The LEA must notify the parent(s) of the use of a restraint and schedule an IEP team meeting within 10 school days of the use of the restraint in the educational program; an IEP team meeting invitation should be issued to the parent for that purpose. During the meeting, the IEP team shall consider the need for a new or revised functional behavioral assessment and positive behavior support plan, reevaluation, or a change of placement to address inappropriate behavior. LEAs should not be proposing that the parent(s) waive these meetings as a matter of course. The parent(s) may agree in writing to waive the IEP team meeting; however, the written notice provided by the LEA should not influence a parent's decision to waive the meeting.

Restraints may not be included in a student's IEP in lieu of a positive behavior support plan or for the convenience of staff or be employed as punishment. When an IEP team, including the parent(s), determines that it is necessary to include the use of restraints in an IEP, the types of physically restrictive procedures used should be fully explained and documented in the IEP or positive behavior support plan to enable informed consent by the parent(s). LEAs may not use restraints in the IEP as part of a pre-designed program for all students with disabilities. If the student's behavior is dangerous to himself or others, the IEP team develops a behavior plan that includes conditions as stated above. When restraints are included in the IEP and the parent(s) request training in the use of these restrictive procedures, the IEP must consider this request pursuant to related service requirements regarding parent training found under 34 CFR § 300.34. An LEA's refusal to provide the training must be documented on a Notice of Recommended Educational Placement (NOREP).

Functional Behavior Assessment

Functional Behavioral Assessment (FBA) is a process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors. An FBA consists of information-gathering procedures that result in a hypothesis about the function(s) that the behavior is serving for the student. The process also results in the identification of environmental antecedents (what happened before the behavior occurred) and consequences (what happened after the behavior occurred) that are maintaining the behavior. The information gathered is used to develop an effective and efficient behavior plan.

An FBA is generally understood to be an individualized evaluation of a child in accordance with 34 CFR §300.301 through §300.311 to assist in determining whether the child is, or continues to be a child with a disability. The FBA process is frequently used to determine the nature and extent of the special education and related services that the child needs, including the need for a positive behavior support plan. As with other individualized evaluation procedures, and consistent with 34 CFR §300.300 (a) and (c), parental consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation.

7.3 Gifted Students

Chapter 16 regulations and standards apply to students who are termed "mentally gifted." For students to be considered for gifted education, a comprehensive Gifted Multidisciplinary Evaluation (GMDE) must be conducted. Chapter 16 defines Mentally Gifted as "outstanding intellectual and creative ability, the development of which requires special services and programs not ordinarily provided in the regular education program." This term includes a person who has an I.Q. of 130 or higher when multiple criteria are set forth in Department of Education Guidelines indicate gifted ability. Determination of gifted ability cannot be based upon an I.Q. score alone. A person with an I.Q. score lower than 130 may be admitted to the gifted program when other educational criteria of the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include an assessment by a certified school psychologist.

Multiple criteria indicating gifted ability include:

1. A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed

- performance. Subject results shall yield academic instruction levels in all academic subject areas.
2. An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.
 3. Show achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, and criterion-referenced team judgment.
 4. Early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise.
 5. Documented, observed, validated, or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities.

To find out more about gifted services, please contact the Director of Special Education.

7.4 English Language Learners (EL)

Federal and state regulations require that schools determine students’ “primary or home language” and take “appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs.” To meet this requirement, Reach asks caretakers to complete the Pennsylvania Home Language Survey during the initial enrollment process.

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

Students identified as ELL have access to the same courses as all other students, and placement in the most appropriate courses or coursework is made in consultation with the teachers, counselors, EL teacher, and administrator, when necessary. Reach is responsible for reclassifying and re-designating ELLs as fluent in English and assessing ELL students to determine if they are making progress towards becoming fluent in English. The reclassification window opens when ACCESS scores are published, and typically closes October 1 of the following school year. To determine if a student may be reclassified as fluent, the state mandates that four (4) factors must be considered as follows:

1. ACCESS for ELLs Proficiency Level
2. ACCESS for ELLs Reclassification Points
3. Points from language use inventory #1
4. Points from language use inventory #2

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

ELLs with disabilities that are eligible to take the Alternate ACCESS for ELLs may be considered for reclassification when:

1. A score of at least P2 on two (2) consecutive administrations or the same score for three (3) consecutive administrations is achieved. AND
2. The IEP team, with ESL-ELD input, recommends reclassification.

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

8 Non-Curricular Activities

8.1 Clubs and Activities

Participation in clubs and/or activities is voluntary and does not impact a student's GPA.

Eligibility

Students ~~must be~~ enrolled at Reach ~~for fourteen (14) days to be~~ eligible to register ~~with the~~ for grade-appropriate clubs, and activities program. There is no minimum GPA requirement, nor is there a limit to how many clubs a student may enroll in.

The Reach Honor Code and Code of Conduct applies to all clubs and activities. Students who engage in prohibited or unacceptable behavior, such as cheating or bullying and/or harassment of other students, ~~may~~ will be removed from the program.

9 Community Events, Trips, and Activities

Reach strongly encourages families to get together for events, ~~trips~~ clubs, study sessions, meet-ups and other activities. The activities may have educational and/or socialization benefits for students. Events are organized by STEM coaches, Career Readiness Coordinators, Outreach Coordinators, Family Mentors, and educators. and are generally organized by Community Coordinators.

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

~~**Information Sharing** - Volunteers Individuals gather and share information (i.e., Facebook social media groups messages, invitations sent via emails message, or other communications channels) about events, activities, services, and performances, and other opportunities that might benefit students and families. This is strictly the opinion of the volunteer or other families sharing the information, and the school bears no responsibility or liability for its accuracy or usefulness. Furthermore, any use of this information, or participation in an event or activity, is at the sole discretion of each individual caretaker. We encourage individuals to follow the school sponsored social media platforms for the most current communication and information.~~

~~**Caretaker/Learning Coach Responsibility for Students at Events** – Caretakers/Learning Coaches assume responsibility for their safety and the safety of their student(s) and guest(s). The caretaker/learning coach agrees to supervise their student(s) and any other minor children in their charge. The school assumes no liability for anyone who attends an event based on information included on the school's community message board outreach website. When school staff are present, they will be responsible, in conjunction will work with the caretaker/learning coach, to provide for general supervision of students and will prioritize student safety.~~

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

~~**Sanctioned Events**~~

~~Sanctioned events shall have educational and/or social value and must be preapproved by the school leader or designee. A volunteer will have all adults in attendance sign the Reach Sanctioned Waiver, Release, and Event Permission Form at the official event. Caretakers should complete the Media Consent and Release form for each student prior to attending the event. If the adult supervising the student at a sanctioned event is not the caretaker, they must provide the community coordinator or school event representative with a signed, written note from the caretaker confirming the designated adult has permission to supervise the student at the sanctioned event and is authorized to execute the Reach Waiver, Release, and Event Permission Form as an agent of the caretaker.—~~

~~A sanctioned event may be considered part of the school day upon approval from the school leader or their designee. Any schoolwork scheduled on an “event” day must still be completed. It is not necessary for students to complete lessons on days when they attend sanctioned events, therefore, lessons may need to be completed before and/or after the event to remain on track.—~~

~~**Non-Sanctioned Events**~~

~~Non-sanctioned events have not been approved by the school and will not be counted as a school day.—~~

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

~~**Attendance at Events** - Reach Cyber Charter School will require caretakers/learning coaches to sign in at each event. This signature acknowledges the school’s Liability Waiver, social media policy, and attendance policy. If an adult is not the caretaker/learning coach of the student attending, they must provide the Outreach Coordinator or school event representative with a signed, written note consenting to supervise and sign on the behalf of the caretaker.—~~

~~Any schoolwork scheduled during the day of the event must still be completed. Attendance at events does not constitute lesson completion hours.~~

10 Conduct, Due Process, and Communication

Reach strictly prohibits any form of bullying/cyber bullying, harassment, hazing, or any other similarly destructive behaviors toward any member of the school community, by any member of the school community, in any school environment or at any school activity. Caretakers and/or learning coaches who believe they or their student(s) may have been subjected to inappropriate behavior by anyone affiliated with the school should immediately contact the school leadership to report any concerns.

Caretakers and learning coaches, as well as students, are expected to abide by the Prohibited Behaviors policy outlined in this handbook, and any other sections covering appropriate conduct and communication. Caretakers or learning coaches who engage in any prohibited behaviors, directed toward any member of the school community, may, as disciplinary action, have their access to Canvas suspended or terminated at the discretion of the school leader. Suspension or termination of Canvas access is the equivalent of being suspended or removed from the school premises and all school activities. Therefore, caretakers or learning coaches whose Canvas access has been suspended or terminated to contact school staff at school, home,

or other locations; to visit school premises; or attend field trips or other school activities, until the disciplinary issue has been resolved and their Canvas access is restored. All communications with the school must therefore be conducted through the student, or through another responsible caretaker or learning coach.

The suspension or termination of a caretaker or learning coach's access to Canvas will impact Reach's ability to partner with the caretaker/learning coach to meet the student's learning needs. If needed, the caretaker or learning coach who has been suspended or terminated from accessing Canvas may appoint another adult as the student's Designated Learning Coach by completing the Designated Learning Coach Agreement form prior to the termination of the account. The caretaker or learning coach will be notified via email of the impending suspension or termination of an account and will be given until the end of the next school day to complete the Designated Learning Coach Agreement form.

The caretaker whose Canvas access has been suspended or terminated may appeal this suspension to the school's Board in writing by sending an email or letter to the school Board president. Only written appeals will be considered. Board contact information can be found on the school's website.

The school community includes but is not limited to teachers, administration, staff, caretakers/learning coaches, students, volunteers, and school vendors.

10.1 Dress Code

Students and parents/caretakers are responsible for the dress and grooming of students.

Approved dress and grooming:

- During all in-person student events and Zooms, students must wear clothing including both a shirt and pants, skirt, shorts, or the equivalent. All students attending field trips/events must also wear shoes.
- Shirts and dresses must have fabric on the front and on the sides.
- Clothing must cover undergarments.
- Fabric covering all private parts must not be see-through.
- Hoodies must allow the student's face and ears to be visible to staff.

Not-Approved Dress and Grooming:

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing may not depict pornography, nudity, or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, political beliefs, or any other protected groups.

If the student's attire or grooming threatens the health or safety (e.g., attire that is affiliated with a gang) of any other person, then discipline for dress or grooming violations will be consistent with discipline policies for similar violations.

All persons who are visible during student Zooms should adhere to the student dress code. This applies to parents, caretakers, siblings, or others within view of the web camera.

10.2 Drug, Alcohol, and Tobacco-Free School

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

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

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

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

If a Reach student attends a school event or activity under the influence of or in possession of an illegal, dangerous or controlled substance, alcohol, tobacco products or e-cigarettes their caretaker/legal guardian will be notified. In these circumstances, caretakers will be required to arrange for immediate removal of the student from the school event or activity.

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

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

Any other member of the school community found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity will be removed and reported to local authorities.

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

In all cases, this policy will be implemented in accordance with any applicable Pennsylvania laws.

Drug and Alcohol Abuse Policy

Drugs and alcohol are prohibited at all school sanctioned events and in all Reach buildings.

Drug and alcohol abuse among young people is a major problem confronting our society and our community.

For this reason, a clear policy on drug and alcohol abuse is established for the students of Reach.

It is generally agreed that the most meaningful approaches to drug and alcohol abuse involve cooperative efforts on the part of students, caretakers, the school, community and social agencies. Furthermore, the best contribution schools can make is to provide positive, meaningful learning and the development of an educational program of value for each individual student.

Students attend school so that they may develop to their fullest potential. Reach recognizes the need to manage and treat the problem of drug and alcohol abuse and plans to take appropriate measures to prevent the problem of such abuse and support the ongoing ePowered by BoardOnTrackstance Program (SAP). The purpose of the SAP

is three-fold:(1) to identify students who are having problems because of drug/alcohol use or due to mental health problems, (2) to intervene when appropriate either by personal contact or through support groups, and (3) to refer those students for appropriate help.

The SAP is not a treatment program. It seeks to improve identification of students who exhibit forms of "at risk" behavior, such as suicidal intent, depression, drug and alcohol use and abuse. It also provides for intervention by making referrals to outside agencies.

Definitions

Controlled Substances (Drug /Mood altering Substance/Alcohol): Controlled substances, including but not limited to, alcohol, drugs, narcotics, and/or other health endangering compounds which include but are not limited to: alcohol, alcoholic beverages, tranquilizers, amphetamines, synthetic opiates, marijuana, LSD and other hallucinogens, glue solvent- containing substances, anabolic steroids, "look alike" drugs, prescription or over the counter drugs when in possession is unauthorized or such inappropriately used or shared with others, and all controlled substances identified in the following laws: Comprehensive Drug Abuse Prevention and Control Act of 1970 (P.L 91-513), the Pennsylvania Controlled Substance Drug, Device and Cosmetic Act, Act of April 14, 1972 (P.M. 233, No. 64) as amended; and The Controlled Substance, Drug, Device and Cosmetic Act (P.S. 780-101, et. seq.).

Look-alike Drugs: Substances manufactured or designed to resemble - 1) drugs; 2) mood-altering substances; 3) narcotics; or 4) other health endangering compounds

Under the Influence: A student shall be considered “under the influence” if they have consumed a controlled substance within a period reasonably proximate to their presence on school property, on a school designated vehicle, or at a school sponsored function (i.e., field trips, state testing)

Student Assistance Program (SAP): A multidisciplinary team that includes teachers, administrators, and counselors. This team is trained to understand and work with adolescent drug/alcohol/mood-altering substance use, abuse, and dependency. The team's primary role is to identify, intervene, and refer for treatment any student who is suspected of engaging in drug/alcohol/mood-altering substance use, abuse, possession, and/or distribution.

Coordinator of Student Assistance Programs and Services: A certified program specialist with an expertise in the areas of social restoration and student high-risk behaviors.

Distribution: To deliver, sell, pass, share, or give to another person, or to assist in distribution of any alcohol, drug, or mood-altering illegal substance; actual, constructive, or attempted transfer from one person to another of any alcohol, drug, or mood-altering substance.

Active Possession: To possess or hold without attempt to distribute, any alcohol, drug, or mood-altering substance.

Constructive Possession: A person's knowing joint control and/or access with other persons to any alcohol, drug, or mood-altering substance.

Cooperative Behavior: The student's willingness to reasonably and helpfully work with staff and school personnel, and to comply with Student Assistance Program requests and recommendations.

Uncooperative Behavior: The student's resistance or refusal (verbal, physical, or passive) to comply with reasonable school personnel requests or recommendations. Defiance, assault, deceit, and flight are examples of uncooperative student behavior. Uncooperative behavior includes, but not by way of limitation, refusal to comply with Student Assistance Program requests and recommendations.

Drug Paraphernalia: Includes any equipment, utensil or item, which in the school administrator's judgment can be associated with the use of drugs, alcohol, or mood-altering substances. Examples include but are not limited to roach clips, pipes and bowls, and includes all items as defined as drug paraphernalia in Section 102 of the Pennsylvania Controlled Substance Drug, Device and Cosmetic Act, 35 P.S. 780-102, as amended.

Violation of Policy

This policy is violated when any student, visitor, guest or any other person unlawfully manufactures, uses, abuses, possesses, constructively possesses, is under the influence of, distributes, or attempts to distribute drugs, alcohol, or any mood-altering substances, or drug paraphernalia on school premises, or at any school-sponsored activity anywhere, or while traveling to and from school or school-related activities utilizing transportation approved by the Reach, or who conspires, aids, or abets in the use, abuse, active possession, constructive possession, or distribution of drugs, alcohol, or any mood-altering substances.

Discipline, Rehabilitation, and Punishment

Any student who violates this policy shall be subject to the following disciplinary, rehabilitative and punitive actions. The school reserves the right to use any other lawful measures deemed necessary to control and eliminate the use of drugs, alcohol, and other mood-altering substances even if the same is not provided for specifically in any rule or regulation enumerated herein.

A student possesses drug-related paraphernalia and/or a student possesses (actively or constructively), uses, or is under the influence of drugs, alcohol, or mood-altering substances.

First Offense:

1. An administrator shall immediately contact the student's caretaker(s).
2. An administrator shall contact law enforcement authorities.
3. If necessary, an administrator shall schedule an informal hearing.
4. If after the informal hearing the administrator determines the offense has been committed by the student, the administrator may:
 - a. suspends (suspension as defined in Section 10.5 of this Handbook) the student for seven (7) days;
 - b. requires the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the student/family's expense.
5. Uncooperative behavior will lead to an additional three days of suspension.

Subsequent Offense(s):

1. The lead school administrator shall contact the student's caretaker(s) and request that they report to the lead school administrator's office or conference via telephone if appropriate immediately.
2. The lead school administrator will contact law enforcement authorities.
3. The lead school administrator may schedule an informal hearing in accordance with Section 10.5 of this handbook.
4. If after the informal hearing the lead school administrator determines the offense has been committed by the student, the lead school administrator may:
 - a. suspends the student for up to ten (10) school days;
 - b. requires the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense;
 - c. has the option of requesting a formal disciplinary hearing to be scheduled before the Board, or a committee of the Board, in accordance with Section 1318 of the Pennsylvania School Code based on the findings of fact.

If a student distributes a drug, alcohol, or mood-altering substance:

1. The lead school administrator should contact the student's caretaker and request that they report to the lead school administrator's office or conference via telephone if appropriate immediately.
2. The lead school administrator may schedule an informal hearing in accordance with Section 10.5 Discipline and Due Process for Students in this handbook.
3. If after the informal hearing the lead school administrator determines the offense has been committed by the student, the lead school administrator may:

- a. suspends the student for up to ten (10) days;
- b. requires the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense;
- c. requests a formal disciplinary hearing to be scheduled before the Board, or Committee of the Board, in accordance with Section 1318 of the Pennsylvania School Code.

10.3 Student Assistance Program (SAP)

Reach will maintain a Student Assistance Program (SAP) to identify, intervene, refer and monitor students having school related programs because of drug, alcohol, and/or mental health issues, and other barriers to learning.

What is Student Assistance Program (SAP)?

The Student Assistance Program is a voluntary, systematic intervention process for students at risk by a team of trained, professional school personnel and community liaisons.

The mission of Reach's Student Assistance Program is to identify, intervene, refer, and monitor students having school related problems because of alcohol, drug, and/or mental health issues, and other barriers to learning.

The primary goal of the Student Assistance Program is to help students overcome those barriers in order that they may be more successful academically.

The SAP Team is committed to the utmost confidentiality in all aspects of the intervention process. Matters brought before the team will not be shared outside of the team, unless there is a professional/parental need to know. Parent permission is obtained before any student is interviewed by a team member. In situations where the health, safety, or welfare of a child is at risk, the SAP team is obligated to notify proper authorities.

Who is involved?

The core of the program is the Student Assistance Team comprised of teachers, administrators, school counselor, school nurse, and outside consultants trained to work with students.

How does SAP work?

The Student Assistance Team receives referrals from parents, students, teachers, administrators, and other concerned school personnel. Referrals are made by contacting any member of the SAP team. A list of the SAP team members can be obtained by contacting the school. Students can refer themselves.

What happens after a confidential referral?

After receiving a referral, team members gather information from other staff members who have had contact with the student. An informal team meeting is convened to determine the status of the referral. Parents are then contacted and asked to provide written consent before SAP services are initiated, and if consent is given, parents will be asked to provide similar information on the child. Parents or a student can decline participation in SAP at any time – the program is voluntary.

After compiling all the information provided, the SAP team will then determine if recommendations for further services are necessary. The recommendations could be a conference with a SAP member or a request for an assessment provided by a trained specialist from a drug and alcohol or mental health agency. These specialists work with the team members to recommend appropriate action for that individual student. The team monitors and provides support for the student throughout the process.

Reach is committed to providing a safe, positive, productive, and nurturing educational environment for all its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, learning coach, caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether the target of the prohibited behavior are members of a legally protected group, such as sex, sexual orientation, race, color, national origin, marital status, religion, or disability.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment – any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards victims.

Cyber-bullying – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

Hazing – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship – any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting – knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above.

Prohibited behaviors include all the above.

The school Administration and Board will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or, an objective and reasoned third-party would find was intended to cause, bodily

harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, parent or guardian, or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as Zoom sessions, participation in clubs and activities, email messages, text messages, discussions, telephonic communications, and class discussions; and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities. This policy also applies to those activities or engagements which occur off school property if the student or staff member is at any school-sponsored, school-approved, or school-related activity or function such as field trips or events where students are under the school's control, in a school vehicle, where a staff member is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's caretaker who believes that student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the school counselor, principal, or assistant principal. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator or Board official. Complaints about prohibited behavior against the CEO should be filed with the Board President. Every student is encouraged, and every staff member is **required**, to report any situation that they believe to be prohibited behavior. Reports may be made to those identified above. If a student or other individual believes there has been prohibited behavior, they should report it and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not make a timely written report of an incident of prohibited behavior shall be subject to appropriate disciplinary action in accordance with the school's disciplinary process.

All complaints about prohibited behavior shall be kept confidential and be promptly investigated. The CEO or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action, shall be in the report. Where appropriate, written witness statements should be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm because of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include expulsion for students; up to discharge for staff; exclusion for parents, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for staff members will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in the School Handbook.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s) caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying, and/or dating violence.

If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the CEO or appropriate administrator shall notify in writing the caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and

suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their caretakers may file **written** reports regarding any suspected prohibited behavior. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the CEO for review, investigation, and action.

Students and/or their caretakers may make *informal* complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing. This written report shall be promptly forwarded by the school staff members and/or administrator to the CEO for review, investigation, and appropriate action.

Privacy/Confidentiality

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Bystanders

Bullying involves not only those who are bullies and their victims, but also the bystanders who are witnesses. Reach recognizes that bystanders may be negatively affected by bullying, but that they also have the potential to play a positive role in responding to it.

Bystanders may be negatively affected in the following or other ways:

- be afraid of being associated with the victim of bullying for fear of becoming a target of the bully themselves
- feel discomfort or fear at witnessing bullying
- feel guilt, helplessness, or loss of control for not standing up to the bully
- be drawn into the bullying behavior by group pressure
- or feel unsafe in the situation.

Conversely, bystanders may be able to help victims of bullying by doing the following:

- Ask for help from a trusted adult such as a teacher, administrator, or other school official.
- Help the person being bullied: create a distraction to focus attention on something else; try helping the person who is being bullied leave the scene by telling him/her that you need them to play a game or that an adult needs to see them, etc.
- Don't give bullying an audience: bullies are often encouraged by the attention they receive, so don't support them by watching.
- Set an example: do not bully others; don't encourage bullies; create posters against bullying; join an anti-bullying club; tell a bully that their actions are not funny.

- Be a friend to the person being bullied.
- Spend time with the person being bullied: talk to them; listen to them; tell them you think that bullying is bad; tell them to talk to a trusted adult for help.

The school’s expectation is that student bystanders will report bullying to a school official or other appropriate adult in a timely manner. If it comes to the attention of the school leadership or staff that a student bystander did not report bullying, the school will initiate a conversation with the student regarding the school’s expectations for bystanders to report bullying. Second and subsequent occurrences of non-reporting of bullying may subject the student to more serious disciplinary action.

Any student who is actively involved in bullying may be subject to disciplinary action for bullying as described in the *Discipline and Due Process for Students* section of the School Handbook.

10.5 Discipline and Due Process for Students

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

All students enrolled in Reach are expected to conduct themselves in accordance with the rules for the school, and caretakers are expected to cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this handbook. Students are also guaranteed due process of law as required by the 14th Amendment to the U.S. Constitution.

10.5.1 Discipline Measures

There are three levels of formal disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level and its corresponding disciplinary actions are identified below.

1. Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their caretaker and the school administrator(s), and the incident will be formally documented in writing and will become part of the student’s permanent record. The student will not have a disruption in schooling and will continue to have access to Canvas.

Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this handbook.

2. Suspension

When a student is suspended, they are temporarily removed from class (Canvas) or a school sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student’s permanent record.

During a period of suspension as defined by the school administrator, a student’s permission to log on to and/or use parts of Canvas is restricted. In such cases where the student’s access is completely revoked, the learning coach is responsible for logging on to the Canvas and obtaining the student’s assignments, responding to messages, and recording assessment responses for the student. The student should continue with their schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- Cheating on tests or daily work: A student who knowingly participates in copying, using another’s work, and representing it as their own (for example, students transmitting their work electronically for another student’s use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in a Powered by BoardOnTrackment situation.

- **Plagiarism:** A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- **Unexcused absences:** An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- **Illegal absence:** Illegal absences are unexcused absences by a student who is under the age of 17 who is absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations, and truancy.
- **Abusive conduct:** A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- **Bullying:** A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him/her.
- **Intimidation:** A student who engages in behavior intentionally meant to cause another person to fear harm or injury, be frightened into submission or compliance, or to feel a sense of inferiority.
- **Harassment:** A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- **Vandalism:** A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances, the school reserves the right to contact the proper law enforcement agency(ies).
- **Theft and robbery:** A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the school reserves the right to contact the proper law enforcement agency.
- **Sexual harassment:** A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- **Violence within a dating relationship:** a student who attempts to maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, emotional, and/or mental abuse.
- **Violation of acceptable use policy:** Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- **Repeated violation of any disciplinary issues.**

3. Expulsion

When a student is expelled, they are separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others: possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

For those students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, the disciplinary procedures required by the IDEA will be followed. In the event a student has disabilities under both Section 504 and the IDEA, both policies shall be followed in determining appropriate disciplinary actions. The student will continue to receive FAPE.

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

Suspension (no more than 10 days)

An informal hearing will be convened with the student, caretaker, school administrator and other staff members as appropriate. The school administrator will inform the student and caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present their version of the occurrence. If the school administrator determines that the incident(s) justifies suspension, written notice will be provided to the student and their caretaker. The student will be provided with all due process as required by law.

Suspension of over 10 days, or an Expulsion

If the school determines that a student's conduct may warrant expulsion, the school administrator will provide written notice to the caretaker of the student of their determination and the student's right to a hearing. Such notice shall include (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present their version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel.

After the hearing, the school administrator will make a recommendation for or against expulsion to the Board. Once the Board rules on the expulsion, the school administrator and/or the Board will provide notification to the student and caretaker of the Board's decision and discipline determination. The decision of the Board is final.

10.5.3 Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, they will be disciplined according to the discipline measures described above for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 total days or 15 cumulative days in a school year, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

10.6 Academic Honesty

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

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

- agreeing to, and referring to as needed, the Reach Honor Code.

- using tools provided in Canvas to ‘self-check’ for academic honesty (e.g., plagiarism-checking software).

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

- Students must not submit work of any kind that is not their own.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not solicit answers or post assessments, assignments, answers to assessments or assignments, or any other Reach curricular materials on any media including social media or social sharing websites that can be seen by other students or other third parties, unless specifically instructed do so as part of the curriculum (e.g., a discussion assessment).
- Students must not give or receive unauthorized assistance on assessments.
- Learning coaches must not give assistance with assessments.
- Students must not present any forged document or signature to the school.
- Learning coaches must not present any forged document or signature to the school.

10.6.1 Completing School Assessments

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

- Students should complete all assessments independently, and without assistance from their learning coach, any other persons, or any external resources. If any support is required of the learning coach, the assessment instructions will clearly indicate this.
- Assessments are “closed book.” They should be completed without the support of any outside resources such as textbooks, workbooks, lesson plans, dictionaries, the internet, or the student’s learning coach or any other individuals. In the rare instances where assessments are not closed book, the instructions will clearly specify that the student may use supporting materials. If you have any questions about what may or may not be appropriate for use during an assessment, contact your teacher.
- It is never appropriate for students or learning coaches to share with anyone, in any format, the contents of any Reach assessments.

10.6.2 Plagiarism

Reach requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student’s own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person’s words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting family or friends to help with coursework.

First Offense

The first time a student is determined to have plagiarized the work of other(s), the student will receive a warning. The student’s teacher will contact the student [and Caretaker/Learning Coach](#) to explain to the student the specific reason(s) why the work submitted is considered plagiarism and will discuss with the student how to avoid plagiarizing again. The student will be required to resubmit the question/assignment with original

work. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

Second Offense

The second time a student is caught plagiarizing, they will be required to redo the question/assignment but can only receive up to half credit. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

Third Offense

The third time a student is caught plagiarizing; they will receive a zero and will not have the opportunity to redo the question/assignment. Such repeated offenses of plagiarism by a student may result in a recommendation by the lead school administrator that the student be determined to be a repeat violator of school policy ~~and a disruption of school discipline~~. Such recommendation may result in a determination to suspend or expel the student as outlined Section 10.5 Discipline and Due Process for Students in this handbook.

10.6.3 Cheating

Reach requires students to complete all assessments (i.e., tests, quizzes, and ~~knowledgequick~~ checks) individually without the aid of, but not limited to: (a) the internet, (b) textbook(s), (c) a learning coach, (d) or other students. In addition, assignments other than tests, quizzes, and ~~quickknowledge~~ checks must be the student's original work. NOTE: It is not allowable for students to submit work through their learning coach's account.

First Offense

The first time a student is determined to have cheated on any assignment, the student will receive a zero for that assignment or assessment without the opportunity to make it up. The teacher will notify the student, caretaker, and learning coach of the violation.

Second Offense

The second time a student is caught cheating, they will be required to attend a conference call with a teacher and the school administrator. The student will receive a zero for that assignment or assessment without the opportunity to make it up.

Third and Subsequent Offenses

The third time (or subsequent times) a student is caught cheating; they may be required to complete the assignment/assessment in the school office under the supervision of a teacher.

10.7 Grievance Procedures for Caretakers

The school is committed to ensuring parent satisfaction and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the school handbook and include such things as: contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

The school will also ensure the family and students adhere to their responsibilities stated in the school handbook, and when necessary, will discipline, suspend, or expel a student, invoice, refer to collections, or take legal action against the family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory state testing, obtaining property under false pretenses, failure to return materials, or violating the materials and equipment policies.

Caretaker Remedies

If a caretaker has concerns with the school's action or performance on any of the above-defined school responsibilities or disciplinary actions, they have the following remedies available:

Addressing Issues

For routine issues or for a first attempt at redress, contact the appropriate school administrator.

For more serious issues and/or to address lack of resolution of the issue at a lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts. If a hearing is required for grievance proceedings, the parties will be provided with all due process procedures as required by law.

Where a caretaker feels that there has been unlawful discrimination on the basis of gender, race, ethnicity, or on the basis of disability, or when there are allegations of sexual abuse or any other unlawful misconduct on the part of the school or its staff, then the parent must activate the grievance procedures set out below and can directly report the complaint to the school administrator.

If charges are brought against a student for a breach of the handbook policies, which could result in a suspension of up to ten (10) days or an expulsion, the due process procedures in the Discipline and Due Process for Students section of this handbook are to be followed.

10.7.1 Grievance Process

1. A caretaker with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with their supervisor and respond to the caretaker within a reasonable time.
3. If the original recipient did not resolve the grievance, the caretaker should request a meeting with the lead school administrator. The supervisor should investigate the matter, and schedule a meeting with the caretaker, the student, if necessary, and any other staff members, if necessary, within a reasonable period.

If either party does not resolve this grievance, the caretaker should then request a meeting with the Board, in writing, at least five (5) days before the regularly scheduled Board meeting. The contact information for the school Board is available on the school's website. Caretakers should contact the president of the Board with any concerns related to the grievance process or due process for a student. The caretaker may also contact the PDE.

10.8 Communication

Reach utilizes several efficient mechanisms for families and school staff to communicate with one other. Canvas is a closed system; therefore, no communication can be made to or from anybody outside of the system.

The following communications systems are available.

- Canvas-based email messages
- Teacher feedback on assessments
- Canvas Global Homepage Announcements
- Zoom Sessions

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

Caretakers and/or learning coaches should contact the school to discuss their situation and must request approval to use alternative communication methods or tools to ensure the communication method and/or tool is secure and appropriate. If the request is approved, the Reach Tech Support team will assist the caretaker and/or learning coach with setting up the tool and confirm with the school.

Reach reserves the right to disallow and/or disable the use of the authorized alternative/additional communication tool(s) at any time if Reach deems the tool(s) is being used inappropriately and/or not in accordance with the agreement between the caretaker/learning coach and the school.

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

External Video and Web Conferencing Services

Reach uses external video and web conferencing services and tools (e.g., Zoom). Students are expected to comply with all school policies and the Honor Code when utilizing external services and tools, as well as any expectations provided by their teacher.

Communication Requirements

Both students and learning coaches are required to have regular synchronous communications with their teachers. Acceptable types of communication - and whether the contact is more often with the student or the learning coach - vary among the grade levels.

Student and Teacher Communication

Reach expects that most students will have daily contact with their teachers through a combination of phone calls, Canvas inbox messages, Zoom sessions, face-to-face interaction, and the daily review of assessments via the electronic grade book. At a minimum, all students will interact synchronously (e.g., via phone, Zoom session, or face-to-face) with a teacher every two weeks so the teacher can monitor academic progress and verify student learning.

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

10.9 Student Information Access

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

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

FERPA rights are extended to both the caretaker and noncustodial parent/guardian unless the school is provided with a judicial court order (custody order, protective order etc.), state statute, or legally binding

document that specifically revokes or restricts a noncustodial parent's/guardian's FERPA rights. If the state law and/or enforceable court order provides the noncustodial parent/guardian's greater or more restrictive access than provided for by FERPA, that state law and/or court order will be followed.

Other statutes protecting students include the Protection of Pupil Rights Amendment ("PPRA") and the Children's Online Privacy Protection Act of 1998 ("COPPA"), as well as Pennsylvania law.

10.9.2 Parental Access to Teacher Qualification Information

Families have access to basic background information about their school's teachers. This can be obtained by reaching out to the school administrators.

10.9.3 Third Party Access to Student Information

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

Release of Educational Records without Consent: Directory Information

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

If the caretaker or eligible student does not wish to have Directory Information released to third parties, they may prevent the release of this information by indicating so in the FERPA Directory Information form. If families do not select, the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

Release of Education Records without Consent: Legitimate Educational Interest

The school may provide a student's educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student's new school upon request from the new school, and the provision of educational records to school officials who possess a 'legitimate educational interest' in the student's records, and the provision of educational records to contracted parties providing special education related services.

10.9.4 Release of Student Records with Consent

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

- A specific description of the information or record(s) to be released.
- The party or agency to which the information will be released and their address.
- The signature of the requestor, and the date of the request.

10.10 School Use of Student and/or Learning Coach/Caretaker Images, Recordings, and School Work

To help illustrate the school program and to celebrate student successes, Reach may want to film, interview, and/or photograph students and their work (all collectively referred to as "Reach Media Property") and/or a

learning coach/caretaker (all collectively referred to as “Depiction”) to duplicate, broadcast, distribute, and/or display.

For the school to use Reach Media Property and/or Depiction, proper consent must be obtained through the Media Consent and Release Form in Focus. This Form is completed by the caretaker/learning coach (or by the student, if the student is eighteen (18) years of age or older or an emancipated minor). Reach Media Property and/or Depiction may be used for the purposes and time frame stated in the Form.

If the caretaker/learning coach or student prefers not to have Reach Media Property used by the school for purposes other than the student’s academic program, this should be indicated in the Media Consent and Release Form.

The selection on the Media Consent and Release Form can be changed at any time.

11 Educational Materials Provided by the School

11.1 Use of School Educational Materials

The school provides each student with the temporary use and possession of various educational materials. These materials are shipped to the verified home address of the student, and a digital packing list is contained in a shipping confirmation email to the caretaker that lists all the items the student should have received. Families should check the contents of the box against the digital packing list and call Reach Student Technical Support at 888-860-9220 within seven (7) school days of receipt if anything is missing or damaged. Caretakers must keep the original packaging that materials were shipped in to facilitate their return at the end of the ~~school year~~student’s enrollment.

Purchase General Supplies

Though many of the items you need for school are supplied by your school, you may need to provide some general school supplies such as pens and pencils, highlighters, note cards, file folders, notebooks, a ruler, disposable items for science projects, etc.

You may also need ~~to be sure you have~~ printer paper and printer ink cartridges.

Authorized Locations for School Provided Materials

The only authorized location for any school-provided materials is the address to which the materials were shipped by the school. Any movement of materials to any other location must be specifically authorized by the school. Failure to obtain authorization may result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with updated contact information (physical address, phone numbers, email addresses, etc.), including any validation for that contact information as required by the school, and keeping the information updated within Focus. Since Reach may need to ship materials to a student, a P.O. Box is not an acceptable mailing address. Caretakers must provide a physical address to which materials can be shipped.

Ownership of School Provided Materials

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

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

- Any attempt to copy, reproduce, republish, download, post, broadcast, transmit, make available to the public, or otherwise use the educational materials in any way except as specifically directed by the school is not permitted.
- The adaptation, alteration, or creation of a derivative work from any school material is a violation of Reach’s Intellectual Property rights and is not permitted. Any use of school material except as specifically directed by the school requires prior written permission from the school or the owner of the materials.

All school educational materials, including Canvas inbox messages, computers, and other technology, remain the property of the school and/or the school’s vendor partners. The school reserves the right to, at any time and for any reason, either directly or through law enforcement, inspect educational materials and review any content or activity conducted on or using school-provided educational materials, including Canvas inbox, computers, and other technology.

Note: The use of the computer by anyone except the student for a purpose other than to support the student in their education program is strictly prohibited. Any violation of this policy may result in loss of the student’s privilege to use school-provided technology. Any unauthorized use of a school-provided computer is subject to search without notice by the school or law enforcement. There is no expectation of privacy for students, parents/caretakers on any platform or technologies provided, and Reach reserves the right to inspect with or without notice.

11.2 Returning School Educational Materials and Equipment

All school-provided non-consumable materials and equipment must be returned to Reach or to a location designated by Reach for any of the following reasons:

- The school year has ended. Note: The school leader may permit the family to retain the materials for the summer in special cases, but under no circumstances can non-consumable materials be kept past August 1. If the family has indicated intent to return for the following school year, Reach may not require the family to return the school-provided computer equipment.
- The student is no longer enrolled in the school (for any reason).
- The materials are being repossessed due to a violation of the policies outlined in this handbook.
- The student has completed the related courses and is being assigned to new courses requiring different materials.
- The school is upgrading or replacing the equipment.
- The student has an approved placement change for a course.
- Equipment and/or materials were sent in error.

Note: If the student withdraws, all materials (both consumable and non-consumable) must be returned to the school, since consumable materials may not have been used yet.

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

Except in the case of repossession, Reach is responsible for the cost of return shipping provided the caretaker follows the return instructions and coordinates the return with Reach.

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

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

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

Failure to complete a timely return of any equipment or materials upon request shall constitute a theft and may result in invoicing or legal action as outlined in the Caretaker Due Process section of this handbook.

Important: Any computer files that need to be kept by the family should be extracted and any family-owned peripheral devices must be removed from computers before they are returned. The school does not have any responsibility for returning any family-owned devices or materials returned with the computer, nor to maintain or restore any files.

Reach equipment is not available for purchase.

11.3 Technology

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

The school's hardware and software requirements for accessing Canvas can be met by using the equipment provided by the school.

Families may use a personal computer, a computer in a public institution, or any other computer as long as the equipment used meets the Reach specifications (see the Use of Personal Equipment section) and permits the student and/or learning coach to have access for a period of time adequate for completing the required lessons each day and throughout the year. Due to certain licensing restrictions, some of the additional software provided with the school computer may not be available for use on personal computers. Families with computers provided by Reach may contact technical support if they have specific questions about the computer's software or hardware.

Use of Canvas

Regular use of Canvas is required to participate in the school. The school provides training on using Canvas during orientation and Family Mentors are always available to assist.

Canvas is generally available twenty-four (24) hours a day, except for any regularly scheduled maintenance. Users will be notified in advance of any maintenance that is anticipated to disrupt service for an extended period.

Security and Privacy

Security and privacy are very important to maintaining the integrity of the information stored on Canvas and are taken very seriously at Reach. Each user is responsible for keeping their username and password confidential. This responsibility includes frequently changing the password to prevent unauthorized use. Usernames and passwords should not be provided to anyone at any time. Additionally, learning coaches are responsible for taking reasonable precautionary measures to ensure students never obtain or use their learning coach's passwords.

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

Technology Provided by Reach

Access to school-provided computers is disabled immediately upon student/user withdrawal or graduation from Reach. Access cannot be re-enabled under any circumstances. All student/user data must be removed from the computer prior to withdrawal or graduation.

Reach will provide each student with the following:

- One laptop computer per student in grades K–12 with appropriate hardware and software for accessing the educational program and ensure the online safety of students.
- One printer per household: Each household will be eligible to receive one standard HP Desktop printer in the first year of enrollment.

Use of Reach Equipment and Installed Software

Households are provided with temporary use and possession of equipment and software provided by Reach. All equipment and software provided to households shall always remain the property of Reach.

School Equipment

Caretakers are responsible for confirming that any equipment provided by Reach matches the tracking email received. They must notify Reach Student Technical Support within seven (7) school days of receipt of any discrepancies between the tracking email and what was received, or if any equipment does not arrive in good working condition.

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

The only authorized location for any materials is the address where the materials were shipped by Reach. Any movement of materials to any other location within the state must be specifically authorized by Reach. Laptops may move temporarily with the student provided they have been approved by the school leader, and the student remains actively enrolled in the school. Failure to obtain authorization can result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with up-to-date contact information (address, phone numbers, email addresses, etc.), including any validation of contact information as required by the school, and keeping the information updated within Focus.

Use of equipment provided by Reach is only for school purposes, although limited access to personal email using a personal ISP and web-based email account is permitted. The use of any unauthorized programs risks contaminating the Reach computer with a virus, which could result in charges for repairs to the computer and additional penalties. Anyone using unauthorized programs risks permanently losing any information if the Reach computer has to be restored, reimaged, or returned for repair. Reach will not be responsible for any loss of information.

Software

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

Reach equipment contains software that permits monitoring, remote access or enables remote shutdown. Personal information is not collected or maintained by Reach, and any access is only for the purpose of making repairs, verifying acceptable use, or disabling equipment.

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

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

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

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

Educational software not provided by Reach may be installed at the discretion of and authorized by Technical Support. Caretakers are responsible for the costs of any repairs required as a result of unauthorized software installation.

Use of Personal Equipment and Software

Caretakers may use their own equipment and software if they meet the requirements detailed in this section.

Reach has no responsibility for providing any support for equipment or software that is not provided by Reach.

Users can log into Canvas from different devices, such as a mobile phone, tablet, or desktop computer.

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

- Google Chrome
- Mozilla Firefox
- ~~Internet Explorer 11 or newer~~
- Microsoft Edge
- Apple Safari (Mac only)

Headsets with microphones will be provided by Reach.

Many of the courses available on Canvas require the use of Adobe® Flash® Player. Some courses also require the use of productivity software compatible with Microsoft® Word®, Excel®, and PowerPoint®. Some courses may have requirements in addition to what is indicated above.

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

As permitted by state law and/or regulation, caretakers are solely liable for any loss, damage, or misuse of computer equipment provided to their household by Reach.

Accidental Damage to Equipment

Where damage to the equipment and/or software is not intentional (accidental) but is caused by user negligence or carelessness, the school reserves the right to invoice the caretaker, where permitted by state law and/or regulation. The school will limit caretaker liability to the cost of repairs for the computer equipment.

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

Accidental damage to equipment includes, but is not limited to, damage caused by carelessness or negligence such as exposure to excessive heat or cold, damage to equipment caused by liquid spills, dropping equipment, etc.

Non-Accidental Damage to Equipment

Where damage to the equipment and/or software is caused by a user and is not accidental or is the result of repeated failures to follow the school's policies and directions, the school reserves the right to invoice the caretaker, where permitted by state law and/or regulation, for the full cost of the repair or replacement plus shipping. The school also reserves the right to replace the laptop with an all-in-one desktop computer.

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

Loss or Theft of Equipment

On the first occurrence of a loss or theft of Reach equipment, caretakers may be responsible for a maximum replacement charge of up to ~~\$400-1000~~ plus the cost of shipping a replacement. Based on the circumstances, the following information may be requested from the caretaker in instances of loss or theft of equipment:

- a copy of a filed police report or insurance loss report;
- documentation from the insurance carrier confirming that reimbursement is not available under homeowner's or renter's policies; or
- a notarized letter from the caretaker indicating they are not insured.

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

Notice to School

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

Payment of School Invoices

In the event caretakers are invoiced for any repair by the school or Reach, payment will be due within five (5) days from the date of receipt. All outstanding invoices must be paid before additional repair services, or a

replacement computer can be provided. Failure to pay any outstanding invoice will be handled as provided for in the Grievance Policy for Caretakers section of this handbook.

Contacting Student Technical Support

Support Services can be reached by calling 888-860-9220 or by [emailing the self-service portal at https://reachcybercharterschool.samanage.com/loginReachIT@reachcyber.org](https://reachcybercharterschool.samanage.com/loginReachIT@reachcyber.org) via .

The Student Technical Support team is available during the school's calendar year from 8:00 a.m. – 4:00 p.m. Eastern Time, Monday through Friday. Voicemail messages and callback requests can be left for Student Technical Support at any time.

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

- Equipment or materials supplied by Reach do not match the items listed on the materials list.
- A user cannot log in to Canvas.
- Equipment, software, or materials supplied by Reach do not function or have been damaged or lost (be sure to check any training resources or the Online Help section of Canvas first).
- A request needs to be made to authorize the installation of hardware or software on equipment supplied by the school.
- More information is needed about obtaining an ISP.

When contacting Student Technical Support via [email the self-service portal](#) or voicemail message, please clearly describe the issue and provide specific contact information for a Student Technical Support representative to respond to your issue. When submitting a service request, families should provide the following information:

- Caretaker, ~~and~~ student name, [and student ID number](#),
- Phone number (including extension) and email address,
- ~~Brief description of the problem (if contacting Support Services via email, include this information in the email subject line),~~
- Issue tracking ticket number if the issue is a continuation of an existing request (if contacting Student Technical Support via [email/voicemail message](#), include this information in the [email subject line](#), [in the voicemail](#) message, or [provide it](#) to the Student Technical Support representative),
- Level of severity, and
- Detailed description of the problem, including any steps required to reproduce the problem.

The Student Technical Support representatives' response times depend on the severity of the issue. Student Technical Support strives to respond to all issues within twenty-four (24) hours, when possible, though the response could indicate more time is needed, depending on the complexity of the issue identified.

11.4 Use of the Internet

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

- Broadband internet service with a minimum download speed of 12-25 Mbps
- The use of a firewall that will permit access to Canvas

If a family lives in an area that receives limited or poor internet connections or needs assistance in arranging internet service, please contact the school.

Reach complies with the Children’s Internet Protection Act (CIPA).

Users should be aware material accessible through the internet may contain items that are illegal, obscene, defamatory, inaccurate, or potentially offensive to some people. This material may be harmful if accessed by minors. In addition, it is possible to purchase certain goods and services via the internet, which could result in unwanted financial obligations for which the caretaker would be liable. Reach believes the users’ benefits of information resources and opportunities for collaboration from accessing the internet exceeds the disadvantages. However, all users must understand and practice acceptable and ethical use.

To help all users understand acceptable and ethical use, Reach offers an Internet Safety course, which all staff members are required to take. Reach strongly recommends that all caretakers and learning coaches take a similar course.

Caretakers and learning coaches may review all internet sites their student(s) visit in each course through their Canvas Parent Account. Reach has carefully screened these sites and believes they are appropriate for students.

Caretakers and/or learning coaches who are uncomfortable with any of the linked sites should contact their child’s teacher to discuss alternatives.

Reach also strongly recommends that caretakers and learning coaches monitor their student’s internet time and activity. To assist caretakers in ensuring safe and appropriate use of the internet, and in accordance with CIPA requirements, Reach provides the following:

- CIPA compliant filtering software to restrict access to inappropriate and harmful information and materials online. Please be aware that internet filtering software, while potentially very helpful, is imperfect and may block some educational or other appropriate content in addition to blocking potentially inappropriate or offensive content.
- An Internet Safety Course. Reach will provide age-appropriate internet safety training for students to address appropriate online behavior, specifically on social networking websites and in chat rooms, in electronic communications, as well as training in recognizing and reporting cyberbullying.
- Qustodio. Through our partnership with Linewize, Reach’s online safety and wellbeing provider, we are able to extend visibility and safeguarding controls on to parents and guardians through Qustodio. Qustodio allows parents/guardians:
 - Visibility on activity and device insights
 - Security coverage for in and out-of-school hours
 - Expert advice and guidance on digital threats and trends
 - Rules to regulate digital activity

Internet activity on Reach issued computers will be monitored as required by state and federal law.

It is the policy of Reach Cyber Charter School to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personal identification information;
- comply with the Children’s Internet Protection Act (“CIPA”) (Pub. L. No.106-554 and 47 USC 254(h).

To the extent practical, technology protection measures (or “Internet filters”) shall be made available for all computers accessible by students. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

To the practical extent, the school takes steps to promote the safety and security of users of Canvas when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its handbook and its staff, is committed to educating, supervising and monitoring the appropriate usage of Canvas and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act.

The school will provide age-appropriate training for students. The training provided will be designed to promote Reach’s commitment to the standards and acceptable use of Internet services, as set forth in the school’s handbook; and student safety regarding safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

This Internet Safety Policy was adopted by the Board of Reach Cyber Charter School at a public meeting, following normal public notice.

11.5 Information-Student Technology SubsidyReimbursement (STR)

Families will arrange for internet service for their students to attend school. All households are eligible for the Student Technology Reimbursement (STR), provided that no students in the household have a school provided mobile hotspot in their possession. The school will issue subsidies to assist with the cost of internet service and printer ink. The subsidy will be equal to \$50.00 a month and will be paid out monthly during the year through a third-party vendor contracted through Reach. ~~If a student enrolls after the start of the school year,~~ ~~†~~The technology-subsidySTR will be prorated under the following circumstances:

1. All students in the household have less than 100% enrollment during the month due to mid-month enrollment or withdrawal
2. A mid-month delivery or return of a school provided mobile hotspot

~~;~~~~however, due~~Due to the high cost of processing small payments, no prorated payments will be made for amounts less than five dollars (\$5.00).

The ~~technology-subsidy~~STR may be terminated by Reach if the caretaker(s) are in breach of the provisions of the school handbook. As permitted by state law and/or regulation, if Reach has invoiced a household for damage to or theft of a school-provided computer or any other school asset(s), Reach may withhold payment of the ~~technology-subsidy~~STR until the invoice is fully satisfied, and/or may apply the ~~technology-subsidy~~STR towards payment of the outstanding invoice.

For students who select the accelerated pacing option or the year-round pacing option which requires participating in the program in the summer, families qualify for ~~a-subsidy~~the STR over the two summer months.

For the household to receive the ~~payment,~~STR, the following information is provided to the third-party vendor contracted to issue the payments: payee name, email address, ~~and~~-mailing address, and phone number. No other information will be provided to such third-party vendor. ~~If the family starts school after the first day of any of the payment periods, then the payments are prorated.~~

APPENDIX 1 – Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Reach Cyber Charter School receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Reach Cyber Charter School to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Reach Cyber Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA

regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student’s State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

APPENDIX 22- Protection of Pupil Rights Amendment (PPRA) Notification

Last Reviewed and Updated: December 18, 2018

This Protection of Pupil Rights Amendment (PPRA) Notification (“PPRA Notice”) may be updated periodically. Any changes will be effective as soon as they are posted.

Description of Intent

The School follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the School’s programs and strategies. From time to time, the School will collect and analyze student performance data and various measures of effectiveness. In addition, families may be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, learning coach, and family members will not be revealed, and results will only be reported in the aggregate or by subgroupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords parents/legal guardians of minors certain rights regarding the School’s conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- Requirement of parental consent prior to administering any U.S. Department of Education funded survey, analysis or evaluation that reveals information falling within the below categories ("Protected Information Survey"):
 - 1. Political affiliations or beliefs of the student or student’s parent
 - 2. Mental or psychological problems of the student or student’s family
 - 3. Sex behavior or attitudes
 - 4. Illegal, antisocial, self-incriminating, or demeaning behavior
 - 5. Critical appraisals of others with whom respondents have close family relationships
 - 6. Legally recognized privileged relationships, such as with lawyers, doctors, or clergy
 - 7. Religious practices, affiliations, or beliefs of the student or parents
 - 8. Income, other than as required by law to determine program eligibility.
- The right to receive notice and an opportunity to opt a student out of the following:
 - 1. Any other Protected Information Survey, regardless of funding
 - 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
 - 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
- The right to inspect, upon request and before administration or use, of the following:
 - 1. Protected Information Surveys of students;
 - 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
 - 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents or legal guardians to the student if they are eighteen (18) years old or an emancipated minor under state law or by court order.

Notification Procedures

The School will work to develop and adopt policies regarding these rights in consultation with parents/legal guardians. The School will arrange to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The School will directly notify parents of these policies annually in this PPRA Notice or after any substantive changes. The School will also directly notify by U.S. mail, e-mail, or other reasonably available method parents/legal guardians of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent(s) or legal guardians to opt students out of participation of the specific activity or survey.

The School will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/legal guardians will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. Parents or legal guardians will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any Protected Information Survey funded in whole or in part by the U.S. Department of Education
- Any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA.

Reporting a Violation

Parents, legal guardians, students eighteen (18) years or older, or emancipated minors who believe their rights have been violated may file a complaint to the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

Appendix 32: Title IX – The Final Rule

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities that receive federal funding. The U.S. Department of Education (USDOE) enforces Title IX and has created regulations relating to how schools are required to respond to reports of sexual harassment. The regulations are known as the *Final Rule*. The Title IX sexual harassment protections apply to Connections Academy schools that do or may receive Federal financial assistance.

Under the *Final Rule*, Connections Academy is required to promptly respond to and investigate every formal complaint of sexual harassment by a student. The *Final Rule* establishes an emphasis on restoring a student's access to the Connections Academy's education program and/or sanctioned events and activities using supportive measures. Additionally, the *Final Rule* places the burden of proof on the school and requires a strict adherence to due process measures.

DEFINITIONS

Actual Knowledge

Notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any designated school official/employee with the authority to institute corrective measures. Under state law, school employees are mandatory reporters. In the K-12 environment any employee may receive notice of sexual harassment.

This standard is not met when the only person with actual knowledge is the respondent. Additionally, the ability or obligation to report sexual harassment or to inform a student how to make a report of sexual harassment, or having training on how to report sexual harassment does not qualify an individual to have the authority to institute corrective measures on behalf of the school.

Complainant

An individual who has alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint

A document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the alleged sexual harassment. A complainant must be an active student participating or attempting to participate in the education program provided by Reach.

Respondent

An individual who has been reported to be the perpetrator of conduct that may constitute sexual harassment.

Sexual Harassment

Conduct on the basis of sex that satisfies one or more of the following:

- An employee of Reach conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (quid pro quo).
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and offensive that it effectively denies a person equal access to the Reach education program or sanctioned activity.
- Sexual assault as defined by 20 USC 1092(f)(6)(A)(v), dating violence, domestic violence, and stalking as defined by 34 USC 12291(a)(10), (8), (30).

Supportive Measures

Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, free of charge to the complainant or the respondent before or after the filing of a formal complaint, as well as, instances where no formal complaint has been filed.

Supportive measures are designed to restore or preserve equal access to the Reach education programs and sanctioned events and activities. Such measures are designed to protect the safety of all parties, the education environment, and ultimately deter sexual harassment.

Supportive measures may include:

- Counseling
- Deadline extensions or other course related adjustments, including changes to class schedule
- Modification of class schedules
- Restricted contact between parties

Supportive measures provided to the complainant and/or respondent will remain confidential to the extent that confidentiality would not impair the ability of the school to provide such measures.

Effective implementation of supportive measures is the responsibility of the Title IX Coordinator.

Title IX Coordinator

The employee designated by Reach to coordinate its efforts to comply with Title IX responsibilities will be referred to as the Title IX Coordinator. In addition to students and current employees, the Title IX Coordinator's contact information must be provided to prospective employees, parents or legal guardians, and all unions (if applicable).

The name or title, office address, e-mail address, and telephone number of the Title IX Coordinator shall be prominently posted on the school's website.

Any person, including a student's parent or guardian, may report sex discrimination and sexual harassment to the Title IX Coordinator in person, by mail, by telephone, or by email at any time, including non-business hours.

Formal Complaints

A formal complaint of sexual harassment should be filed with the Title IX Coordinator in person, by mail, by electronic mail, or by phone using the contact information provided below:

Manager of Counseling
Reach Cyber Charter School
750 East Park Drive
Suite 204
Harrisburg, PA 17111
Phone: 717-704-8437

Initial Response

The school must treat complainants and respondents equitably by offering supportive measures to a complainant and respondent. The grievance process outlined below is followed prior to imposing disciplinary sanctions or other actions outside supportive measures against a respondent.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures and consider the complainant's wishes with respect to the use of such supportive measures, inform the complainant of the availability of supportive measures regardless of filing a formal complaint, and explain the process for filing a complaint.

Anyone may report instances of sexual harassment or potential violations to the Title IX Coordinator; reports may be anonymous. However, formal complaints of sexual harassment can only be filed by the complainant or the Title IX Coordinator.

In instances where the respondent faces allegations of sexual harassment and is determined to be an immediate threat to the physical health or safety of an individual, they may be removed upon completion

of an individualized safety and risk assessment. If a student is removed under emergency conditions, instant notice will be provided, and the student will be afforded the opportunity to respond to the emergency removal.

An employee respondent may be placed on administrative leave during the grievance process.

Required Grievance Procedures

Formal Complaints

Reach is required to follow the grievance process defined by *the Final Rule* before disciplinary measures, not to include supportive measures, against the respondent are made. The procedures include:

- All parties will be treated equitably through the remediation process. Remedies under *the Final Rule* are designed to restore or preserve equal access to Reach's education program and sanctioned events and activities.
- An objective and thorough investigation and evaluation of the relevant evidence will be reviewed. This includes both evidence that can establish guilt (inculpatory) and evidence that can exonerate guilt (exculpatory).
- Title IX Coordinators, investigators, decision makers, and any designee tasked to assist in the informal resolution process must be free of bias or conflicts of interest. Additionally, training must be completed on:
 - the definition of sexual harassment;
 - the scope of Reach's education program or sanctioned events/activities;
 - the process for investigation and grievance process including, hearings, appeals, and informal resolution processes;
 - how to serve impartially, including by avoiding prejudgment of the facts at hand, conflicts of interest, and bias;
 - any person identified as a decision maker must complete training on any technology used during any part of the grievance process, on issues of relevance of questions and evidence (including instances when questions and evidence arise that are not relevant regarding the complainant's sexual predisposition or previous sexual behaviors);
 - any person identified as an investigator must complete training on issues of relevance to properly compose a report that summarizes the relevant evidence;
 - all training materials must not rely on sex stereotypes and must promote objective investigations and final disciplinary decisions (adjudications) of formal complaints of sexual harassment.
- A presumption the respondent is not responsible for the alleged conduct until the conclusion of the grievance process.
- A reasonably prompt time frame for conclusion to the grievance process, filing and resolving appeals and informal resolutions processes, if offered. A temporary delay or the limited extension of time frames for good cause may be granted. In such instances, written notice outlining the reason for the delay shall be sent to all parties. Examples of good cause are the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or to provide an accommodation of disabilities.

There will be a range of disciplinary sanctions and remedies that may be issued in the event responsibility of the respondent is determined.

The standard of evidence used may be the preponderance of evidence standard **or** the clear and convincing standard. The chosen standard must be used throughout the complaint process, include the procedures and permissible bases for the complainant and respondent to appeal, list the range of supportive measures available to complainants and respondents, and disallow the use of questions or evidence that seek disclosure of information protected under a legally recognized privilege, unless waived by the party holding such privilege.

Notice

If a formal complaint is made, written notice will be provided to all known parties. Included within the notice are the grievance process and the inform

sexual harassment may include the identities of the parties involved (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident (if known). The notice will include a statement acknowledging the respondent is presumed not responsible until the conclusion of the grievance process. The parties may have an advisor who may inspect and review evidence. Such an advisor may be an attorney, though the presence of an attorney is not required. All parties will be afforded enough time to prepare. Finally, the notice will include that knowingly making false statements is against the student and employee code of conduct.

If, during an investigation, Reach decides to investigate allegations not included in the original notice, the school will provide subsequent notice to include the additional allegations to all known parties.

Dismissal

Under some circumstances, Reach must dismiss a formal complaint of sexual harassment. If the conduct did not occur while participating in the school's education program or sanctioned events or activities or did not occur in the United States, the complaint will be dismissed. However, the school may pursue action under the Code of Conduct Policy.

The school may dismiss the formal complaint if:

- a complainant notifies the Title IX Coordinator in writing wishing to withdraw the formal complaint and included allegations,
- the respondent is no longer enrolled, registered, or employed by Reach, and
- specific circumstances prevent the school from gathering enough evidence to reach a determination regarding the formal complaint and/or allegations.

If conditions exist that require the school to dismiss the complaint, prompt written notice indicating a dismissal including any reason(s) must be sent to all parties.

Consolidation of Formal Complaints

Consolidation of formal complaints to allegations of sexual harassment may occur under the following conditions due to the same facts or circumstances:

- against more than one respondent
- by more than one complainant against one or more respondents
- by one party against the other party

Investigation

Under *the Final Rule*, the burden of proof and the burden of gathering evidence to make a determination as to responsibility of alleged sexual harassment falls to Reach. Voluntary written consent must be obtained to use a party's physician, psychiatrist, psychologist or other professional treatment records. An equal opportunity to present witnesses and evidence will be provided to all parties. The ability of either party to discuss the allegations investigated or gathered and present evidence may not be restricted.

All parties will be provided the same opportunities to have others present at any grievance proceeding. If either or both parties are joined by an advisor, including an attorney, at a proceeding, Reach may limit or restrict their participation.

Written notice of the date, time, location, participants and purpose of all hearings, investigations, or any related meetings will be provided to all parties. Such notice shall permit enough preparation time for all parties.

Equal opportunity to inspect and review all evidence regardless of intent to rely upon said evidence in reaching the final determination will be provided to all parties. Prior to the investigative report, an itemized evidence list subject to review will be sent to all parties, including advisors/attorneys if applicable, in electronic format or hard copy. The parties will have ten (10) days to submit a written response. The response will be considered by the investigator prior to completing the investigative report. All evidence subject to inspection and review will be available at any hearing for reference and purposes of cross-examination.

Finally, an investigative report will be prepared to summarize the relevant evidence and sent in an electronic format or hard copy to all parties and their advisors/attorneys, if applicable. The report shall be sent to the relevant parties at least ten (10) days prior to a hearing to permit review and the opportunity to provide a written response.

Hearings

The Final Rule does not require hearings in the K-12 environment.

The designated decision maker shall provide each party the opportunity to submit relevant written questions to any party or witness, permit time for parties to respond, and subsequently allow for limited follow-up questions.

It is an important distinction that questions and evidence relating to the complainant's sexual predisposition or prior sexual history are not considered relevant to the final determination.

The exceptions to this rule are if the pertinent information proves that someone other than the respondent committed the alleged sexual harassment, or if the evidence offered relates to specific incidents and prove consent between the complainant and respondent.

Determination

The decision maker may not be an investigator or the Title IX Coordinator.

The decision maker will issue a written determination with respect to responsibility. Under *the Final Rule*, the determination must include:

- A description of the allegation that meets the definition of sexual harassment
- A full description of the procedural steps from receipt of the complaint through final determination (notices, interviews, site visits, evidence gathering methods, and hearings)
- Findings of fact supporting the final determination
- Conclusions as to the application of the school's code of conduct and the known facts
- A statement and rationale for:
 - Each allegation and determination of responsibility
 - Disciplinary sanctions imposed on the respondent, if any
 - If remedies designed to restore or preserve equal access to Reach's education program and/or sanctioned activities will be provided by the school to the complainant; any such remedies will be implemented by the Title IX Coordinator
- The school's allowable reasons and procedures for appeal (see Appeals section below)

The school shall issue written determination to all parties at the same time. The determination will be considered final when the time for filing a timely appeal has passed. If the allegations are appealed, the decision is considered final upon receipt of the final written determination.

Appeals

Both the complainant and respondent have the option to appeal under the following circumstances:

- A procedural irregularity
- New evidence that could affect the outcome – not available prior to dismissal or determination
- Conflicts of interest or bias by the Title IX Coordinator, investigator(s), and/or decision maker(s)

The school may provide additional equitable circumstances as situations warrant. If a party wishes to appeal the determination, written notice will be provided to the other party that an appeal has been filed and provide procedures that apply to both parties. A new decision maker(s) will be appointed on appeal and such person will not have participated in the complaint prior to appeal, including investigators or the Title IX Coordinator.

Both parties will be permitted and equal opportunity to submit written statements supporting or opposing the outcome. A written decision will be provided to both parties at the same time and will indicate the result of the appeal and the rationale for the final determination.

Informal Resolution

Informal resolutions may be offered once a formal complaint is filed.

Parties are not required to participate in an informal resolution however, the school may offer this option instead of a full investigation and determination. The school will disclose information about the informal resolution process, including the right to withdraw from the informal resolution process prior to an agreed resolution. Once a party withdraws from the informal resolution process, the grievance process of the formal complaint will resume.

If both parties wish to proceed with an informal resolution, a voluntary written consent must be obtained waiving the right to an investigation and adjudication of a formal complaint. A common example of informal resolution is mediation.

The informal resolution process may not be used in instances where the school's employee is the respondent of alleged sexual harassment against a student.

Recordkeeping

The school shall maintain a complete record for seven (7) years relating to:

- All investigations, determinations regarding responsibility, disciplinary sanctions (respondent), and remedies (complainant); including audio/audiovisual recordings and/or transcripts
- Appeals and their result,
- Any informal resolutions and their result,
- Training materials used (posted publicly on the school's website), and
- Any actions, including supportive measures, in response to a formal complaint of sexual harassment.

The records shall provide a basis for the conclusion and show the response was not deliberately indifferent. Additionally, records should document the measures to restore or preserve equal access to Reach's education program or sanctioned events and activities. Further, records shall indicate the rationale for not providing the complainant with supportive measures, if applicable.

Retaliation

Retaliation is prohibited. Prohibited behavior includes intimidating, threatening, coercing, or discriminating against anyone for the purpose of interfering with the rights protected by *the Final Rule*.

Specifically, retaliation because an individual made a report or complaint, testified, assisted, or participated or refused to participate in a Title IX investigation, proceeding, or hearing. Retaliation against a student for code of conduct violations that arise from the same facts and circumstances as a report or complaint of sexual discrimination/harassment is also prohibited.

Speech protected by the First Amendment does not constitute retaliation.

The identity of parties and witnesses shall remain confidential except as permitted by FERPA. Any party that makes a false statement in bad faith may be charged with a code of conduct violation.

Appendix 4: Honor Code

Reach Honor Code:

I understand that honesty and integrity are essential to my learning and growth in this online educational program. By signing this honor code, I pledge to:

- 1. **Be Honest:** I will submit my own work and give credit to others for their ideas and contributions. I will not give or receive unauthorized assistance on assessments, including from my friends/peers, Learning Coach, or any others

- 2. **Act with Integrity:** I will not cheat, plagiarize, or engage in any form of academic dishonesty; including giving my work or answers to assessments to other students to submit as their own, posting assessment answers on the Internet, searching for and using assessment answers on the Internet, and using translation services for language courses.

- 3. **Respect Others:** I will treat everyone with respect and kindness in all my interactions.

- 4. **Follow Guidelines:** I will adhere to the rules and guidelines set forth by the program and my educators. This includes the Reach Student Conduct guidelines for proper use of the Internet and equipment and materials provided to me by the school.

- 5. **Take Responsibility:** I will read (or have read to me) the contents of the *Student Handbook* and understand that my actions have consequences, including disciplinary action. I will take responsibility for my academic performance and behavior. (More information on Discipline and Due Process can be found in the *Student Handbook*)

- By signing below, I commit to upholding these principles and contributing positively to the online educational community.

- Student Signature:

Student ID:

Appendix 5: Title I Parent and Family Engagement Policy

GENERAL EXPECTATIONS

Introduction

Parent and family involvement and engagement are critical to the success of Reach Cyber Charter School and integral to improving student academic achievement. Parents serve as learning coaches and play an active role in the learning process, providing input and communicating regularly with teachers. Parents have access to their student's Grade Book at any time by logging into the school's learning management system (Canvas). 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, and parents have regular opportunities to provide feedback and contribute to the plan throughout the year at planning meetings and the annual parent meeting.

If the plan for Title I, Part A, developed under Section 1006ofthe 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 by implementing planning and parent meetings throughout the year. Throughout the planning process, every effort is made to coordinate Title I strategies with other relevant Federal, State, and local laws and programs. The school also employs multiple family mentors and community coordinators to strengthen partnerships and collaboration with families. 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 email, telephone, and live teaching sessions. Teachers formally conference with parents regularly. In addition, parents are directly involved in reviewing daily student work 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 Canvas learning management platform ensures that all parents have access to complete data about their children's learning on a 24/7 basis. In Canvas, Caretakers and Learning Coaches use their observer accounts to monitor whether a student is on track and making adequate progress. Additionally, Teachers, Family Mentors, School Counselors, and the Attendance Team work collaboratively to monitor student progress in Canvas and communicate with Caretakers and Learning Coaches regularly. If needed, engagement meetings, including school staff and CTs/LCs, are held to discuss issues that may be impeding the student's progress and to discuss strategies for getting the student back on track. Quarterly progress reports are also published and shared with Caretakers and Learning Coaches through our student information system (Focus). 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 and remove any potential barriers to the learning process are provided at no cost to families, including online training and the student handbook. Additionally, 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 email 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 orientation sessions to familiarize parents with the features and components of the Canvas and Focus systems.
- 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, the student's teacher contacts parents via phone and/or email 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 video session, to discuss the Parent and Family Engagement Policy and School-Parent Compact. Reach solicits feedback through multiple avenues, including phone, email, field trips and back-to-school activities, and other parent-oriented activities. The Board intends to maintain at least one parent representative among its members. The school also conducts a Title I annual parent survey each year to evaluate the school on several criteria, including student progress, teacher support, and program quality.

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 evidence-based 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 video session
- Administer an annual Title I parent survey which includes questions about academic interventions.
- Solicit feedback through multiple avenues, including telephone and email.

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 drivetoward proficiency on academic standards. Reach Cyber Charter School provides teacher training andprofessional development programs to equip teachers with the following:

- A working knowledge ofthe curriculum.
- How to communicate and work effectively with parents/families.
- How to utilize and navigate the tools in Canvas and Focus (student information system)
- 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.

- Certain critical communications may also be provided in print format. For example, 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 Canvas, 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 remove potential barriers and 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.
- 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, video sessions, and recordings), translating materials upon request, and holding one-on-one meetings.

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 8/28/2024 and will be reviewed annually.

Reach Cyber Charter School Parent Compact

2024-25 School Year

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

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

Reach Cyber Charter School Commitments

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

Parent/Guardian Commitments

I understand that my participation in my child's education will positively impact his/her achievement and attitude. Therefore, I will do my best to:

- Ensure that my child participates in school regularly.
- Establish a time and quiet place for my child to complete schoolwork. • Ensure that my child participates in all required state testing
- Support the school in its efforts to maintain proper discipline. • Read school communications and respond when necessary.
- Attend school functions, support school activities, and make every effort to maintain regular contact with my child's teachers.

- Actively participate in decisions relating to the education of my child.
- Show an interest in my child's well-being and encourage my child to do his/her best.
- Share information and concerns about my child and about the school, and work together with the school to resolve problems.

Student Commitments

I know that my education is important and that I am responsible for my success. Therefore, I will do my best to do all 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 ask 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 r