REACH CYBER CS

Charter School Annual Report | 2022 - 2023

School Profile

LEA Name
Reach Cyber CS

AUN
115227871

Address 1
750 East Park Drive

Address 2
Suite 204

City
Harrisburg

State
PA

Zip Code
17111

Chief Administrator Name
Ms Jane Swan

Chief Administrator Email
jswan@reachcyber.org

Chief Administrator Phone
(484)366-8701

Extension

Charter School Principal

Principal Name
LeeAnn Ritchie

Principal Email

lritchie@reachcyber.org

Principal Phone

570-260-6515

Extension

Authorizing District(s)

Cyber Charter - PDE is Authorizing Entity (CHECKED)

Upload Current Charter (PDF only)

Reach Cyber Charter School Application.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
David Taylor	President	
Gail Hawkins-Bush	Vice President	
Paul Donecker	Secretary	
Marcella Arline	Treasurer	**(CHECKED)**
Anthony Alexander	Member	**(CHECKED)**
Leigh Anne Kraemer Naser	Member	**(CHECKED)**
Matthew Ryan	Member	**(CHECKED)**

Explanation of Board of Trustees Changes

Two Board members resigned and four were added this year to include more parent and diverse community representation across the state.

Board of Trustees Meeting Schedule

Location	Date	Time
Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg PA. 17111 and zoom: https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09	2022-08-31	9:00 am
Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg PA. 17111 and zoom: https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09	2022-09-21	9:00 am

Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg PA. 17111 and zoom: https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09	2022-10-26	9:00 am
Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg PA. 17111 and zoom: https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09	2022-11-16	9:00 am
Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg PA. 17111 and zoom: https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09	2023-01-18	9:00 am
Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg PA. 17111 and zoom: https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09	2023-02-15	9:00 am
Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg PA. 17111 and zoom: https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09	2023-03-15	9:00 am
Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg PA. 17111 and zoom: https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09	2023-04-19	9:00am
Harrisburg Hilton, One North Second St, Harrisburg, PA 17101 and zoom: https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09	2023-05-17	9:00 am
Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg PA. 17111 and zoom: https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09	2023-06-21	9:00 am
Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg PA. 17111 and zoom: https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09	2022-07-13	9:00 am

Upload Board Minutes

2022-23 RCCS Board Minutes.zip

Leadership Team

Name	Title/Position	Check if New Member
Jane Swan	Chief Executive Officer	
LeeAnn Ritchie	Chief Academic Officer	
LeeAnn Ritchie	Principal	
Rachel Graver	Other	
Michael Garman	Human Resource Officer	
Karen Yeselavage	Business Manager	
Gregory McCurdy	Director of Special Education	
Cody Smith	Principal	

Alicia Swope	Principal	**(CHECKED)**
Devin Meza-Rushanan	Principal	
Jordann Smith	Other	
Andrew Gribbin	Other	
Katherine Rutkowski	Other	
Scott Shedd	Other	
Scott Stuccio	Other	
Kelley McConnell	Other	

Explanation of Leadership Changes

Alicia Swope joined the team as the Middle School Principal as a result of the departure of the previoius Principal. Brandie Karpew joined the team as the school's Board and Legislative Liaison, which is a newly created position.

Upload of Professional Staff Member Roster (PDE-414 Form)
PDE414-2022-2023-ReachCyberCharterSchool.pdf

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	1	0	0	0	1
Chief Administrative Officer	1	1	0	0	0	1
Principal	3	3	1	0	1	3
Assistant Principal	14	14	0	0	0	16
Classroom Teacher (including Master Teachers)	361	361	0	5	2	387
Specialty Teacher (including Master Teachers)	46	46	2	2	2	62
Special Education Teacher (including Master Teachers)	82	82	0	2	2	116
Special Education Coordinator	31	31	2	0	0	50
Counselor	29	29	1	0	1	32

Psychologist	6	6	0	0	0	8
School Nurse	6	6	0	0	0	7
IT Director	1	0	0	0	0	1
Business Administrator	1	0	0	0	0	1
ISD, Curriculum Developers, Tech Support	13	4	0	0	0	19
HR Manager	1	0	0	0	0	1
Student Support Manager, Facilities Manager	0	0	0	0	0	0
Business Office, Administrative Support Staff, Teaching Assistants	61	0	11	0	0	78
Other	128	15	12	2	2	136
Totals	785	599	29	11	10	919

Explanation of Substantial Differences

Reach increased staff to support transition from Pearson services which occurred on July 1, 2023.   ** Specialty Teachers include STEM Teachers, Career Readiness Teachers, and Interventionists. Special Education Coordinators include Related Services Coordinators, OT, SLP, COTA, and BCBA. **Other category includes School Outreach, Social Workers, Family Services, Data & Enrollment, Career Exploration/Experience, All Managers, and Directors.

Fiscal Matters

Major Fundraising Activities

N/A

Fiscal Solvency Policies

The Fiscal Solvency policy and procedures were updated in 2019-2020. Reach Cyber uses sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures to any restrictions placed on such revenue.

Accounting System

Reach Cyber Charter School follows an accounting plan that is compliant with generally accepted accounting principles (GAAP). The school uses industry-standard accounting software to ensure proper bookkeeping. The school maintains detailed accounting records consistent with the accounting and financial reporting manuals prescribed by PDE. The financial system uses is Sage Intaact to record all activity.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances are attached.

Upload Statements of Revenues, Expenditures & Fund Balances
Preliminary Revenue and Expense Statement.pdf

Financial Audit Basics
Audit Firm
SD Associates, P.C.

Date of Last Audit
2022-06-30

Fiscal Year Last Audited
2021-2022

Explanation of the Report

The auditor's report of Reach Cyber Charter School reviewed the management's responsibility for the financial statements of the governmental activities and the major fund of the school. The financial statements presented fairly, in all material aspects, the respective financial position of the governmental activities and the major fund of Reach as of June 30, 2022. The report is intended to serve as an introduction to the School's basic financial statements and is comprised of four components: Management's Discussion and Analysis, the basic financial statements, supplementary information and single audit requirements for the year 2021-2022. Financial highlights include total revenues decreased by $110,000 due to primarily increased enrollment; at the close of the fiscal year, there was an ending fund balance of $62, 429,010, a result of a $18,220,422 surplus; and a cash balance of $26,885, 361, representing an increase of $931,118. Summary of the Reach Cyber Charter School Audit results, attached below indicates no significant deficiencies, no instance of noncompliance material to the financial statements, and no audit findings. The programs tested as a major program was the Education Stabilization Fund, Assistance Listing No. 84.425. The threshold for distinguishing Types A and B programs was $750,000. Reach Cyber Charter School qualified as a low risk auditee.

Upload Financial Audit Document(s)
Reach Cyber Charter School 6.30.22.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
There are no financial audit citations	There are no financial audit citations or responses.

Federal Programs Consolidated Review
Federal Programs Consolidated Review Document(s)
Yes

Upload Available Federal Programs Consolidated Review Document(s)
Fed Programs Consolidated Combined Program and Fiscal Review 115227871_Assessment_9869022.pdf

Title I Status
Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2023-06-29

School Years Reviewed

2022-2023

Federal Programs Consolidated Review Report

115227871_NOCAVLetter_57235355_Draft.pdf

Consolidated Review/Annual Report

Wednesday, July 5, 2023 Jane Swan School Leader 750 East Park Drive Suite 204 Harrisburg Dear Jane Swan, I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2022-23 school year. Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Reach Cyber CS compliance. At this time, all documents uploaded to Fedmonitor have been reviewed and no further action is required. The 2022-23 Consolidated Monitoring is now closed. You may print off a copy of your completed Monitoring Instrument at https://www.federalmonitor.com/pa. If you have any questions, please feel free to contact your regional coordinator. Thank you for your cooperation. Sincerely, Susan McCrone Chief Division of Federal Programs

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
None	None

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Paraprofessional	Reach Cyber Charter School	10	1	10
Paraprofessional	Reach Cyber Charter School	10	1	10
Speech Language Pathologist 1	Reach Cyber Charter School	40	35	40
Speech Language Pathologist 2	Reach Cyber Charter School	40	35	40
Speech Language Pathologist 3	Reach Cyber Charter School	40	35	40
Speech Language Pathologist 4	Reach Cyber Charter School	40	35	40
Speech Language Pathologist 5	Reach Cyber Charter School	40	35	40
Speech Language Pathologist 6	Reach Cyber Charter School	40	35	40
Speech Language Patholgist 7	Reach Cyber Charter School	40	35	40
Speech Language Pathologist 8	Reach Cyber Charter School	40	35	40
Speech Language Pathologist 9	Reach Cyber Charter School	40	35	40

Speech Language Pathologist 10	Reach Cyber Charter School	40	35	40
Speech Language Pathologist 11	Reach Cyber Charter School	40	35	40
Speech Language Pathologist 12	Reach Cyber Charter School	40	35	40
Speech Language Pathologist 13	Reach Cyber Charter School	40	35	40
Speech Language Pathologist 14	Reach Cyber Charter School	40	35	40
Speech Language Pathologist 15	Reach Cyber Charter School	40	35	40
Life Skills Support Teacher 1	Reach Cyber Charter School	15	10	15
Life Skills Support Teacher 2	Reach Cyber Charter School	15	10	15
Life Skills Supports Teacher 3	Reach Cyber Charter School	15	10	15
Life Skills Supports Teacher 4	Reach Cyber Charter School	15	10	15
Life Skills Support Teacher 5	Reach Cyber Charter School	15	10	15
Life Skills Support Teacher 6	Reach Cyber Charter School	15	10	15
Life Skills Support Teacher 7	Reach Cyber Charter School	15	10	15

Life Skills Support Teacher 8	Reach Cyber Charter School	15	10	15
Life Skills Support Teacher 9	Reach Cyber Charter School	15	10	15
Life Skills Support Teacher 10	Reach Cyber Charter School	15	10	15
Occupational Therapist 1	Reach Cyber Charter School	30	25	33
Occupational Therapist 2	Reach Cyber Charter School	30	25	33
Occupational Therapist 3	Reach Cyber Charter School	30	25	30
Occupational Therapist 4	Reach Cyber Charter School	30	25	30
Occupational Therapist 5	Reach Cyber Charter School	30	25	34
Occupational Therapist 6	Reach Cyber Charter School	30	25	30
Occupational Therapist 7	Reach Cyber Charter School	30	25	30
Related Service Specialist	Reach Cyber Charter School	15	10	15
Related Service Coordinator	Reach Cyber Charter School	15	10	15
School Psychologist 1	Reach Cyber Charter School	80	75	80
School Psychologist 2	Reach Cyber Charter School	80	75	80
School Psychologist 3	Reach Cyber Charter School	80	75	80

School Psychologist 4	Reach Cyber Charter School	80	75	80
School Psychologist 5	Reach Cyber Charter School	80	75	80
School Psychologist 6	Reach Cyber Charter School	80	75	80
Social Worker	Reach Cyber Charter School	70	65	70
Special Education Teacher 1 HS	Reach Cyber Charter School	20	18	20
Special Education Teacher 2 HS	Reach Cyber Charter School	20	18	20
Special Education Teacher 3 HS	Reach Cyber Charter School	20	18	20
Special Education Teacher 4 HS	Reach Cyber Charter School	20	18	20
Special Education Teacher 5 HS	Reach Cyber Charter School	20	18	20
Special Education Teacher 6 HS	Reach Cyber Charter School	22	18	22
Special Education Teacher 7 HS	Reach Cyber Charter School	22	18	22
Special Education Teacher 8 HS	Reach Cyber Charter School	20	18	20

Special Education Teacher 9 HS	Reach Cyber Charter School	20	18	20
Special Education Teacher 10 HS	Reach Cyber Charter School	20	18	20
Special Education Teacher 11 HS	Reach Cyber Charter School	20	18	20
Special Education Teacher 12 HS	Reach Cyber Charter School	20	18	20
Special Education Teacher 13 HS	Reach Cyber Charter School	22	18	22
Special Education Teacher 1 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 2 ELE	Reach Cyber Charter School	15	10	15
Special Education Teacher 3 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 4 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 5 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 16ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 7 ELE	Reach Cyber Charter School	20	15	20

Special Education Teacher 8 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 9 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 10 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 11 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 12 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 13 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 14 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 15 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 16 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 17 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 18 ELE	Reach Cyber Charter School	20	15	20

Special Education Teacher 19 ELE	Reach Cyber Charter School	20	15	20
Special Education Teacher 1 MS	Reach Cyber Charter School	15	10	15
Special Education Teacher 2 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 3 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 4 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 5 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 6 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 7 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 8 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 9 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 10 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 11 MS	Reach Cyber Charter School	20	15	20

Special Education Teacher 12 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 13 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 14 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 15 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 16 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 17 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 18 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 19 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 20 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 21 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 22 MS	Reach Cyber Charter School	20	15	20

Special Education Teacher 23 MS	Reach Cyber Charter School	20	15	20
Special Education Teacher 24 MS	Reach Cyber Charter School	20	15	20
Paraprofessional	Reach Cyber Charter School	10	1	10
Work/Transition Facilitator	Reach Cyber Charter School	20	15	20
Work/Transition Facilitator	Reach Cyber Charter School	20	15	20
Special Education Teacher HS 14	Reach Cyber Charter School	20	18	20
Special Education Teacher HS 15	Reach Cyber Charter School	20	18	20
Special Education Teacher HS 16	Reach Cyber Charter School	20	18	20
Special Education Teacher HS 17	Reach Cyber Charter School	20	18	20
Special Education Teacher HS 18	Reach Cyber Charter School	20	18	20
Special Education Teacher HS 19	Reach Cyber Charter School	20	18	20
Special Education Teacher HS 20	Reach Cyber Charter School	20	18	20

Special Education Teacher HS 21	Reach Cyber Charter School	20	18	20
Special Education Teacher HS 22	Reach Cyber Charter School	20	18	20
Special Education Teacher HS 23	Reach Cyber Charter School	20	18	20
Director of Special Education	Reach Cyber Charter School	1	6	6
Assistant Director of Special Education	Reach Cyber Charter School	24	24	24
Assistant Director of Special Education	Reach Cyber Charter School	24	24	24
Supervisor of Special Education	Reach Cyber Charter School	24	24	24
Supervisor of Special Education	Reach Cyber Charter School	24	20	24
Supervisor of Special Education	Reach Cyber Charter School	24	20	24
Supervisor of Special Education	Reach Cyber Charter School	24	20	24

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students

Speech Language Therapy	5 Days per Week @ Forty Hours	Presence	208
Occupational Therapy	5 Days Per Week @ Forty Hours	Presence	98
Counseling	5 Days per Week @ Forty Hours	Presence	28
Paraprofessional Support	4 Days per Week @ 38 Hours	Therapy Source	10
BCBA	4 Days per Week @ 38 Hours	Therapy Source	6
Physical Therapy	5 Days per Week @ Forty Hours	Therapy Source	37
Occupationally Therapy	4 Days per Week @ 38 Hours	Therapy Source	3
Hearing Support	4 Days per Week @ 38 Hours	Therapy Source	19
Vision Support	4 Days per Week @ 38 Hours	Therapy Source	16
Paraprofessional	4 Days per Week @ 38 Hours	Connecting the Pieces	22
PCA	4 Days per Week @ 38 Hours	Connecting the Pieces	3
BCBA	5 Days per Week @ Forty Hours	Connecting the Pieces	20
Wilson Reading	4 Days per Week @ 38 Hours	Kathleen Lee	5

O/M	45 mins Monthly	CAIU	1

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2018-02-12

Upload Link to Report (Optional)

Special Education Cyclical Monitoring Report

Special Education Cyclical Monitoring Report.pdf

Administrative Procedures for Internal Controls of IEP Development

Internal Controls for IEP Development.docx

Special Education Personnel Development

Autism

Description of Training			
Autism Support teaming including para professionals			
Lead Person/Position		**Year of Training**	
Amy Turner		01/26/2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	Special Education Department	AS teachers, paraprofessionals and administrator

Training Date Complete

2023-01-26
Autistic Support Teaming.pptx
AS Training 1-26-2023.docx

Training Date Complete

2022-12-16

How to with Boom Cards 22-23.pdf

AS Training 12-16-22.pdf

BehaviorSupport

Description of Training			
Writing behavioral supports in ERs and RRs			
Lead Person/Position		Year of Training	
Jill White		2022-2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	Special Education Department	K-12 Special Education Case Mangers and Staff

Training Date Complete

2022-10-21

Sign In Sheets_5e51c1a2.pdf

ER - RR 10.21.2023.pdf

Paraprofessional

Description of Training			
Paraprofessional Highlights			
Lead Person/Position		Year of Training	
Whitney Ford Welborn		2022-2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	Special Education Department	K-12 Special Education Teachers and Staff

Training Date Complete

2023-01-06

Reach_Special Education - Paraprofessional PLC Agenda 1-6-23 (1).pdf

22-23_sign_in_sheet_A-D_01.06.2023.docx signed.pdf

22-23_sign_in_sheet_F-K_01.06.2023.docx.pdf

22-23_sign_in_sheet_K-R_01.06.2023.docx signed.pdf

22-23_sign_in_sheet_R-W_01.06.2023 signed 2.pdf

22-23_sign_in_sheet_W-Admin_01.06.2023.docx signed.pdf

Training Date Complete

2023-04-06

1 Para Training attendance 3-28-23.docx

2 Para Training attendance 3-29-23.docx

3 Para Training attendance 4-3-23.docx

4 Para Training attendance 4-4-23.docx

5 Para Training attendance 4-5-23.docx

6 Para Training attendance 4-6-23.docx

Para Training Agenda Competency 22-23.docx

Transition

Description of Training			
Indicator 13 Training			
Lead Person/Position		**Year of Training**	
Lauren DeEllis		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
6-8 hours	2	Special Education Deparement	All 6-12 Special Education Case Mangers

Training Date Complete

2022-11-03

Sign in Sheet.pdf

Transitional Information 11.2022.pdf

ScienceofLiteracy

Description of Training			
Reading Progress Monitoring			
Lead Person/Position		**Year of Training**	
Shannon Wonders		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	Special Education Department	K-12 Special Education Teachers and Staff

Training Date Complete

2022-10-07

CBM_ Reading.pptx

Reading Curriculum Based Measures 10.07.2022.pdf

Training Date Complete

2022-11-04

REACH Writing CBM.pptx

Goal Writing 09.02.2022.pdf

ParentTraining

Description of Training			
Sessions with Dr. Bateman			
Lead Person/Position		**Year of Training**	
Dr. Bateman		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	5	Special Education Deparement	Open to all parents and guardians of students receiving Special Education services

Training Date Complete

2023-03-15

Parent Night 1-Attendance.csv

PPT.pdf

Sign in Sheets.pdf

IEPDevelopment

Description of Training			
IEP Goal Writing			
Lead Person/Position		**Year of Training**	
Whitney Ford Welborn		2022-2023	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	Special Education Department	K-12 Special Education Teachers and Staff

Training Date Complete

2022-09-30

Goal Writing 09.02.2022 (2).pdf

Reach_Special Education PLC 9-30-22_Writing Strong IEP Goals_9cd6f841.pptx

Training Date Complete

2023-01-06

Peer Review IEP goals 01.06.2023.pdf

Reach_Special Education PLC_Goal Writing Peer Review_ 1-6-23.pptx

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autism Support Secondary 1	Secondary	Full-time (1.0)	07/27/2023 02:04 PM

Building Name		
Reach Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 20
Age Range Justification		**FTE %**
HS Teacher		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autism Support Elementary 1	Elementary	Full-time (1.0)	07/27/2023 02:02 PM

Building Name		
Reach Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
Elementary Teacher		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Secondary 1	Secondary	Full-time (1.0)	07/27/2023 01:53 PM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 16
Age Range Justification		**FTE %**
HS Teacher		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised

Life Skills Secondary 2	Secondary	Full-time (1.0)	07/27/2023 01:51 PM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
HS Teacher		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Secondary 3	Secondary	Full-time (1.0)	07/27/2023 01:46 PM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Secondary 4	Secondary	Full-time (1.0)	07/27/2023 01:50 PM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Secondary 5	Secondary	Full-time (1.0)	07/27/2023 01:43 PM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
HS Teacher		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Secondary 6	Secondary	Full-time (1.0)	07/27/2023 01:50 PM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 20
Age Range Justification		**FTE %**
HS Teacher		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Secondary 7	Secondary	Full-time (1.0)	07/27/2023 01:39 PM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	18 to 21
Age Range Justification		**FTE %**
HS Teacher		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Secondary 8	Secondary	Full-time (1.0)	07/27/2023 01:38 PM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15
Age Range Justification		**FTE %**
Middle School Teacher		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Secondary 9	Secondary	Full-time (1.0)	07/27/2023 01:37 PM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 14
Age Range Justification		**FTE %**
Middle School Teacher		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Secondary 10	Secondary	Full-time (1.0)	07/27/2023 01:35 PM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	10 to 13
Age Range Justification		**FTE %**
Middle School Teacher		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Secondary 11	Secondary	Full-time (1.0)	07/27/2023 01:33 PM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	10 to 13
Age Range Justification		**FTE %**
Middle School Teacher		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Elementary 1	Elementary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
Elementary Teacher		0.6

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
Group 1		0.25

Building Name		
Reach Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11

Age Range Justification	FTE %
Group 2	0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 24	Secondary	Full-time (1.0)	07/27/2023 01:28 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
Middle Grade 8		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 23	Secondary	Full-time (1.0)	07/27/2023 01:26 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	13 to 14
Age Range Justification		**FTE %**
Middle Grade 8		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 22	Secondary	Full-time (1.0)	07/27/2023 01:36 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
Middle Grade 8		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Elementary 2	Elementary	Full-time (1.0)	07/27/2023 01:42 PM

Building Name	
Reach Cyber CS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	8

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
Elementary Teacher		0.4

Building Name	
Reach Cyber CS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	2

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
Group 2		0.1

Building Name	
Reach Cyber CS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades K-6)	
Level of Support	**Case Load**
Itinerant (20% or Less)	3

Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
Group 3		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 21	Secondary	Full-time (1.0)	07/27/2023 01:24 PM

Building Name
Reach Cyber CS
Support Type

Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
Middle Grade 8		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 20	Secondary	Full-time (1.0)	07/27/2023 01:22 PM

Building Name	
Reach Cyber CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
Middle Grade 8		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 19	Secondary	Full-time (1.0)	07/27/2023 01:21 PM

Building Name
Reach Cyber CS

Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	19
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	13 to 14
Age Range Justification	**FTE %**
Middle Grade 8	0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 18	Secondary	Full-time (1.0)	07/27/2023 01:38 PM

Building Name	
Reach Cyber CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification	**FTE %**
Middle Grade 8	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 17	Secondary	Full-time (1.0)	07/27/2023 01:08 PM

Building Name

Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
Middle Grade 8		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 16	Secondary	Full-time (1.0)	07/27/2023 01:06 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
Middle Grade 7		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 15	Secondary	Full-time (1.0)	07/27/2023 01:05 PM

Building Name
Reach Cyber CS

Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
Middle Grade 7		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 14	Secondary	Full-time (1.0)	07/27/2023 12:43 PM

Building Name	
Reach Cyber CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
Middle Grade 7		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 13	Secondary	Full-time (1.0)	07/27/2023 12:37 PM

Building Name

Reach Cyber CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support	Case Load
Itinerant (20% or Less)	19

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13

Age Range Justification		FTE %
Middle 7		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 12	Secondary	Full-time (1.0)	07/27/2023 01:47 PM

Building Name	
Reach Cyber CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support	Case Load
Itinerant (20% or Less)	19

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13

Age Range Justification		FTE %
Middle Grade 7		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 11	Secondary	Full-time (1.0)	07/27/2023 01:48 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
Middle Grade 7		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 10	Secondary	Full-time (1.0)	07/27/2023 01:56 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
Middle 7		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 9	Secondary	Full-time (1.0)	07/27/2023 12:20 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
Middle 7		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 8	Secondary	Full-time (1.0)	07/27/2023 12:16 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
Middle 6th grade		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 7	Secondary	Full-time (1.0)	07/27/2023 01:48 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
Middle 6th grade		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 6	Secondary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
Middle 6th grade		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 5	Secondary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		19
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
Middle 6th grade		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 4	Secondary	Full-time (1.0)	07/27/2023 12:09 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
Middle 6th grade		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 3	Secondary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
Middle 6th grade		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 2	Secondary	Full-time (1.0)	07/27/2023 12:06 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	11 to 12
Age Range Justification		**FTE %**
Middle School 6th grade		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Middle 1	Secondary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 12
Age Range Justification		**FTE %**
Middle School 6th grade		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 8	Secondary	Full-time (1.0)	07/27/2023 11:38 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		29
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 9	Secondary	Full-time (1.0)	07/27/2023 11:37 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 20
Age Range Justification		**FTE %**
HS Teacher		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 10	Secondary	Full-time (1.0)	07/27/2023 11:36 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
HS Teacher		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 11	Secondary	Full-time (1.0)	07/27/2023 11:35 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		26
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
HS Teacher		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 12	Secondary	Full-time (1.0)	07/27/2023 11:34 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
HS Teacher		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 13	Secondary	Full-time (1.0)	07/27/2023 11:33 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 20
Age Range Justification		**FTE %**
HS Teacher		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 14	Secondary	Full-time (1.0)	07/27/2023 11:33 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
HS Teacher		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 15	Secondary	Full-time (1.0)	07/27/2023 11:32 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		26
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 16	Secondary	Full-time (1.0)	07/27/2023 11:31 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 20
Age Range Justification		**FTE %**
HS Teacher		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 17	Secondary	Full-time (1.0)	07/27/2023 11:30 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
HS Teacher		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 18	Secondary	Full-time (1.0)	07/27/2023 11:29 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 19	Secondary	Full-time (1.0)	07/27/2023 11:28 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
HS Teacher		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 7	Secondary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
HS Teacher		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 20	Secondary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 21	Secondary	Full-time (1.0)	07/27/2023 11:27 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
HS Teacher		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 22	Secondary	Full-time (1.0)	07/27/2023 11:26 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 23	Secondary	Full-time (1.0)	07/27/2023 11:25 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 20
Age Range Justification		**FTE %**
HS Teacher		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 24	Secondary	Full-time (1.0)	07/27/2023 11:24 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
HS Teacher		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 25	Secondary	Full-time (1.0)	07/27/2023 11:23 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 26	Secondary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
HS Teacher		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 27	Secondary	Full-time (1.0)	07/27/2023 11:21 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 6	Secondary	Full-time (1.0)	07/27/2023 11:20 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 28	Secondary	Full-time (1.0)	07/27/2023 11:20 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
HS Teacher		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 29	Secondary	Full-time (1.0)	07/27/2023 11:19 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
HS Teacher		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 30	Secondary	Full-time (1.0)	07/27/2023 11:18 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
HS Teacher		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 31	Secondary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 32	Secondary	Full-time (1.0)	07/27/2023 11:14 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 33	Secondary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
HS Teacher		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 34	Secondary	Full-time (1.0)	07/27/2023 11:04 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		25
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
HS Teacher		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 5	Secondary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
HS Teacher		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 35	Secondary	Full-time (1.0)	07/27/2023 11:02 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
HS Teacher		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 4	Secondary	Full-time (1.0)	07/27/2023 11:02 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 36	Secondary	Full-time (1.0)	07/27/2023 11:01 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 20
Age Range Justification		**FTE %**
HS Teacher		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 3	Secondary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 2	Secondary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
HS Teacher		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 1	Secondary	Full-time (1.0)	07/27/2023 10:57 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
HS Teacher		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 19	Elementary	Full-time (1.0)	07/25/2023 01:09 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 12
Age Range Justification		**FTE %**
Grade 5		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 18	Elementary	Full-time (1.0)	07/25/2023 01:08 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 12
Age Range Justification		**FTE %**
Grade 5		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 17	Elementary	Full-time (1.0)	07/25/2023 01:07 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 12
Age Range Justification		**FTE %**
Grade 5		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 16	Elementary	Full-time (1.0)	07/25/2023 11:17 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 12
Age Range Justification		**FTE %**
Grade 5		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 15	Elementary	Full-time (1.0)	07/25/2023 11:16 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 12
Age Range Justification		**FTE %**
Grade 5		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 14	Elementary	Full-time (1.0)	07/25/2023 11:15 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
Grade 4		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 13	Elementary	Full-time (1.0)	07/25/2023 11:14 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
Grade 4		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 12	Elementary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
Grade 4		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 11	Elementary	Full-time (1.0)	07/25/2023 11:12 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
Grade 4		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 10	Elementary	Full-time (1.0)	07/25/2023 11:11 AM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
Grade 4		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 9	Elementary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
Grade 3		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 8	Elementary	Full-time (1.0)	07/25/2023 09:42 AM

Building Name

Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
Grade 3		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 7	Elementary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
Grade 3		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 6	Elementary	Full-time (1.0)	07/27/2023 01:58 PM

Building Name	
Reach Cyber CS	

Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
Grade 3		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Grade 5	Elementary	Full-time (1.0)	07/25/2023 09:40 AM

Building Name	
Reach Cyber CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
Grade 2		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 4	Elementary	Full-time (1.0)	07/25/2023 09:34 AM

Building Name

Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
Grade 2		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 3	Elementary	Full-time (1.0)	07/24/2023 04:00 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
Grade 2		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 2	Elementary	Full-time (1.0)	07/24/2023 03:59 PM

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
Grade K Split Caseload		0.14

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
Grade 1 Split Caseload		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support Elementary 1	Elementary	Full-time (1.0)	07/24/2023 03:58 PM

Building Name	
Reach Cyber CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	7

Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
Grade K (Split Caseload)		0.14

Building Name		
Reach Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
Grade 1 (Split Caseload)		0.14

Facilities and Agreements

Fixed assets acquired by the Charter School during the past fiscal year

Fixed Asset Description	Location	Capital Expenditure
Vehicle- STEM lab bus additions	Reach, 750 East Park Drive, Harrisburg, PA 17111	7,779.00
Secured IT Server- Equipment, Partition Wall, Firewall Appliances	Reach, 750 East Park Drive, Harrisburg, PA 17111	103,984.06
Sound Masking Speakers (Installation)	Reach, 750 East Park Drive, Harrisburg, PA 17111	6,495.00
Staff Ipads	Reach, 750 East Park Drive, Harrisburg, PA 17111	182,660.64
Furniture- Desk and Cubicle Fixtures	Reach, 750 East Park Drive, Harrisburg, PA 17111	47,479.53
Staff/Student Dell Laptop Package	Reach, 750 East Park Drive, Harrisburg, PA 17111	11,345,636.75
Staff Docking Stations	Reach, 750 East Park Drive, Harrisburg, PA 17111	48,766.55

Facility Plans and Other Capital Needs

The Charter School's plan for future facility development and the rationale for the various components of the plan

During the school year, Reach expanded to another office area on floor one of 750 East Park Drive to house items for Outreach activities. Reach is also investigating purchasing a building in the Harrisburg area as we will be assuming all services since Pearson is no longer managing Reach as of June 30, 2023. Additionally, note that the increase in fixed assets was also due to Reach taking over all school functions from Pearson.

Memorandum of Understanding

Organization	Purpose
DaVinci Discover Center of Science and Technology	Support school camp programs, back to school celebrations and activities for Reach families.
Lancaster Science Factory	Offer children an environment for learning and developing curiosity, thinking creatively, and building confidence in the principle of science and applications of science in engineering and technologys with Reach families through maker spaces, STEM classrooms and Science cafe use.
Reading Science Center	To provide 12 spaces for STEM camps, activities and admissions to foster a love of science through exciting and experiential STEM education.
Carnegie Museum of Natural History	To provide virtual field trips, museum general admission, classroom space for STEM camps and present Discovery Basecamp.
ABC 27	Bring the science lab into home of abc27 families with "Science with Scott" a fun, engaging educationla lesson or experiment each month with Reach and the abc 27 weather team.
Discovery Space	The purpose is to provide space for STEM camps and admission that provide engaging science experiences that spark creativity, curiosity and imagination
Keystone Kidspace	The purpose is to offer space for STEM camps, carpentry programs, metal-working demonstrations, in-person staff professional development, general admission that provide a combination of freedom to play with a focus on STEAM.
Made Jr Fashion Club	Through virtual workships taught by fashion designers & weekly design prompts, the students will put together their fashion portfolios for college programs, internships and more. They will learn fashion sketching and key sewing skills through Made's exclusive online portal and join designers via live video calls.

The Metro Sports & Entertainment Group LLC	The purpose is to offer esports education program to students 9th through 12th grade.
The Center for Aquatic Science	To provide high school career mentoring, job shadowing, in person and virtual for environmental education, STEM, and summer sea camp for Junior Marine Biologists.,
Boys & Girls Club of Western PA	To provide career mentoring, pre apprenticeship, & STEM apprenticeship.
Alaska Sea Life Center	To deliver career-based instruction with live interactive program including sea lion research, monitoring and marine science related careers.
Pittsburgh Drone Services	To educate students about the concepts, rules and procedures for entering into a career within the Unmanned Aviation Industry.
Sigma Resources	To educate students about the concepts, rules and procedures for entering into a career within the gaming technology. including Pre-apprenticeship experiences.
WQED Film Academy	To provide opportunities for students to engage with other filmmakers through lectures and in on set settings, and field trips to various production related businesses.
Weary Arts Group	To provide students opportunity to participate in work forcused on Acting, Dance, Music and Creative Self-Discovery via virtual opportunities.
HACC EMT training	To provide training to become a certified Emergency Medical Technician.
Harrisburg University Nu Path and Penn Foster	To provide enrichment and Industry Certification in a variety of technology programs.

A Sweet Treats Experience	To provide virtual workshops to students to learn the basic and intermediate level baking skills.
Jason Phillips Team	To provide the knowledge of a professional career in real estate.
Association of Women in Forensic Science, Inc.,	To enhance science knowledge of middle and high school students and broaden their scope of interest in forensics and its impact on modern society.
ABC Keystone	To provide a registered pre apprenticeship and apprenticeship programs in the trades.

Upload of Memorandum of Understanding Document(s)

Da Vinci Science Center.pdf

Lancaster Science Factory.pdf

Carnegie Museum of Natural History.pdf

ABC 27.pdf

Discovery Space.pdf

Reading Science Center.pdf

Keystone Kidspace.pdf

Made Jr Fashion Club (Online) MOU_Reach.pdf

MOU REACH-Metro Sports.pdf

Center for Aquatic Sciences.pdf

Boys & Girls Club of Western PA.pdf

Alaska Sea Life Center.pdf

PIttsburgh Drone MOU.pdf

Sigma Resources.pdf

WQED Film Academy.pdf

Weary Arts Group.pdf

HACC EMT _ Cyber Reach Charter School.pdf

HU_Nupath_Penn Foster.pdf

A_Sweet_Treats_Experience.pdf

Jason Phillips.pdf

Women in Forensics MOU.pdf

Articulation Agreements

Partnering Institution
Harrisburg Area Community College

Agreement Type

Program/Course Area
compositon, literature, social sciences, humanities, science, math and foreign languages

Upload Articulation Agreement
Reach Cyber Charter School. Digital Signatures.pdf

Partnering Institution
Messiah University

Agreement Type

Program/Course Area
composition, literature, social sciences, humanities, technology, math and foreign languages

Upload Articulation Agreement
Dual Enrollment Agreement - Reach Cyber Charter School and Messiah University.pdf

Partnering Institution
Bucks County Community College

Agreement Type

Program/Course Area
composition, literature, social sciences, humanities, math and foreign languages

Upload Articulation Agreement
REACH CCS MOU --Bucks CCC Dual Enrollment 2022-2023_signed_10052022.pdf

Partnering Institution
MercyHurst University

Agreement Type

Program/Course Area
composition, literature, social sciences, humanities, math and foreign languages

Upload Articulation Agreement
MercyHurst agreement.pdf

Partnering Institution

Northern Pennsylvania Regional College

Agreement Type

Program/Course Area

composition, literature, social sciences, humanities, math, technology, and foreign languages

Upload Articulation Agreement

22-23 Dual Enrollment Agreement - ReachCyber - NPRC _signed.pdf

Management Survey

Charter School Management Survey

Charter School Name

Reach Cyber CS

Point of Contact Name

Jane Swan

Point of Contact Telephone Number

570-218-8475

Extension

Point of Contact Email

jswan@reachcyber.org

Management Organization Information

As of the start of the 2021/2022 school year, has the Charter School had a Management Organization (i.e., a separate legal entity that contracts with one or more charter schools to manage, operate, and oversee the schools OR that holds charters to operate two or more charter schools)?

Yes

Is/was the Management Organization a:

EMO (for profit through a contract with the local education agency)

Management Organization Name

Pearson Virtual Schools

Federal EIN (Employer Identification Number)

68-0519942

Address 1

1096 Grantchester Way, Suite 300

Address 2

City

Columbia

State

MD

Zip Code

210441

Plus 4 Code

6111

Additional Comments

Reach has a contract with Pearson for curriculum, instruction, support, enrollment, placement and student support; student technology assistant services; student learning management and student information systems, connexus,; school operations support; professional development services; school staff support services and direct course instruction support. This agreement ended on June 30, 2023.

Signatures and Affirmations

Upload Board Affirmation Statement

Reach Board Affirmation Statement 22_23SY.pdf

Date of Approval

2023-07-28

Charter School Annual Report Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Jane Swan

Charter School Law Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Jane Swan

Ethics Act Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Jane Swan

Charter School Annual Background Check Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Jane Swan

Charter Annual Administrative Certification Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Jane Swan

Charter School Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Jane Swan

February 26, 2016

Charter Schools Office
333 Market Street, 10th Floor
Harrisburg, PA 17126-0333

Dear Mr. Stephen P. Carney,

Cyber charter schools in Pennsylvania provide a flexible and innovative atmosphere and unique education opportunities for students while helping students achieve academic success. Recognizing the need for a unique education opportunity and a need for students to personalize their education in both time and space, Reach Cyber Charter School will offer flexible pacing options for all students and rich opportunities to explore, participate and develop interests in STEM related competencies and careers.

The school will offer multiple calendar options: traditional, year-round, and accelerated. The traditional and year-round options are available for all students. The accelerated schedule is an option for students in grades 9-12. Reach will offer courses throughout the year—during the fall, spring, and summer sessions—providing students with flexible pacing options for meeting state academic standards

Reach will incorporate additional science, technology, engineering and math (STEM) offerings to both students and staff. Starting STEM in the early grades allows early and repetitive opportunities for students to become interested in and ready for courses and careers in STEM. A STEM Coordinator will create partnerships and opportunities within the statewide community, higher education institutions, field trips, webinars, experiential opportunities, clubs and activities including the STEM Talent Network, internships, and competitions

Please contact me via email at ▮▮▮▮▮▮▮▮▮▮▮ or via phone at (717) 649-6980 should you have any questions on the application or need further information. Thank you for the opportunity to submit our charter application. We look forward to working with you through this process!

Sincerely,

David Taylor
Board President
Reach Cyber Charter School

Conrad O'Brien

Patricia A. Hennessy
Attorney at Law
Phone: 215-864-8076
Fax: 215-864-0794
phennessy@conradobrien.com

February 25, 2016

<u>Via Hand-Delivery and Electronic Mail</u>

S. Carney, Director
Pennsylvania Department of Education
Charter Schools Office
333 Market Street, 10^{tl1} Floor
Harrisburg, PA 17126-0333

  Re: Revised and Re-Submitted Cyber Charter School Application

Dear Mr. Carney:

  As you are aware, my client, the Board of Trustees of Reach Cyber Charter School, ("Applicant") is applying to open a new cyber charter school for the 2016-17 school year. The school would initially open serving grades K-9 with 500students. By the fifth year of the charter term, the school would grow to 4,500 students across grades K-12.

  The Applicant has contracted with Connections Education – an experienced cyber charter support organization currently serving 30 cyber public schools in 26 states, to provide specific educational products and services, as noted in the Statement of Agreement.

  This revised application serves as an addendum to the original application (including all submitted attachments to the original application and to the revised application), which was submitted to the Charter Schools Office of the Pennsylvania Department of Education on September 25, 2015. This revised application adopts by reference the following items:

a. Application including all submitted attachments submitted to the Charter Schools Office on or around September 25, 2015;

b. Supplemental materials and letter submitted by the Applicant after the hearing before the PDE, dated November 23, 2015;

c. Public comment materials received by the Pennsylvania Department of Education on November 1, 2015 or prior/subsequent to that hearing during the open comment period;

d.   Letter to the PDE, dated January 19, 2016 regarding issues related to the Applicant's Name Change;

e.   Transcripts from the November 1, 2015 hearing.

In response to the Denial of the initial cyber application – including the Department of Education's Findings, Applicant is resubmitting the entire application with the necessary changes in response to the Department's denial. This is particularly true since the Applicant has had a name change. All relevant school-related draft documents have been updated to reflect the name changes, which are attached as Appendices.

In order to assist the Department with its review of this Revised Application, the Applicant provides this summary of the changes, as well as its specific responses to the District's denial.

The following are global changes to the application:

1.   The Applicant's name has been changed from Advance Cyber Charter School to Reach Cyber Charter School, per the applicant's letter dated January 19, 2016.

2.   The position of Principal or CEO has been changed to Lead School Administrator.

3.   The services and supports provided by Advisory Teachers have been changed to Family Connections Coordinators.

4.   The applicant has clarified its delivery of curriculum as a pure cyber model and any references to blended learning – even as a term of art – have been removed.

5.   The applicant has clarified that face-to-face contact with students will take place at multiple locations as needed – and not at the administrative offices.

In addition to these global changes, Applicant highlights the following changes below:

Admission Ages (Revised Application Page 1, 132, 177)

The Department in its denial indicated that the **"applicant failed to provide consistent information regarding the admission ages for kindergarten students and beginners."**

The Applicant has updated the Kindergarten and Beginner language to reflect Reach Cyber Charter School supports the school age requirements for admission as specified by the resident school district of the student. This varies by school district. (page 1)

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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."*

The PDE is well-aware of the Pennsylvania Supreme Court's opinion in the *Slippery Rock v. PA Cyber Charter School* regarding the tension between the statutory structure for admission ages for cyber charter schools. The court was clear that a school district has the discretionary authority to establish a kindergarten program and the concomitant ability to set the admission age under 5-503 of the Public School Code (a provision not applicable to charter school). Section 11.14 of the Pennsylvania Administrative Code that implements this provision is applicable to charter schools. Section 11.14 reads:

> When kindergarten is provided, the board of school directors shall establish the district's minimum entry age to kindergarten. The minimum entry age to kindergarten may not be less than 4 years, no months, before the first day of the school term.

The Supreme Court was clear that there was a duality of authority between the General Assembly's grant of both a cyber charter school and a school district to set the enrollment age for a kindergarten program and held that the cyber charter school is bound by the policy of the school district in which the student resides.

The same analysis then applies to the admission of beginners which is regulated at 22 Pa. Code 11.15(a):

> The board of school directors shall establish the district's minimum entry age for beginners, which may not be less than a chronological age of 5 years and 7 months before September 1, nor more than 6 years, no months, before the first day of the school term of the district. The board of school directors shall permit a child of beginners' age to attend the district's first grade and may not require the child to attend kindergarten, prefirst grade, transitional class or other grade or class that is not regular first grade without parental consent.

Retirement Plan

According to its Denial, the PDE stated that the **"applicant failed to provide appropriate information concerning the applicant's retirement system."**

For the applicant's proposed retirement plan, please see the attached PenServ documentation which reflects that the Applicant will use an alternative retirement plan

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(provided in Appendix P Budget). Additionally, the budget has been amended to reflect appropriate accounting for such a plan.

Model School (page 5 and page 6)

The PDE included in its denial of the initial application that the applicant **failed to submit information to demonstrate that the cyber charter school will serve as a model for other public schools.** The PDE stated that the Applicant did not explain how its proposed schools would comply with the General Assembly's legislative intent and how the Applicant's school would serve as a model for other public schools.

Reach will serve as a model for other public schools by offering increased learning opportunities for students, encouraging the use of different and innovative teaching methods, and providing parents and students with expanded choices in types of educational opportunities.

- The year–round and accelerated pacing options increase learning opportunities for students.

- Innovative teaching methods are inherent in the cyber school model as teachers connect with students through technology using synchronous and asynchronous learning.

- Although cyber schools are available in Pennsylvania already, there are limited models available. Reach will expand the choice by providing various pacing methods open to students in grades K-12.

- Partnerships with STEM-centered institutions and organizations give students opportunities to apply their knowledge with hands-on experience.

- Professional Development with a STEM focus for all teachers, including all elementary, will provide support for the STEM focus of the school and expand professional growth opportunities for teachers.

Furthermore, Reach will provide a full-time public school experience with a cyber learning community that connects students, teachers, and families through unique technology tools and provide a whole-school experience for its students with academic, behavioral, emotional, and career supports. School counselors will work with each student individually on graduation plans with a focus on appropriate courses, credits, and post-secondary planning. Reach will provide students with cyber and in-person clubs, activities, and electives to complete the full-school experience.

STEM Coordinator (page 10)

The Applicant has revised its application to more definitively describe the role and function of the STEM Coordinator. The STEM Coordinator will seek out partnerships and opportunities within the statewide community, including organizations already committed to supporting Reach. The STEM Coordinator will also organize field trips, LiveLesson sessions (a real-time, interactive web conferencing tool), STEM-

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focused virtual speaker series and career exploration sessions, experiential opportunities, clubs and activities including the STEM Talent Network, internships, and competitions.

Action Steps for the STEM Coordinator:

- o Organize STEM-oriented activities on a monthly basis.
- o Develop partnerships with organizations connecting the school and larger Pennsylvania community to expand the school's STEM offerings.
- o Promote participation in STEM-oriented extracurricular activities, enrichment activities and field trips through Newsletter articles, Message Boards, and communication with Homeroom Teachers.
- o Address schedule changes/rescheduling options for students.
- o Monitor course completion and academic performance for all students on a weekly basis.
- o Analyze weekly grade reports to identify students who are struggle in their STEM courses.
- o Conduct weekly calls to students who are earning a C or lower in their STEM courses.
- o Assist with facilitating professional development between Reach staff and STEM partners; all students enrolled in courses taught by Reach staff who participated in the professional development benefit from the partnerships

Revised Goals (page 6) (page 12)

In the revised application, the Applicant updates the PSSA goals as follows:

The Board recognizes that achieving a higher SPP score is a challenge in the present environment of changes to PSSA standards. However, the proposed opening date for the school is the fall of 2016, which will allow at least one year for Pennsylvania educators, (including those hired to work at Reach) to gain greater familiarity with the requirements those standards entail. Also, although a school's SPP score relies heavily on state assessment scores, it also includes college readiness tests; industry standards-based assessments; and graduation, promotion, and attendance rates. The Board expects Reach to score well on these measures, which will offset the impact of lower PSSA performance during any given year.

The ratio of Reach's overall proficiency rates on the PSSA to the Pennsylvania overall statewide proficiency rate emphasizes the relative performance position of the school compared to the state average. Regardless of changes to the absolute statewide proficiency level, this metric answers the question: how does the school's proficiency rate compare to the state average?

In Year, 1, the school will achieve a 0.90 ratio of school pass rates to statewide pass rates across all tested subject-grade levels on Pennsylvania assessments. (For

example, if the state average of students scoring proficient or better for 3rd grade reading is 75% and 70% of the Reach 3rd grade students score proficient or better for 3rd grade reading, the ratio for this assessment would be calculated as 0.7 / 0.75 = 0.93.) Ratios will be calculated for each subject-grade combination, and an overall average is calculated across ratios and weighted by number of students taking each particular test. This overall ratio will improve to 1.0 (i.e., the school will have passing rates across state assessments that is equivalent to statewide performance) by Year 5.

Likewise, the Applicant revises the Application to reflect the first year the school will graduate students as Year 3:

In Year 3, 85% of Full Academic Year 12th graders on track to graduate will graduate by the end of the year. For 75% of these graduates, a plan will be in place that indicates that they will be pursuing, based on the students' post-graduation plans, one of the following post-secondary options: acceptance into a two- or four-year college, acceptance into an accredited vocational school, and/or joining a military service branch. By Year 5, the school will improve to a 95% graduation rate for Full Academic Year 12th graders on track to graduate and 90% of these graduates will have a post-graduation plan in place that indicates they will be pursuing, based on the students' post-graduation plans, one of the following post-secondary options: acceptance into a two- or four-year college, acceptance into an accredited vocational school, and/or joining a military service branch. Full Academic Year 12th grader is defined as a student in 12th grade enrolled by October 1st of a given year and remaining enrolled through the end of the academic year.

Curriculum

According to the PDE's Denial, the **applicant failed to provide sufficient information concerning the curriculum to be offered and how it meets the requirements of 22 Pa. Code Chapter 4.** While finding that the Applicant provided a detailed description of its educational program and a list of courses that the school would offer its students in all grade levels, the PDE stated that the Applicant failed to provide a copy of its curriculum and failed to discuss planned instruction, including course objectives, course materials and activities, and estimated instructional time. Additionally, the Applicant failed to provide evidence of curriculum mapping to demonstrate that planned instruction for each course offering is aligned to: (1) learning objectives and outcomes; (2) eligible content and assessment anchors that will be measured on the Pennsylvania state assessments; and (3) Pennsylvania academic standards.

In Appendix A of this Revised Application, the Applicant has included course guides for the courses that may be offered in the 2016-17 school year. Course guides provide detailed information on the curriculum including course descriptions, unit summaries, lesson objectives, activities (K-5), and assessment types. In addition, the Applicant includes in Appendix A a copy of the curriculum including:

- Planned instruction (provided in the unit summary of each unit within individual Course Guides – Section A.2 of Appendix A)

- Course objectives (provided in the unit and lesson objectives within individual Course Guides – Section A.2 of Appendix A)

- Course materials (included as a spreadsheet titled Reach Course Materials – Section A.4 of Appendix A)

- Activities (provided in the unit summary and lesson objectives of each unit within individual Course Guides – Section A.2 of Appendix A)

- Estimated instructional time (provided in the alignment documentation – Section A.5 of Appendix A)

- Alignment documentation (Section A.5 of Appendix A) showing evidence of curriculum mapping to demonstrate that planned instruction for each course offering is aligned to:

  o Learning objectives and outcomes

  o Eligible content and assessment anchors that will be measured on the Pennsylvania state assessments

  o Pennsylvania academic standards

In addition to the above, the Applicant (in addition to the curricular pieces submitted in the initial Application and above) also includes a course list that has been updated to reflect new courses (Section A.1 of Appendix A) and a description of elective courses for students in grades K-12 (Section A.3 of Appendix A).

Educational Program (pages 22-23)

The Applicant has revised its Focus on Math and Science Grades K-12. Reach will implement a full-scale math growth mindset (Math, We've Got This!) that will increase students' engagement with math instruction and discourse; create a culture of learning and confidence related to math for students, teachers, and families; and unveil the hidden math in students' lives. Connections also provides **Time-to-Talk math sessions** that engage students in math discourse with math specialists and one another. These synchronous instructional sessions using LiveLesson™ will engage students in peer-to-peer real life problem solving activities to support math thinking, reasoning, collaborative problem solving, and persistence. No other cyber charter school in Pennsylvania offers this program or support services.

Students in Math K through Algebra 2 will encounter regular opportunities for self-reflection in the form of ungraded assessments. These reflections will encourage students to rate their attitudes and self-confidence about math and to consider their work and study habits. Reflections become more frequent as students advance through the grades. As elementary school progresses, reflections shift to encourage students to consider their attitudes and aptitudes in math. By middle school, reflections serve as a user-friendly tool to help students take ownership of their learning.

In math assessments, students are frequently asked to submit evidence of their learning through the use of an online WorkPad that allows students to delineate a step-by-step problem solving approach. Students will also have the option to submit an attachment via the WorkPad tool for each assessment, allowing students to show their work by uploading scanned or photographed paper-and-pencil work. Students can select the button to browse for an attachment, or they can drag and drop the file into the assessment. When grading the assessment, teachers will be able to open the student's file and then leave feedback in the assessment.

In addition, the Connections program has a feature in the online practices and pre-tests that provide students with immediate feedback on incorrectly answered questions. Upon completion of practice assessments in most math courses, students will see a message following each question directing them to resources in the lesson associated with incorrectly answered questions. These Review Guidelines are provided in Math 3, 4, 5, 6, 7, Algebra Readiness, Algebra 1, Algebra 2, and Geometry courses.

The cyber school program stimulates creativity in students by offering an environment that allows learning to transcend beyond the walls of a traditional brick-and-mortar school. Some examples of innovative tools that promote student engagement and learning include synchronous LiveLesson sessions and interactive Teachlet™ tutorials. In LiveLesson sessions, teachers share their screen, create break-out groups, and instruct using whiteboards, group chats, and more. In math, proprietary interactive web tools for instruction include a virtual pan balance, a 2-D and 3-D shape program, geoboards, spring scales, digital scales, and work pads. In science, students use a virtual rocks and minerals kit developed with Johns Hopkins University, a chemical reactions program, and virtual dissections. Teachers will use Connexus® to carefully monitor each student's progress through the curriculum and to individualize the program to maximize each student's performance.

In addition, proprietary multimedia curriculum tools and resources are incorporated into students' lessons to actively engage students in learning and support their mastery of key skills and concepts. Some of the interactive tools that students will use include:

- **Lab Investigator - Rocks and Minerals.** Offering a hands-on forensics style of learning, this tool lets students perform experiments on rocks and minerals in a high-tech, interactive virtual learning environment.

- **Lab Investigator - Chemical Reactions.** High School students engage with an interactive periodic table, build and balance chemical equations, watch videos of chemical reactions in an actual lab setting by certified chemists, and record observations for their teacher.

- **Lab Investigator - Virtual Dissection.** Students increase their understanding of anatomy and traits of different organisms as they view videos, research specimen, and create lab reports.

- **Virtual Spring Scale.** Simulating an actual scale, students measure the force in Newtons of a set of items. Students hang objects from the spring scale and use the spring scale to drag objects across a flat surface or up a ramp at various degrees.

- **Virtual Digital Scale.** Students engage in measurement as they select containers such as flasks, beakers, and weighing paper; zero the weight; add materials to measure; and mix and match various containers and materials.

- **Virtual Pan Balance.** Students learn metric and customary units as they engage with an interactive tool to measure, compare, order, and convert.

- **Virtual Geoboard.** Through this online tool, simulating a traditional pegboard and rubber band geoboard, students engage in hands-on methods of determining perimeter and area, plus visualizing division by grouping. **WorkPad** - Students use WorkPad to complete assessments involving multi-step equations. The WorkPad tool consists of templates and symbols that can be used to show the step-by-step process for solving problems. Additionally, students may include comments with any step to help explain their process and teachers may leave feedback next to each step to direct student learning.

Dual Enrollment (page 37, 130-31, 132-33, 140)

To address the concern that the **applicant failed to confirm that it will not offer dual enrollment courses** (which the Applicant notes, regretfully, is not a alternative afforded to Pennsylvania's charter schools students) the Applicant has revised its Application to reflect that its students will not be permitted to dually enroll with institutions of higher education. The Applicant will continue with its robust partnerships with higher education institutions, including teachers participating in some of Harrisburg University's (HU) of Science and Technology professional development offerings. Reach will not operate a dual enrollment or a concurrent enrollment program with HU or with any higher education partners. References to partnerships with higher education institutions in this application are for the purpose of providing teachers with professional development opportunities and providing students with enrichment opportunities – but not course credit.

The Applicant recognizes that per the Basic Education Circular 24 P.S. §17-1741-A, #18 Providing College Courses states, "Charter schools may contract with post-secondary educational institutions to provide course work as part of their curriculum. However, charter schools may only grant their students high school credit for such courses, and may not award post-secondary credit for those courses." Reach will follow all state regulations, including those in the Basic Education Circulars for Cyber Charter Schools. Should the regulations change, Reach will work to make the necessary modifications to its program.

Students with Disabilities (page 53)

The Applicant has amended the Cyber Charter School Application to reflect the

types and the methods of delivery for related services that Reach will offer to students with disabilities. Such related services – which will be supported by the Agreement with Connections - will include, but are not limited to:

- Speech-language services,
- Occupational therapy,
- Counseling services,
- Social work services,
- Behavior therapy,
- Special transportation,
- Physical therapy,
- Audiology services,
- Social skills,
- Autism support,
- Parent training,
- Orientation and mobility,
- Closed-captioning, and
- American Sign Language translation.

Related services will be equally accessible to all students in Pennsylvania. It is anticipated that most students receiving related services will receive a combination of speech-language services, occupational therapy services, and counseling services. As determined by the IEP Team, the student may receive these services in a cyber setting and/or face-to-face. Services will be provided face-to-face at the providers' locations, via computer, in homes, community sites, and medical offices. Decisions as to the location of service delivery will be made during the IEP team meeting with input from the parents of the student.

Students attending other cyber schools in Pennsylvania have been receiving services in both settings for many years. When the IEP Team determines that the services will be provided face-to-face, the services will be provided at a mutually convenient location for both the family and the provider. Options for locations include the student's home, the therapist's business location, libraries, community centers, and so forth. For services provided outside of the home, special transportation will be provided or the parent may choose to receive mileage reimbursement for transporting their child. In Appendix C, relevant information on contractors that Connections has utilized during 2014-15 in support of Pennsylvania cyber schools is provided. As evidenced in Appendix C, Reach will provide related services by engaging IUs, private businesses, agencies, hospitals, adult service providers, and so forth. For each provider serving enrolled students, Reach will maintain copies of licensure and certification, background checks, etc. consistent with Pennsylvania law.

English Language Learners (page 62-65)

In its denial, the PDE stated that the **applicant failed to provide sufficient evidence of an English as a Second Language Program.** Although the Applicant identified Pearson's Language Central as a resource that the school will use to supplement its English Language Arts curriculum and provide language development instruction, the PDE stated that it needed the provision of the ESL curriculum to verify alignment to Pennsylvania academic and English Language Proficiency Standards or provide a sufficiently detailed discussion to ensure proper alignment as well as a discussion on planned instruction for English language acquisition and English Language Arts classes. In Appendix D, the Applicant provides detailed information on the alignment of the ELL program to WIDA and therefore, Pennsylvania, standards. The Applicant has also provided PDE access to and instructions for a demonstration account of the ESL curriculum in Appdendix D.

As part of its revised application, Reach clarifies that the English Language Learner (ELL) program will entail a teacher-implemented instructional program based upon the student's English language proficiency level, the Pennsylvania English Language Proficiency Standards (PA ELPS) for ELLs, and Pennsylvania Academic Standards. Highly qualified teachers will support ELL students through phone conferences, consultation with colleagues and Learning Coaches, and direct instruction targeting reading, writing, listening, and speaking. Continuous progress monitoring will inform the level of support each student needs.

The school will employ one ELL Lead Teacher in Year 1 and add additional ELL teachers as needed in subsequent years. The ELL Lead Teacher will play a key role in ensuring integration of students into the school community. The ELL Lead Teacher will:

- Maintain student files,
- Screen new students for eligibility of ELL services (using the W-APT®),
- Provide instructional consultation to Learning Coaches,
- Provide direct instruction to ELL students via LiveLesson sessions and phone calls,
- Coordinate instructional planning and evaluation with the core content teachers to provide meaningful access to instruction in all content areas,
- Conduct progress monitoring throughout the school year,
- Create and implement targeted interventions based on data from progress monitoring,
- Administer the annual ELL assessment (ACCESS for ELLs®),
- Monitor exited ELL students for academic progress using state-specific criteria for two years, and
- Stay current on state legislation pertaining to ELL students.

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Connections Student Services staff will provide support and professional development to the ELL Lead Teacher and all other ELL teachers. Support will focus on how to address the needs of English Language Learners in the virtual environment. The Reach staff will provide the instruction; Connections will assist the staff with implementing best practices, including the Sheltered Instruction Observation Protocol® (SIOP®) model, in a virtual setting.

Identifying ELL Students and the Home Language Survey

Reach will follow Pennsylvania state procedures to identify ELL students. All incoming families will complete the Pennsylvania home language survey during the enrollment process. The Applicant included the Pennsylvania Home Language Survey as Appendix D.

Once a student becomes enrolled, the home language survey results are reviewed. If the home language survey reveals the parents or the student speaks a language other than English, the student's academic records will be reviewed for additional information. Students with ELL records from other districts or states will be fully reviewed for eligibility for ELL services. Students may not be required to participate in ELL screening if they can demonstrate English language proficiency; students who meet two out of the following three criteria may be exempted from a formal Limited English Proficiency (LEP) assessment:

- Students who have final grades of "B" or better in core subject areas (Mathematics, Language Arts, and Social Studies).

- Students who have scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.

- Students who have scores of BASIC in Reading, Writing, and Math on the PSSA or an equivalent assessment from another state.

Students who have responded with a language other than English on their Home Language Survey but have never been screened for ELL services will participate in an in person screening with the W-APT®, by a trained test administrator, to identify their English proficiency level. Parents will be contacted to schedule the W-APT screening in person. The screening will take place within 30 days of enrollment (at the beginning of the school year, or within two weeks thereafter). Reach will notify parents or legal guardians of the screening test results and program placement decisions according to Pennsylvania procedures and will provide notifications in English and in a language that parents can understand, to the extent feasible.

Once identified as an English Language Learner, the student will be provided instructional support based on their English proficiency level. Students at lower English Proficiency Levels are provided daily LiveLesson sessions. The chart located in Appendix D of the application, titled "Planning Instruction and Services for ELL Students", provides information about ELL services provided by based on proficiency

levels. Classes will be taught (via LiveLesson sessions) by a certified ELL teacher and will be aligned to standards and based on scientific research for English language acquisition. Appendix D includes the Planning and Instruction of ELL Students. Reach will implement the Pearson English Learning System[©] (PELS) as the basis for its ESL curriculum. The PELS program is correlated to the English Language Proficiency Standards outlined in the WIDA framework[1] and the Pennsylvania PreK-12 English Language Proficiency Standards (ELPS).[2] The PELS program directly aligns to the Pennsylvania academic and English proficiency standards through the five WIDA ELP standards:

- English Language Learners communicate for Social and Instructional purposes within the school setting.

- English Language Learners communicate information, ideas and concepts necessary for the academic success in the content area of Language Arts.

- English Language Learners communicate information, ideas and concepts necessary for the academic success in the content area of Mathematics.

- English Language Learners communicate information, ideas and concepts necessary for the academic success in the content area of Science.

- English Language Learners communicate information, ideas and concepts necessary for the academic success in the content area of Social Studies.

The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development as explained in the Pennsylvania Academic Standards and English Language Proficiency Standards. PELS meets the WIDA English Learner Proficiency Standards across content areas and curricula (and because Pennsylvania is a WIDA consortium member, these standards are also aligned to the Pennsylvania English Learner Proficiency Standards). The Applicant has provided documentation in Appendix D showing the correlation of standards to each of the PELS products.

Reach will use cumulative data points (to include student assessment scores and success rates) to conduct an annual evaluation of the ELL program each year. PELS aligns with the standard English Language Arts textbooks and provides alternative texts at the students' English proficiency levels. PELS will not supplant the regular curriculum but will supplement it and provide accessible literature to support language development for ELL students and direct instruction.

The targeted and individualized instructional support provided in these sessions will focus on helping students attain social and academic English proficiency using the SIOP®. SIOP® is a research-based and validated instructional model that has shown to

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[1] http://assets.pearsonschool.com/correlations/WIDA%20PRIME_Correlation_LC2013%20Grades%206-10.pdf

[2] http://www.pearsonschool.com/index.cfm?locator=PS2zV9&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=1662&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&&PMDbProgramID=100101&elementType=correlations&elementID=SeeAllNATL

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improve outcomes for English Language Learners. Connections will provide ongoing professional development to teachers on the effective use of the SIOP model in the virtual environment. The SIOP® model provides teachers with an instructional framework to plan lessons that target language skills: reading, writing, speaking, reading, and listening. SIOP® has eight components, each with a number of features. The SIOP® components are: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment. While some of these components involve before-lesson preparation, when implemented with fidelity and ongoing professional development, using the SIOP® model produces highly-interactive lessons.

Classes based on the SIOP® model will include grade level content while simultaneously promoting the development of academic language skills. In addition, the ELL Lead Teacher will work with the content teachers, Learning Coaches, and students to ensure content material is adapted and accessible for all ELL students so that they can fully participate in the core curriculum.

If the student qualifies for ELL services, Reach will assess progress in all ELL students' English proficiency and use data to drive ELL instructional decisions. All ELL students will participate in the state's annual language proficiency assessment, ACCESS for ELLs®. The ELL Lead Teacher will coordinate in-person testing of ELL students at various locations across the state within the established timeframe for Pennsylvania. These annual test results will help determine continued program placement and allow teachers to adapt content to individual student needs. All mandated state tests will be administered to ELL students as required by law.

The ELL Lead Teacher will also work with teachers, Learning Coaches, and students to adapt the core material for ELL students and provide appropriate supplemental resources, including various technologies to facilitate language acquisition. Based on Connection's previous experience supporting a cyber school in Pennsylvania, Reach anticipates the enrollment of ELL students to be less than 1%.

Reach will follow the Pennsylvania state exit criteria and timelines for exiting ELL students from the program. Students must score 5.0 in each domain (listening, speaking, reading, and writing) on the ACCESS® assessment in addition to earning a score of BASIC on the annual Pennsylvania System of School Assessment (PSSA) math or Algebra I Keystone and PSSA Reading or Literature Keystone (PSSA scores must be from the most recent academic school year), and earn a final grade of "C" or better in core subject areas of Mathematics, Language Arts, Science, and Social Studies). Reach will reference the PDE State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners for guidance on students who may have special circumstances for exiting the ELL program.

Reach will monitor ELL students for academic progress using state-specific criteria for two years after program exit. Monitoring may include periodic review of student grades, teacher observation, (using the Pennsylvania Post-Exit ELL Monitoring

Forms), and/or review of local assessment or state scores. If at any time an ELL in the monitoring phase struggles to make academic progress, Reach will provide intervention within the context of the RTII/MTSS framework.

Teaching Methods (page 72)

The Applicant revises its Application to describe the new Family Connections Coordinator services and supports which will be utilized in partnership with a certified teacher rather than an Advisory Teacher role that was described in the initial application. Each family will be assigned a personal Family Connections Coordinator who will provide valuable information and support to families from the moment they express interest in the school all the way through enrollment and throughout the school year. Services and supports provided by the Family Connections Coordinator will include conducting Onboarding Calls to answer any questions the parent/Learning Coach may have about starting at Reach, conducting Monthly Check-in calls, and hosting Learning Coach Support Groups with the goal of supporting the family for non-academic issues. The Family Connections Coordinator, in close partnership with the teacher, will also reach out to the students in the family providing non-academic support services.

Enrollment and Enrollment Documentation (93-97)

The Applicant has revised its Application to address the PDE's concern regarding a student's enrollment. As acknowledged by PDE, the Applicant accurately identified the five documents that must be provided before a student can enroll in Advance, unless the student is homeless. The Applicant clarifies that when a student provides the five required documents, the student is enrolled in Reach, rather than "considered eligible for enrollment."

Reach will be open to all eligible students statewide and will not discriminate in its admission policies or practices. Reach will actively work to ensure a statewide racial and ethnic balance in the school; however, in such a manner to ensure nondiscriminatory preference or practices. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process. Through extensive community outreach and full disclosure about the school's program, Reach will attract those students and families who are most committed to student success in a cyber school setting. As part of that process, Reach will be certain to provide parents with a very clear and accurate picture of the cyber learning experience so they can make the most appropriate choices for their students. This will be accomplished through virtual and in-person Information Sessions, Parent-to-Parent Events, and School events. Reach will strongly encourage families to attend an Information Session prior to enrollment, explaining the benefits and importance of attending a session.

Connexus ensures accurate collection and analysis of student information and demographic data. The data collected in this way will then be used to generate reports for the Board and the PDE. It may also be used to evaluate and modify the school's outreach

and recruiting strategies when necessary. The Board and all school staff will focus on accountability and abide by student data privacy laws and regulations.

Reach will follow Section 1748-A of the Charter School Law. Within 15 days of enrolling a student, Reach and the parent or guardian, will notify the student's school district of residence of the enrollment through the use of the notification form developed by the PDE.

If the student's school district receiving the notification determines that the student is not a resident of the school district:

- Within seven days, the school district will notify Reach and the PDE that the student is not a resident and provide the basis for the determination.

- Within seven days of receiving the school district notice of non-residency, Reach will provide a response to both the school district and the PDE.

  o If Reach agrees that the student is not a resident of the school district, it will determine the proper district of residence and notify the correct district of residence of the enrollment through use of the notification form developed by the PDE.

  o If Reach reconfirms that the student is a resident of the school district, it will indicate so in the response. The school district may then appeal to the PDE for a final decision.

Reach will also follow Section 1743-A(c)(d) of the Charter School Law. The school will make available upon request, electronically via email, the following information to each student's school district of residence:

- A copy of the charter

- A copy of Reach's application

- A copy of all annual reports prepared by Reach

- A list of all students from that school district enrolled in Reach

Reach will, upon request and prior to the student's first day, provide electronically via WebMail, in Connexus, or via the school's website, the following information to the parent or guardian of a student:

- A list and brief description of the courses of instruction the student will receive. The list will be updated annually for each grade level in which the student is enrolled.

- A description of the lessons and activities offered online and offline.

- The manner in which attendance will be reported and work will be authenticated.

- A list of all standardized tests the student will be required to take during the school year and the place where the test will be administered, if available.

- The meetings to be held during the school year between a parent or guardian and a teacher as well as those among other school officials or parents or guardians and the manner in which the parent or guardian will be notified of the time and place for the meeting.

- The address of Reach and the name, telephone number and e-mail address of the Lead School Administrator and other school personnel.

- A list of any extracurricular activities provided to the student.

- The names of the student's teachers, if available, and the manner in which each teacher can be contacted by the student or the parent or guardian.

- A list of all services that will be provided to the student.

- Copies of policies relating to computer security and privacy, truancy, absences, discipline, and withdrawal or expulsion of students.

- Information on:
  o Reach's professional staff, including the number of staff personnel and their education level and experience.
  o Reach's performance on the PSSA and other standardized test scores.

- Information regarding the proper usage of equipment and materials and the process for returning equipment and materials supplied to the students by Reach. A parent or guardian will acknowledge, either in writing or electronically, the receipt of this information.

- A description of the school calendar including, but not limited to, the time frame that will constitute a school year and a school week, holiday, and term breaks.

The Founding Board will contract with Connections to implement and conduct the enrollment process on behalf of Reach, in accordance with placement and withdrawal policies and procedures adopted by the Board and reviewed by Board Counsel, which are consistent with local, state, and federal law. The enrollment policies will be reviewed by Board Counsel and approved by the Board as part of the overall school handbook.

Reach will abide by all applicable federal, state, and local statutes, policies, and guidelines for student enrollment and will not impose enrollment requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students. The Lead School Administrator or his/her designee will serve as the liaison for homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents.

Connections' enrollment service center provides student enrollment and placement support in compliance with local, state and federal law, acting as Reach's agent throughout the enrollment process. The enrollment process is fully integrated with and supported through Connexus, which collects and stores student enrollment and withdrawal data and provides status information each step of the way.

- Each year, school personnel review, edit, and approve the enrollment and eligibility requirements via Connexus, in the *Enrollment Project: Review Process for Schools* web page. In this web page, school staff and the Lead School Administrator review, edit, and approve "required" and "requested" information and documentation that can be accepted to satisfy Pennsylvania's enrollment requirements.

- There is comprehensive training program for Connections staff in the enrollment service center that includes instructions for determining valid documentation for enrollment in Pennsylvania (Proof of Residency, Proof of age, Charter Notification Form and Immunization records) as well as requested documentation.

Families may commence the enrollment process online using Connexus or by calling a toll-free number for assistance. Connexus is available to students and their families, and to other authorized users according to their permissions, 24/7/365.

In the initial admission process, parents will complete a simple registration form online or via phone that collects their name, email address, address, phone number, student names, and requested grade levels, although failure to complete this form will not be a condition of enrollment. They will also confirm that they meet the basic eligibility requirements for Reach (e.g., state residency and legal school age, as noted on the school's website and through a link on the enrollment page) and that they have read and understood the program's regulatory requirements.

As per 24 P.S. §13-1301 – §13-1306: "Except when a child is homeless, whenever a child of school age is presented for enrollment by a parent(s), school district resident, or any other person having charge or care of the child, the school district or charter school shall provide that the following information be documented before enrolling the child and allowing the child to attend school":

1. Proof of the child's age (the following are typical acceptable documents for proof of age):
    a. Copy of the official Birth Certificate
    b. Passport
    c. Prior School Record indicating Date of Birth
2. Immunizations as required by law
    a. Per PA Public School Code & 22 PA. Code, Chapter 11: Acceptable documentation includes: either the child's immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered, or that a required series is in progress, or verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.

3. Proof of residency unless the student has obtained a waiver as defined by regulation (the following are typical acceptable documents for residency and students may need to provide one or more of the following forms as proof):

   a. Current Utility Bill (Electric, Gas, Cable, Water or Sewage)

   b. Current Property Deed

   c. Current Mortgage Statement

   d. Current Lease Agreement

   e. Property Tax Statement

   f. Vehicle Registration

   g. Current Credit Card bill

   h. Driver's License or Department of Transportation ID Card

   i. Per PA Public School Code & 22 PA. Code, Chapter 11: A district may require that more than one form of residency confirmation be provided. However, school districts and charter schools should be flexible in verifying residency, and should consider what information is reasonable in light of the family's situation.

4. Parent Registration Statement (Disciplinary History: Suspension and Expulsion information, Safe Schools Affidavit)[3]

5. Home Language Survey

At this point, the student is considered enrolled when the five required documents are collected.

The parent will be sent an email with information to complete the process. Failure to provide such information, however, will not act as a barrier to enrollment. Reach will ensure that the process enables a child to normally attend school on the next school day after the day on which the child is presented for enrollment, but no later than five (5) business days after receipt of the required documentation (22 Pa. Code §11.11(b)).

1. *Stage 1:* The family completes key online forms:

   a. Information about the Family

      i. Basic Information: Home/Mailing Address, Phone Numbers, Email, Household PIN, and County/District of Residence

      ii. Household Income Information

      iii. General Household Information

      iv. Materials and Technology Support

      v. Technology & Internet Reimbursement Information

      vi. Emergency Contact Information

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[3] This is a required document per BEC 24 P.S. §13-1301 – §13-1306

      vii. Additional Information: Migratory and Referral Information and "How did you find out about us?"

  b. Information about the Student

      i. General Student Information: Name, Date of Birth, Location of Birth, Student's Mobile Phone Number, Federal Ethnicity and Race Information Child Custody Information: Identification of Student's Parents/Guardians and Custody Determination

      ii. Grade Placement Information

      iii. General Academic Information: Academic History information, Placement Testing information, Academic Background information, Special Education information, Standardized State Assessment information,

      iv. Previous Schooling Information

      v. Primary Learning Coach Info

      vi. Student Health Information: Student's Physician and Dentist information and Student's Health Insurance information

      vii. Permissions: FERPA Directory information and School Directory information

2. **Stage 2**

  a. The family provides additional documentation:

      i. While not required for enrollment, it is helpful to receive academic documentation, including unofficial transcripts, reports cards, IEPs and 504 plans to ensure the optimal personalized education plan for the student. Guidance will be provided to the family throughout the enrollment process in obtaining and submitting academic documentation. Receipt of this documentation during the enrollment process ensures that the personalized course placement is accurate and appropriate for the student at the time of enrollment. This substance of any of the information gathered in this process will not act as a barrier to entry.

      ii. To expedite the process, Reach recommends uploading these documents through the Connexus interface. However, parents may also submit documentation through email, fax or delivery on site to the school.

      iii. Health and physical examinations

  b. Connections' enrollment center works with families to obtain the correct information and will then verify the documents to ensure they meet state, local and federal requirements. Connections' Academic Placement Advisors, working in conjunction with school counselors, will place the student in his/her courses, so that the student is ready to start school, in accordance with Pennsylvania state law.

3. **Stage 3:** In this stage, parents will confirm their student's final placement, address for the shipping of materials and confirm the decision to attend Reach. Parents can complete this online or they may call the Connections enrollment center.

4. **Stage 4:** After parents confirm their decision, students are sectioned into their approved courses.

Technology (page 111, 123-26)

The PDE found several areas of deficiency regarding the Applicant's compliance with the **technology requirements applicable to and necessarily part of the operation of a cyber charter school.** These deficiencies included (a) **Internet connectivity;** (b) **Reimbursement for internet and related services; (c) Requirements to provide all students with computers; (d) technology and equipment standards that promote equitable access to online learning; (e) equipment repair and replacement policies and procedures; (f) financial support and planning for technology and related services.**

To ensure equitable access for students, Reach will provide a laptop for all students.

For Hardware, Software, and Internet Reimbursements, the Applicant revises its Application as follows:

Reach has included the technology specifications as they are being filled now in similar schools supported by Connections. When Reach opens in 2016, the makes/models may vary but each unit will have comparable performance specifications. To ensure equitable access for students, Reach will provide each student with the following:

- One laptop computer per student in grades K–12
  - o Hardware
    - HP model laptop
    - Intel i-series processor
    - 15.6-inch LCD LED display w/ integrated webcam
    - 4 GB 1600MHz DDR3 (1 DIMM)
    - 500 GB Hard drive
    - 24X DVD/CDRW (fixed)
    - 10/100/1000 NIC
    - Broadcom® 802.11 a/b/g/n Wireless
    - Bluetooth 4.0®
    - 3 USB 2.0
    - Headphone/line out
    - Headset/Microphone combo
  - o Software
    - Microsoft Windows 7 Professional

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- Microsoft Office 2010
- Symantec AntiVirus
- Ad-Aware SE Anti-spyware protection
- Other software installed includes: Adobe Acrobat Reader, Flash Player, Shockwave Player, and Windows Media Player
- CyberSitter® Internet filtering software
- Unlimited Technical Support

- One printer per household: Each household will be eligible to receive or be reimbursed for one standard HP Desktop printer in the first year of enrollment.

Student Technology Reimbursement: Families will arrange for Internet service for their students to attend school and will be regularly reimbursed for the full cost of Internet service (and also printer ink). Reach will reimburse the families regularly so as not to cause financial hardship for families and so there is no disruption of schooling for the students. The Board policy for providing Internet and technology to students is provided in Appendix S. The reimbursement schedule will also factor in students enrolled in Reach's various pacing models.

For students who are unable to arrange for Internet service, Reach will work with them to help with securing high speed Internet access. If the student lives in an area that receives limited or poor Internet connections, the school will work with the family on alternative methods for accessing Reach online. One potential solution is to provide students with an educational Mi-Fi, through the Applicant's agreement with Connections. Connections has experience with procuring educational Mi-Fi for students in other schools they support through Kajeet, a company recommended by Verizon. Kajeet provides a solution using a Verizon Mi-Fi running on the Verizon 4G LTE network with their Sentinel cloud portal that provides CIPA compliant filtering to keep students on task.

For students who select the accelerated pacing option or the year-round pacing option that requires participating in the program in the summer, Reach will ensure the families are reimbursed for Internet expenses over the summer months.

Through the Statement of Agreement, Reach will contract with Connections to supply technology to students. When a student enrolls, the appropriate equipment and technology will be ordered during the initial enrollment phase. When the enrollment is processed, the system generates an XML file that is sent to the Connections warehouse to expediently fulfill the equipment order. A laptop with preloaded software, necessary to fully access and support the Connections curriculum, is sent to the student's home.

A Computer Setup Guide with instructions, a list of materials, and Technical Support CDs are included in the package. The instructions include contact information for technical support and detailed information regarding the equipment. A friendly technical representative is available to assist the student with setting up the equipment and provide any required logistical support.

In addition, the Computer Setup Guide includes steps for connecting to the Internet, logging into Connexus, and Frequently Asked Questions. This seamless process allows for an effective and efficient start for the student and family.

Reach will contract with Connections, through the Statement of Agreement (Appendix N), to refresh student technology. Connections has extensive experience supplying and refreshing technology for thousands of students in the schools they support throughout the country. Connections will complete an annual student technology refresh campaign where student devices (laptops) that have been with the same student/household for three or more years are eligible to be refreshed. If a household elects to participate in the refresh campaign, they will receive a refreshed device loaded with the most current student image and operating system, which meets technology performance requirements. The laptops will be equipped with Internet security features.

Connections will process all returns from students as well. They work with families to coordinate the return including arranging for pick up from students' homes. The Computer Setup Guide specifically addresses instructions for equipment returns for repair or withdrawal. It also advises the student, upon original receipt of the equipment, not to throw away any equipment boxes or packing materials so they may be used for a return or repair if necessary.

Timing and Process Steps

- The process occurs between October 1 and December 31 each year.

- Connections uses its proprietary asset management system data, AssetAware (AA), to identify eligible computers to be refreshed (laptops that have been assigned to the student for three or more years).

- A WebMail is sent to the parent of the household to alert them of their eligibility; this WebMail links to a Data View in Connexus where they can choose to participate in the refresh campaign.

- The Data View remains open for eligible households for at least two weeks.

- After the Data View is closed, results are pulled to identify which students have chosen to participate in the refresh.

- An order for a refreshed device is placed and sent to the warehouse.

- Return instructions and a pre-paid UPS return label is mailed to each participating household.

- Upon receipt of the refreshed device, the household must return the older device.

- There is no cost to the families for participating in the refresh process (all shipping and handling is paid for by Connections through the Statement of Agreement with Reach included in Appendix N).

Computer risk assumption is covered through the Statement of Agreement with Connections (Appendix N) on a limited basis. Connections builds in replacement

assumptions as part of their comprehensive technology offering and it is covered in the Student Technology Assistance Services fee.

As Connections provides similar services for cyber schools throughout the country, they have sufficient stock to provide replacement equipment. The mission of Connections is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. Therefore, they strive to minimize any learning downtime for students and will often ship a replacement unit before the repair unit is received.

Connections has developed several proprietary technology workflows to expedite and streamline the process. They have detailed quality assurance policies for new and returned equipment to ensure each student receives a clean image when his/her equipment arrives. Samples of technology workflows that have been created specifically to meet the needs of students enrolled in schools supported by Connections include:

- Receiving Technology
- Pre-Image Inspection
- Image: Desktop/Student Image
- Image: Laptop/Student Image
- Image: Laptop/Enterprise Image
- Post Test: Desktop/Student Image
- Post Test: Laptop/Student Image
- Post Test: Laptop/Enterprise Image
- Cleaning Unit
- Repair: Post Repair Inspection Laptop
- Packaging

Connections provides all protective packaging and form-fitting foam insulation for all laptop shipments to minimize in-transit damage allowing for round trip protection for equipment.

Connections will maintain sufficient safety stock for exchanges and repairs to minimize downtime for students. Connections currently provides inventory warehouse management services for 30 virtual public schools in 26 states serving approximately 65,000 students. The technology hardware inventory includes:

- Handling all to and from shipping of the inventory to the designated user, as directed by Reach;
- Collection efforts of unreturned inventory;
- Inventory repair (if under warranty) and cleaning; and

- Inventory storage.

Governance (136)

The PDE stated concerns – despite several stringent reassurances to the contrary both in the initial application and at the time of the hearing - that the Applicant **failed to provide sufficient evidence that it would operate as an independent public school and failed to demonstrate that it has proper authority over the operations of the school.**

As part of its revised Applicant, Reach again makes clear that its Board of Trustees is the ultimate authority in the school's operations, including the oversight of its contracted partner, Connections Education.

The Board of Trustees will have legal obligations under the Charter School Law and the Public School Code. The Reach Board of Trustees will be a good and effective steward of public money and provide independent governance of the school's administrators. Reach will be capable, in terms of support and planning, to provide comprehensive learning experiences to all its students as an independent public school operating as a non-profit entity with an established and effective Board of Trustees. As evidenced in this application and appendices, the Board has real and substantial authority over educational decisions, the operations of the school, and staff, including teachers.

A. Statement of Agreement/Financial Planning

The PDE expressed concern that the Statement of Agreement provided in the initial application demonstrated "improper control' by Connections over the operations of the school. In response, the Applicant revised its Statement of Agreement (Appendix N) to address such concerns (while not conceding that it has already established that the Board of Trustees has the ultimate control of the school). The original agreement evidenced and the Revised Agreement reinforces that the ultimate control of the cyber charter schools lies with the Board of Trustees, as the Board is responsible for the day-to-day operations of the cyber charter school. The Board retains the right to terminate the agreement and the Board will conduct reviews of the Connections' performance which reviews can include progress on academic achievement or substantial breach of any material terms and conditions of the Statement of Agreement.

Any delegation of responsibility that allows Connections (and Reach Cyber Charter School) employees to take any actions on behalf of the Board is subject to mediation or voiding by the Board. The Board of Trustees may rescind any delegation of responsibility to Connections for day-to-day operations in whole or in part.

The revised agreement clarifies that as part of the Operations Services, Connections will assist the Board in conducting the recruitment search process and presenting the final job candidates for approval to the Board of Trustees to fill the roles of the Lead School Administrator, Director of Special Education, Teachers, and Administrative Staff – rather than recommending the final candidates to the Board. This

ensures Board independence from Connections over the employment of the necessary lead administrators with which the Board will rely to conduct the day-to-day management of the school. The Revised Agreement makes clear that the Board itself is responsible for the hiring of the Lead School Administrator. The Revised Agreement emphasizes that the Board is the employer of all of the school staff and responsible for staff oversight. The Board will determine compensation but will consult with Connections to assess budgetary impact of staffing decisions.

Additionally, Connections, under the Revised Agreement, will now recommend (as opposed to providing outright) to the Board for consideration and approval any Connections-developed "policies and protocols for the implementation of the education program that in Connections' experience enables the school to obtain accreditation by AdvancED or Middle States Association of Colleges & Schools, and/or NCAA Eligibility Center." Likewise, Connections will recommend certain special education protocols that may assist in the manner in which the school will provide special education services but the final responsibility on the selection with remain with the school. The Lead School Administrator is responsible for the implementation of the policies and procedures approved by the Board, which may or may not include Connections-recommended policies. The Board and the Lead School Administrator are not obligated to adopt such Connections-recommended policies and procedures.

The Revised Agreement now clarifies that Connections' implementation of a performance based compensation program for all school staff will be one that is implemented after a plan approved *by the Board of Trustees*. Such support by Connections is clarified to mean the suggestion to include proposed policies and processes, consultation with subject matter experts, sharing of best practices, technology (e.g., online recruitment tools), compliance monitoring, training, etc.

The Revised Agreement modifies the rescission procedure of the Delegation of Responsibility to clarify that the Board of Trustees has the ultimate authority over the procedure – including the ability to terminate the Delegation immediately and the rescission of the delegation does not trigger a termination of the entire agreement by Connections. The Board retains the right to discuss its proposed decision to void or modify the Delegation of Authority with Connections prior to the adoption of such a resolution.

The Revised Agreement clarifies that it is the Board and the school that will implement the necessary policies and procedures and implement the delivery of the educational program chosen by the Board to the students of Reach – including the delivery of special education services, which may, to the extent the Board of Trustees and the school determine to do so, be comprised of or include the Connections policies and protocols and/or the special education protocols. To the extent the school does not adopt the policies and procedures recommended by Connections, the Board and the school are responsible for any impact such decision may have on the school's ability to obtain accreditation from AdvancED, Middle States Association of Colleges & Schools, and/or NCAA Eligibility Center.

For special education services, the Board of Trustees is responsible for the selection and the adoption of special education policies and procedures for the provision

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of special education services, which may be comprised of or include (in whole or in part) any Connections recommended special education protocols. The Revised Agreement allows for the Board to consult with Connections with respect to the provision of special education services but the Board now retains the right to consult with its solicitor regarding any special education services.

Under the Revised Agreement, Connections may request that the Board replace the Director of Special Education if in the course of its consultation it determines that the Director of Special Education is violating state and federal law in the delivery of special education services, but the Lead School Administrator – and ultimately the Board - is not obligated to replace the Director. The parties have agreed that in the event that such concerns are raised, the school will develop a Special Education Remediation Plan that addresses all areas of concern identified by Connections. The Director of Special Education is responsible to implement the Special Education Remediation Plan under the oversight and responsibility of the Lead School Administrator and the Board of Trustees, including certain implications arising from the implementation or non-implementation of the Special Education Remediation Plan.

In the revised Agreement, Connections will not provide deficit protection should the school experience a deficit as the Board is responsible for the budget and finances of the school, although Connections will assist in the preparation of a proposed budget under the direction of the Board.

In response to PDE's concerns, the Revised Agreement demonstrates that the school is also the owner of any policies and procedures and any other intellectual property created and developed by the school, provided that such intellectual property does not constitute Derivative Works of the intellectual property owned by Connections. Connections is limited to use the school's intellectual property only with the scope of the Revised Agreement and such right terminates if the Agreement terminates or expires.

The Revised Agreement allows for termination of the Agreement to include the first year of operation and emphasizes that the Board may terminate based on its determination that the education program does not meet the requirements for a cyber charter school in Pennsylvania.

B.   Staffing (143-147, 148-150)

The PDE expressed its need to see a revised Staffing Plan and Organizational Chart – which have been revised and attached to the Revised Application at page 143-147.

The PDE also expressed a desire to examine which Connections staff would be providing support to Reach as well as their qualifications. The Applicant has amended its Application to include the biographies of the several Connections staff identified to assist Reach Cyber Charter School.

- **School and Operations Support –Rachel Graver (Pennsylvania resident)**
  Rachel Bailey Graver, as the Director of Schools at Connections, supports cyber charter schools. She began her educational career as a Teacher in the

Commonwealth Connections Academy (CCA). After teaching for four years, Mrs. Graver became the Elementary Assistant Principal of CCA. She then became the Senior Manager of School with Connections, holding this position for almost two years before becoming the Director of Schools. Mrs. Graver earned her Bachelor of Science in Elementary Education and Teaching from Lebanon Valley College and her Master's in Educational Leadership and Administration from Edinboro University of Pennsylvania. She has lived in Pennsylvania for 23 years, giving her a uniquely thorough perspective of the Commonwealth to bring to Advance.

- **Special Education Support –Shana Hollman (Pennsylvania-licensed)**
  Shana Hollman currently serves as the Senior Manager of Special Education for Connections. She previously led the California Connections Academy Student Services department for three years. Prior to that, she served as the Assistant Manager of Special Education at Commonwealth Connections Academy (CCA) in Pennsylvania. When she first joined CCA, Shana served as a certified special education teacher. To support the growing population of students with disabilities, she then earned her Pennsylvania Supervisor of Special Education certificate from the University of Pittsburgh and became part of the school's leadership team. Shana initially started off as a Special Education teacher in Oregon, after earning her Master's Degree in Special Education from Portland State University. She worked in a variety of teaching capacities in different states, including residential treatment and life skills.

- **Gifted Education Support – Gintas Bradunas**
  Before serving as the Manager of Gifted Education for Connections, Mr. Bradunas was a *Teach for America* corps member and also taught middle school English language arts in Baltimore City. He received his master's degree in Education from Johns Hopkins University and his B.S. in Economics and International Studies from Northwestern University. He is a licensed educator and holds a current Maryland Educator Certificate in Secondary Education.

- **English Language Learners Support – Kimberly Sorlin**
  Kimberly Sorlin is the ELL Manager at Connections. She supports ELL programs and compliance regulations in 28 states and coordinates ELL professional development for teachers and administrators. Prior to her role at Connections, Ms. Sorlin served as the Assistant Director of Training and Education at MEDEX Assistance Corporation, where she coordinated and conducted corporate trainings in Baltimore and the United Kingdom. Her roles in education have included: serving as an ESOL Teacher, ESOL Registrar, professional development instructor, French teacher, and French curriculum writer in Harford County (Maryland) Public Schools. She holds a MAT degree in TESOL from Notre Dame of Maryland University and a Bachelor of Arts degree in French and Political Science from Lynchburg College in Virginia. She is committed to serving students at all levels of second language acquisition while working with teachers to provide effective instruction in a virtual environment.

- **Counseling Support – Tisha Green Rinker**
  Tisha Green Rinker has been a school counselor since 2002. She currently serves

as director of the counseling team for Connections. In this role, she supports, mentors, trains, and monitors lead counselors in all full-time cyber schools supported by Connections across the country. She attended The Ohio State University for her undergraduate and graduate studies in Psychology, Counselor Education, and School Leadership. Ms. Rinker has presented at iNACOL, the USDLA conference and a Pearson webinar on School Counselors. She is continuously developing professional learning topics for the 100+ counselors she supports, as well. College and career awareness and education are a central focus of the Connections Counseling program.

- **Board Support – Megann Arthur (Pennsylvania resident)**
  Megann Arthur is a relationship manager and governance advisor with over nine years of experience as the primary intermediate support for the Boards of Directors in schools supported by Connections throughout the country. Currently, she is the Assistant Director of Board Relations for Connections. For the past six years, Mrs. Arthur has worked closely with numerous charter schools in her positions as Board Relations Associate and a Board Relations Manager. She has worked with both for-profit and not-for-profit entities in her professional career. She has a Bachelor of Arts in English from the Pennsylvania State University. She is a Pennsylvania resident and has lived in the state for 26 years; as such, she is able to provide the Board with specific local and state knowledge.

- **Enrollment Support – Ben Petersen**
  Ben Petersen will serve as the senior level point of contact for enrollment support for Reach. He currently oversees Enrollment Operations for Connections, providing school, student, and family enrollment services and support. With seven years at Connections and over 10 years of management experience, Mr. Petersen is an expert in working closely with high-profile charter schools and managing transition activities for new relationships. He graduated from Towson University with a Bachelor of Science degree in History, and a minor in Political Science.

- **Instructional Services & Professional Development Support – Elizabeth Zoltan**
  Elizabeth Zoltan serves as Senior Director of School Support at Connections. The School Support team provides school-based personnel with support, training, communication, advocacy, and performance-monitoring services so that they can deliver a high-quality learning experience for students. Ms. Zoltan's prior experience includes serving as the Chief Learning Officer for 1st Mariner Bank in Baltimore, Maryland, where she oversaw employee recruitment, retention, development, and training and Vice President for Learning and Provost at Frederick Community College. As Provost, Ms. Zoltan led the academic, workforce, student development, student engagement, extended-education (including home-schooling), and customized training offerings of the college.

  Prior to relocating (back) to Maryland, she was Dean of Business and Social Sciences at Foothill College (Los Altos Hills, CA). During her tenure at Foothill, Ms. Zoltan was responsible for initiating online learning programs at the college

including a new Geographic Information Systems program; Cyber Teacher's Institute; six online degree programs that include an online physical science laboratory course (Anthropology, Economics, Geography, History, Psychology, and Social Sciences); and the Institute of Certified Travel Agents Destination Specialist program. Prior to Foothill, she was an Associate Professor in both the Department of Psychology and the Department of Computer and Information Systems Engineering at San Jose State University. Before relocating to California, she was Associate Professor of Psychology and Associate Dean for the College of Liberal Arts and University Undergraduate Studies at Towson State University (Maryland). Ms. Zoltan earned her bachelor's and master's degrees concurrently and Ph.D. in engineering psychology three years later from the Johns Hopkins University. Her research and publications are in ergonomics, computer interface design, natural-language processing, and education.

- **Contract and Compliance Support – Nikki Francis**
  Nikki Francis is the Manager of Regulatory Compliance for Connections with over six years of experience as the liaison between schools supported by Connections and the School Legal Affairs group. In this role Ms. Francis supports schools all across the country in navigating challenging day-to-day issues to include Right to Know and student records requests, student data privacy and student records retention concerns, enrollment issues, sensitive school/parent relationships, and a variety of other school policy and procedural questions. In support of the schools, she also works in collaboration with key departments across Connections and is, therefore, an excellent resource and partner. Prior to her employment with Connections she worked as a relationship manager and legal analyst for over ten years. She has had extensive legal studies training at the George Mason University School of Law and holds a Bachelor of Arts in Telecommunications Management and Business.

- **Family Connections Coordinator Support – Laura Johnson**
  As the Vice President of Enrollment, Laura Johnson oversees and directs all national and international enrollment services and enrollment data management activities for Connections. She is responsible for proactively identifying and integrating best practices, with full ownership and accountability for current and future growth while managing the ongoing day-to-day operations for schools supported by Connections. Previously, Ms. Johnson worked for ICON Development Solutions in several key management positions including Senior Vice President of Global Clinical Pharmacology Operations, Vice President and General Manager, and Head of Business Development. She earned her MBA in Finance from Loyola University Maryland and her Bachelor of Science from Virginia Polytechnic Institute and State University.

C.   Treasurer (page 137)

The PDE identified as a concern that the Applicant did not identify a Board member with financial expertise. As stated at the time of the hearing (and in a letter

addressed to the PDE in advance of the November 1, 2015 hearing in request an accommodation for a conflict) that Brian Leinhauser is the Board member who has been named Treasurer – specifically because he possesses financial expertise. Mr. Leinhauser is a founding partner of the MacMain Law Group, LLC in Malvern and represents charter schools as a solicitor and special labor counsel, addressing all manner of school issues, including: general contract law and compliance issues; employment matters, special education and charter renewal or revocation before school districts, PDE, and the Charter Appeal Board. Mr. Leinhauser has significant experience with managing the finances of organizations. As the Chair of the Board of Trustees for the Community YMCA of Eastern Delaware County, he maintains an annual budget in excess of $8 million. He is responsible, along with the Board, for ensuring the expenditures are in accordance with the guidelines for the spending of a non-profit 501(c)(3) organization. As a founding partner at the MacMain Law Group, LLC, he is responsible for the operations of law practice along with two partners which includes regular review of budgets, profit and loss statements, employee salary and benefit expenses, overhead costs, etc.

Previously, Mr. Leinhauser was the Assistant Kitchen Manager and was responsible for managing food and labor costs within company guidelines. At Villanova University, as the Food Service Operations Manager, he managed an operation with annual budget of more than $2 million for three years. In this role, he was responsible for analyzing profit and loss statements for the operations, maintaining appropriate labor costs, and maximizing the return for the food service operations. He also provided positive cash flow through convenience store and coffee shop operations. He managed a staff of 15 employees including full-time staff and students.

The Applicant has also modified its Application to add the role of Business Manager. The Business Manager, employed by the Board, will perform the following duties:

- Monitor and track all school-based assets
- Manage the school budget and oversee any work performed by Connections relating to the budget
- Oversee pupil accounting functions including:
  - o Enrollment requirements
  - o Maintenance of student records
  - o District billing

D.   Lead School Administrator (page 142, 179)

Since the PDE has requested clarity as to the role of the Lead School Administrator, the Applicant has revised the Application to clarify the role (previously referred to as Principal/CEO), its relation to the Board, and to Connections. Connections has extensive experience in recruiting, screening, and qualifying staff for high-quality cyber schools. Connections serves and reports to the Board.

The Board will employ all staff including the Lead School Administrator and teachers. In Year 1 and Year 2, the Principal will be considered the Lead School Administrator. As the school enrollment grows, the Board will hire a School Executive Director/CEO who will be considered the Lead School Administrator. The Principals will report to the School Executive Director/CEO.

The operating structure of Reach will be similar to a traditional educational environment, with the Lead School Administrator implementing the policies and procedures of the Board while supervising the teaching staff. The Lead School Administrator will be responsible for the instructional leadership, curriculum implementation, personnel decisions, facilities management, and any special staffing needs. The Lead School Administrator will manage the teachers ensuring that each student successfully completes his/her instructional program. The Lead School Administrator will be responsible for the overall school operation working with parents, students, support staff, and highly qualified teachers who virtually facilitate the student instructional program. In addition, through a Professional Learning Community (PLC), the Lead School Administrator will have access to the experience, expertise, and best practices of his/her colleagues leading schools supported by Connections throughout the nation. Curriculum development will be contracted to Connections.

Connections will support the Board in recruiting the Lead School Administrator and then assist the Lead School Administrator in recruiting the staff. However, the Lead School Administrator is responsible for the daily oversight and hiring/firing of school staff with the approval of the Board. It is anticipated that the recruiting of the Lead School Administrator will begin immediately upon charter approval, as the Lead School Administrator needs to be hired prior to teacher and staff recruitment.

The search process will begin with posting the job, advertising for the position through multiple avenues, screening candidates, and identifying the top candidates for Board consideration. The Board will review the job description to ensure it is clear about expectations and delineation of roles. Strategies to attract highly qualified staff will be implemented to include posting on Connections national website, Career Builder, as well as post on the professional and institutional websites which may include iNACOL, National Charter School Association, National Association of Secondary Principals, and PA REAP. Additionally, job fairs will be attended throughout the state. The Board will interview, select, and hire the Lead School Administrator.

The Lead School Administrator will ideally hold an advanced degree with a minimum of five years teaching experience and some management or administrative experience. A former principal who is technologically proficient with good communication skills is ideal. The Lead School Administrator will build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school. The Lead School Administrator will be responsible for the overall school operation working with parents, students, support staff, and teachers who virtually facilitate the student instructional program.

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Ideally, the Board anticipates hiring a candidate in the spring of 2016. In addition, all candidates will undergo thorough screening procedures including background checks, comprehensive reference checks, a technology skills assessment, and a social media background check, as well as others checks as required by state law.

Daily management of the school will be the Lead School Administrator's responsibility while overall governance will be the responsibility of the Board. The Board will annually evaluate the Lead School Administrator based upon performance. Annual performance will be based upon meeting school goals, evaluation of assigned competencies, and input from other key stakeholders like Connections staff that interact with the Lead School Administrator. The Board will adopt pay scales, performance criteria, a performance appraisal system, and disciplinary policies for all employees, including the Lead School Administrator. Explanation of such policies will be integrated into the Employee Handbook adopted by the Board. A draft Employee Handbook is included in Appendix T.

E.   Non-Profit Status (page 155)

The PDE included in its denial that since the Applicant included the word "religious," in its Article of Incorporation that it was inappropriate. With all due respect, such an observation is ludicrous. The Articles are simply a reflection of the non-profit standards which are reflected not only in state law but specifically in section 501(c)(3) of the Internal Revenue Code. The Applicant did not indicate in any place in its application that it had a religious affiliation nor is there any discussion of a religious curriculum. No reading of the application or any of the copious attachments could lend credence to an argument that the school had been formed for a religious purpose. The Applicant recognizes that the cyber charter school must be nonsectarian in all operations. 24 P.S. § 17-1715-A(4). The Articles of Incorporation state that the applicant is organized under section 501(c)(3) of the Internal Revenue Code to operate for charitable, religious, education, **and/or** scientific purposes. The referenced code includes the **and/or** for a specific reason and cannot be read to connote that the stated purposes encompasses **all** of the stated purposes.

The IRS has determined that the school is exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3) effective September 15, 2015. The school will be providing the IRS with notice of the school name change to Reach Cyber Charter School. A letter of intent to lease a school site in Harrisburg was included in Appendix R. Once the lease is fully executed, the school will update the IRS with the facility address within the Commonwealth of Pennsylvania. The IRS determination letter is included with the 501(c)(3) documentation in Appendix J.

F.   Dissolution

In response to the PDE's denial, the Applicant amends its application (and its Articles of Incorporation's Rider) regarding the contingencies in place upon should Reach Cyber Charter School close and need to dissolve. Upon the declaration of dissolution, Reach will ensure that the building, systems, and related services are wound-

down as appropriate. Employees would end service after being given appropriate advance notice and the human resources department would provide payroll information and termination benefits (including COBRA, if qualified). The closure of the school would be done in the least disruptive fashion to its students and its families - and the preferred closure time would be at the end of a school year rather than mid-year. It is likely some employees would after school closure as part of the winding-down process (to secure the building, move assets, and aid in the inventory process to ascertain property values necessary for dissolution). Regarding the dissolution of the school, the Board may choose to appoint a Trustee to manage the dissolution of assets. Upon dissolution, Reach will do the following:

The Board will establish an escrow account

- verify and transfer complete student records to resident district(s) and provide the SDP with a list of student names, complete student records and the schools to which they are transferring;

- Retain and maintain staff personnel and professional certification records for a minimum of five years following closure and provide the SDP an updated status report on any provisional/outstanding credentialing for teachers and administrators, including the submission of all requisite licensing documents (teacher evaluations, etc.) to PDE;

- maintain staff personnel records including employment histories, certificates, contracts and evaluations including any staff members who may have been terminated for cause); and for a minimum of five years for purposes of issuing letters of reference, verifying prior employment, etc.

- liquidate and/or transfer of property acquired through federal grants to the district(s) of residence; however, no distribution of assets to the district(s) or any other entity may occur prior to satisfaction of charter school creditors. Reach will arrange for the submission of any Final Expenditure Reports for entitlement grants.

- Complete all financial accounting – including any outstanding independent audits – are completed.

- compile and submit to PDE a list of all of Reach's liabilities held by all of its creditors

- file all final federal, state and local employer payroll tax returns and issue final W-2's and Form 1099's by the statutory deadlines.

- distribute standardized test results to appropriate resident school districts and submit all legally required reports by specified deadlines to PDE or other appropriate office.

- will dissolve the board

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· Any remaining assets of the cyber charter school shall be given over to the intermediate unit in which the cyber charter school's administrative office is located for distribution to the school districts in which the students enrolled in the cyber charter school reside at the time of dissolution.

24 P.S. § 17-1741-A(a)(3).

Budget (157)

The Applicant has revised its budget –attached as Appendix P – which is inclusive of the Budget Narrative as well as the proposed Fee Schedule. Local Revenues were calculated using 2014-2015 rates (as of June 2015) which are the latest available at this time. Due to current state funding uncertainties, the Board has decided to prepare the budget assuming a reduction in per pupil funding of 8% from these rates. If this funding reduction does not materialize, the Board will seek to increase instruction-related expenditures and to increase its financial reserve.

Expenditures are based upon reasonable estimates of anticipated expenses. A majority of the school's expenses will be variable instead of fixed.

Salary assumptions were determined based on market research and include bonus incentives. Health benefit expenses were calculated at 20% of salaries. Contribution rates for the 403(b) Plan were budgeted at 10% of salaries.

Purchased Services to be provided by Connections, indicated in the budget by an asterisk, were budgeted using the Fee Schedule included in Appendix P. The Board has expressly avoided contracting for any services on a "% of revenue" basis, opting instead to procure certain services on the basis of specific metrics. This will enable the Board to more easily assess the value of the services it is receiving.

Start-up expenses, such as facility and administrative staff, have been budgeted and will be funded through an interest-bearing loan from Connections. This loan is anticipated to be repaid in full with interest by the end of the second year of operation as shown in the budget. A letter from Connections is provided in Appendix Q.

Off-Site Centers (page 166)

The PDE denied the initial Application, in part, due to its concerns that the Applicant did not demonstrate the appropriate use of certain facilities. As stated in the initial application and reiterated here, the site for the school's administrative offices will include administrative offices and infrastructure for school operations. The site will be in compliance with the necessary building and zoning codes as well as accessible to individuals — including staff, parents and students — with disabilities.

Having the teachers located in the physical center allows for expanded professional development opportunities, ensures quality control and visibility into the teaching process by school administration, and promotes collaboration amongst teachers

to excel student achievement. The site can also host parent teacher conferences as needed. Students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations for state testing throughout the state based on the geographic location of the student population. Reach wants to make clear that any school sites will be for auxiliary services and not primary locations as brick-and-mortar schools. The Board is aware and will follow the Basic Education Circular (BEC), "Cyber Charter School Operations and Proper Use of Physical Facilities" issued July 2013.[4] As is required by the BEC, Reach will be able to function and provide all curriculum and instruction to all of its students without the need for students to attend any physical facility. Reach will only use its physical facility as an administrative office or a resource center providing no more than supplemental services to students. Reach will provide equitable access to services for all enrolled students.

Reach has analyzed several locations, including potential shared/joint use facilities, based upon criteria needed to run an effective cyber school. Reach has also considered potential regional locations throughout the state to be responsive to families including families from disadvantaged and rural areas, while complying with Charter School Law. Cyber education requires minimal build out and can be accomplished in the timeframe needed. Criteria used to analyze facilities include:

- Central location — easy access from major roadways, allowing students and staff from various areas to reach the facilities easily. The facilities will have adequate space for teacher cubicles, a Lead School Administrator's office, a conference room, and a break room/kitchenette.
- A certificate of occupancy, air-conditioning, heating and illuminated fluorescent lights, male and female bathrooms, parking, handicapped accessible, and fully equipped with sprinklers and other fire safety equipment.
- Necessary infrastructure to support the computer network and phone system.
- In compliance with or capable of modification to bring them into compliance with all local building, zoning and health and safety requirements.
- Meet all local minimum Americans with Disabilities Act (ADA) standards.
- Ample parking accommodations.
- Comprised of approximately 20% office space and 80% open area for cubicles.
- Secure location for storing testing materials and protected student data.

Reach will take the necessary steps to secure the Certificate of Occupancy for the school site.

Targeted Staff Size (page 181, 182, 198-99)

Applicant stated at the time of the hearing that it intended to hire staff prior to school opening – but after the charter is approved. The Applicant has amended it staffing

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[4]

http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/Purdons%20Statutes/Cyber%20Charter%20School%20Use%20of%20Physical%20Facilities.pdf

plan chart at page 143 and 181. The staffing plan promotes low student-to-teacher ratios, appropriate instructional support, and resources allowing teachers to teach and students to learn. The staffing needs are aligned with the mission and vision of the school supporting the breadth and depth of the cyber school environment. Connexus and the additional support through lessons plans, curriculum, educational resources, staff, professional development, and technology support provides the school staff and leadership the opportunity to focus on the personalized learning experience of each student. The Board will consider this experience and the needs of Reach in determining future staffing needs.

Prior to Year 1 starting, the Board anticipates hiring the following staff as early as April 2016 to prepare for start-up and school launch in fall 2016. The Board will hire the Lead School Administrator first. Then the Lead School Administrator will hire the remaining staff.

- Lead School Administrator

- Administrative Assistant

- Director of Special Education

- Manager of Counseling

- STEM Coordinator

Staff (Including Teachers) Qualifications (198-199)

The Board will value the input of the Lead School Administrator in making hiring decisions. The Lead School Administrator will be considered an administrator requiring a Secondary or Elementary Principal Certification in Pennsylvania, which requires completion of a certification program at a college or university and five years successful teaching experience.

Ideally, the selected Lead School Administrator will also have some management or administrative experience. A former principal who is technologically proficient with good communication skills is ideal. The Lead School Administrator will build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school. The Lead School Administrator will be responsible for the overall school operation working with parents, students, support staff, and teachers who virtually facilitate the student instructional program.

Once the Lead School Administrator is hired, he/she will work under the direction of the Board to hire the teachers and additional school staff. Teachers will be required to meet all requirements of Pennsylvania's charter school law, including the requirement that at least 90% of the charter school's professional staff hold appropriate state certification. Additionally, Pennsylvania charter schools must meet the federal law's Highly Qualified Teacher requirements. Teachers at Reach will hold at least a bachelor's degree and will demonstrate competence in the core content areas in which they teach. Federal law further provides that charter school teachers must meet the certification requirements established in the state's public charter school law, which may differ from

the requirements for full state certification. In Pennsylvania, in order to be highly qualified, all charter school teachers of core content subjects at all grade levels, whether or not they hold state certification, must (1) hold at least a bachelor's degree and (2) demonstrate subject matter competence in each core content area and grade level at which they teach. To demonstrate subject matter competency, teachers can use a passing grade in the appropriate PRAXIS content area test in the subject area of their teaching assignment. Middle school and high school teachers may also demonstrate competency by having completed a content area major or a graduate degree in the subject area of their teaching assignment. Teachers with three or more years teaching experience may demonstrate subject matter competency through having attained National Board for Professional Teaching Standards (NBPTS) Certification in the core content area of their teaching assignment. Experienced teachers (i.e., one or more years of teaching experience) may demonstrate subject matter competency through completing Pennsylvania's HOUSSE programs. All special education teachers will be required to hold the appropriate certification.[5]

With master's degrees and specialized training, counselors will be skilled at helping students address the non-academic barriers in school and life. Counselors will have appropriate Pennsylvania certification.

Safety of the School Building (page 227)

The facilities will comply with all applicable federal, state, and local health and safety laws, regulations, and requirements. Reach will follow applicable city planning review procedures. Reach, working with the landlord, will ensure the property is inspected by a local building inspector and the local fire department.

Although not anticipated, if necessary, Reach will request approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school. Page 14 of the 2015 Cyber Charter School Application released by the PDE, required that applicants "submit written documentation of intent to comply with all applicable safety requirements, including the following: Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school." Therefore, the Applicant is including this language to meet the requirement to show written intent to comply.

Reach will apply for certificates, licenses, and so forth as part of the planning process.

School Nursing Services (page 228)

The applicant amends its initial application to specify how it intends to contract for nursing services.

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[5] Pennsylvania Department of Education, *Charter School Highly Qualified Teacher Requirements*, February 2007

Reach will contract with local health service providers throughout the Commonwealth to accommodate enrollment as necessary and as required in order to provide services to students in accordance with the requirements of Article XIV: School Health Services of the Public School Code.[6]

The School Nursing services, provided through contracts on an hourly or a per-service fee basis with local health services providers, may include:

1) A vision test

2) A hearing test

3) A measurement of height and weight which shall use the measurement to compute a child's weight-for-height ratio

4) Tests for tuberculosis under medical supervision

5) Such other tests as the Advisory Health Board may deem advisable to protect the health of the child. Vision tests will be given at least annually and other tests at intervals established by the Advisory Health Board. ((a) amended July 11, 2006, P.L.1092, No.114)

Reach will maintain a comprehensive health record which will include the results of the tests, measurements, and regularly scheduled examinations and special examinations and which will be protected for confidentiality. The student's health record will also include medical questionnaires completed by the student's parent or guardian.

Insurability

The Applicant has provided revised Certificates of Insurance – which also reflect Directors and Officer liability insurance as discussed at the time of the hearing and in the PDE's denial letter. The new certificates specifically list Reach as an insured on the policy.

Support

The Board has demonstrated long-term, sustained support for the school by generating a petition signed by 1,459 residents in Pennsylvania, including 714 parents demonstrating interest pre-enrollment in Pennsylvania. These signatures represent significantly more than 100% of the proposed first year enrollment of 500 students (Appendix G).

Letters of Intent to Superintendents

Although the Applicant has already sent Letters of Intent to Superintendents in preparation of its initial submission, due to the change in name, the Applicant prepared

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[6]
http://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=014&chpt=14

and re-sent said Letters of Intent.

Facility (page 163 and 165)

The Applicant responds to the PDE's findings that the **applicant failed to provide sufficient information concerning the ownership of all facilities and offices of its proposed school and any lease arrangements.**

Reach indicated that it has a proposed administrative location at Governor's Plaza North, 2101 Front Street, Harrisburg, PA and attached an appropriate and sufficient Letter of Intent, which was signed and counter-signed. Despite its objections to the PDE's mischaracterization of this document, the Applicant identified the owner of the property and obtained a new letter of intent. Morgan Manor Residence, Inc. is the landlord of the property. Morgan Manor Residences is owned by El Realty, a professional landlord with a dozen properties. Gaetano P. Cipriano, Principal of El Realty, signed the Letter of Intent to Lease included in Appendix R on behalf of Morgan Manor Residences. Once the charter is finalized, Reach will follow a specific, fast-paced process for securing this lease, or locating comparable space and also conducting start-up procedures.

Charter Choices

Finally, the Applicant has identified an additional service provider – Charter Choices – that will consult with the Board on financial and budget issues. Charter Choices will provide financial advice and support effective decision-making, independent of Connections. The Board's agreement with Charter Choices is provided in Appendix W.

Dissolution

Reach has amended its Rider its by-laws to address the PDE"s concerns regarding dissolution. The amended Rider is attached and is filed with the Department of State.

In response to the PDE's denial, the Applicant amends its application regarding the contingencies in place upon should Reach Cyber Charter School close and need to dissolve. Upon the declaration of dissolution, Reach will ensure that the building, systems, and related services are wound-down as appropriate. Employees would end service after being given appropriate advance notice and the human resources department would provide payroll information and termination benefits (including COBRA, if qualified). The closure of the school would be done in the least disruptive fashion to its students and its families - and the preferred closure time would be at the end of a school year rather than mid-year. It is likely some employees would after school closure as part of the winding-down process (to secure the building, move assets, and aid in the inventory process to ascertain property values necessary for dissolution). Regarding the dissolution of the school,

the Board may choose to appoint a Trustee to manage the dissolution of assets. Upon dissolution, Reach will do the following:

The Board will establish an escrow account

· verify and transfer complete student records to resident district(s) and provide the SDP with a list of student names, complete student records and the schools to which they are transferring;

· Retain and maintain staff personnel and professional certification records for a minimum of five years following closure and provide the SDP an updated status report on any provisional/outstanding credentialing for teachers and administrators, including the submission of all requisite licensing documents (teacher evaluations, etc.) to PDE;

· maintain staff personnel records including employment histories, certificates, contracts and evaluations including any staff members who may have been terminated for cause); and for a minimum of five years for purposes of issuing letters of reference, verifying prior employment, etc.

· liquidate and/or transfer of property acquired through federal grants to the district(s) of residence; however, no distribution of assets to the district(s) or any other entity may occur prior to satisfaction of charter school creditors. Reach will arrange for the submission of any Final Expenditure Reports for entitlement grants.

· Complete all financial accounting – including any outstanding independent audits – are completed.

· compile and submit to PDE a list of all of Reach's liabilities held by all of its creditors

· file all final federal, state and local employer payroll tax returns and issue final W-2's and Form 1099's by the statutory deadlines.

· distribute standardized test results to appropriate resident school districts and submit all legally required reports by specified deadlines to PDE or other appropriate office.

· will dissolve the board

· Any remaining assets of the cyber charter school shall be given over to the intermediate unit in which the cyber charter school's administrative office is located for distribution to the school districts in which the students enrolled in the cyber charter school reside at the time of dissolution.

24 P.S. § 17-1741-A(a)(3).

Conclusion

Based on the record presently before the Pennsylvania Department of Education, as well as this revised and resubmitted application, the Applicant has met all of the requirements of Charter School Law. I, therefore, respectfully request that the Pennsylvania Department of Education grant the charter of the Reach Cyber Charter School as provided by law.

Respectfully Submitted,
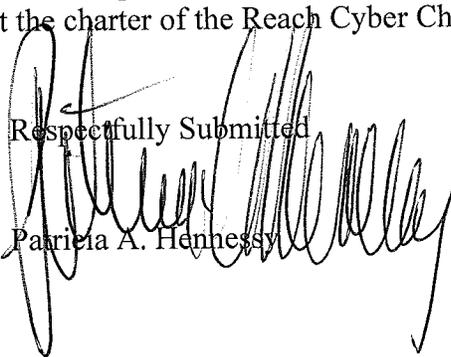
Patricia A. Hennessy

PAH:bmh
Encl.
cc: Karen Feuchtenberger, Esquire
       David Taylor, Board President

RIDER TO
ARTICLES OF INCORPORTION
OF
REACH CYBER CHARTER SCHOOL

Reach Cyber Charter School elects to include the following optional language in these articles of incorporation.

ARTICLE II
PURPOSES

a) The organization is organized exclusively for charitable, educational, and/or scientific purposes under section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and for the purpose of engaging in any lawful act or activity not for pecuniary profit for which not-for-profit corporations may be organized, so far as is or may be permitted by the laws of the Commonwealth of Pennsylvania and Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. The Corporation shall not engage in any business of a kind ordinarily carried on for profit and nothing in these Articles of Incorporation or in the Bylaws of the Corporation shall authorize the Corporation to, and the Corporation shall not, enter any transaction, carry on any activity, or engage in any business for pecuniary profit, and any income received by the Corporation shall be applied only to the nonprofit purposes and objectives of the Corporation set forth herein.

b) In the event of the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, any remaining assets of the cyber charter school shall be given over to the intermediate unit in which the cyber charter school's administrative office is located for distribution to the school districts in which the students enrolled in the cyber charter school reside at the time of dissolution." 24 P.S. § 17- 1741-A(a)(3).

c) No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, as amended, or corresponding section of any future federal tax code, or (b) by an organization, contributions which are deductible

under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

ARTICLE III
BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by a Board of Directors consisting at least three (3) members which shall be constituted and have such powers as provided for in the Bylaws.

ARTICLE IV
TERM OF EXISTENCE

The term for which this Corporation shall exist shall be perpetual unless dissolved according to law.

ARTICLE V
BYLAWS

The initial Board of Directors of the Corporation shall adopt Bylaws consistent with these Articles of Incorporation. Thereafter, the Bylaws may be altered or rescinded by the Board of Directors in the manner provided by such Bylaws.

ARTICLE VI
AMENDMENT

The Corporation reserves the right to alter, amend or repeal any provisions contained in these Articles of Incorporation, or any amendment thereto, according to law.

Commonwealth of Pennsylvania
Department of Education

Cyber Charter School Application

2015

pennsylvania
DEPARTMENT OF EDUCATION

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Section 1748-A	Location in Application
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• The cyber charter school and the parent or guardian shall provide written notification to the school district of residence within 15 days following the withdrawal of a student from the cyber charter school.	Response I.4.F

Section 1745-A. (f) Evaluation Criteria.[1]	
(1) A cyber charter school application submitted under this subdivision shall be evaluated by the department based on the following criteria:	
(i) The demonstrated, sustainable support for the cyber charter school plan by teachers, parents or guardians and students.	Acknowledged and Addressed
(ii) The capability of the cyber charter school applicant, in terms of support and planning, to provide comprehensive learning experiences to students under the charter.	Acknowledged and Addressed
(iii) The extent to which the programs outlined in the application will enable students to meet the academic standards under 22 Pa. Code Ch. 4 (relating to academic standards and assessment) or subsequent regulations promulgated to replace 22 Pa. Code Ch. 4.	Acknowledged and Addressed
(iv) The extent to which the application meets the requirements of section 1747-A.	Acknowledged and Addressed
(v) The extent to which the cyber charter school may serve as a model for other public schools.	Acknowledged and Addressed

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[1]

http://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=14&chpt=17A&sctn=45&subsctn=0

CYBER CHARTER SCHOOL APPLICATION FACT SHEET

This application fact sheet is intended to be a "finger-tip" summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Proposed Cyber Charter School Name (Must Include "Charter School" in the Title)

Reach Cyber Charter School

Proposed Cyber Charter School Administrative Location (Address, City/Town and Zip Code)

Governor's Plaza North, 2101 Front Street, Harrisburg PA 17110-1086

County - DAUPHIN
Intermediate Unit - **Capital Area Intermediate Unit (IU 15)**
Proposed Start Date - **September 6, 2016**
Federal Employer Identification Number 47-4968734

Contact Person:
First ___David___ Middle _____ Last ___Taylor___
Organization ___Pennsylvania Manufacturers' Association___
City ___Elizabethtown___ State ___PA___ Zip Code __17022__
Telephone ___(717) 649-6980___ Fax Number _____ E-mail ███████████

Founding Coalition: Indicate Number of Representatives per Group	Grade and Age Ranges	Projected Student Enrollment Year 1-5
Parents _____1_____	Elementary __K-8__	1st Year __500__
Teachers _____	Secondary __9-12__	2nd Year __1,500__
Business Partners _____	Age of Kindergarten Dependent upon local district requirements	3rd Year __2,500__
Community Based Orgs. __1__	Age of Beginners Dependent upon local district requirements[2]	4th Year __3,500__
Museums ____2____	Circle Appropriate Grade(s)	5th Year __4,500__
	K 1 2 3 4 5 6 7 8 9 10 11 12	
Higher Education ___1___	Kindergarten: Full Day or Half Day?	Total Number of
Other Group (Identify)		Teachers __176.1__

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[2] Reach Cyber Charter School supports the school age requirements for admission as specified by the resident school district of the student. This varies by school district. For example:

LEA Name	Kindergarten Cut Off	Beginners Cut Off
North Clarion County SD	4 years old by 7/1	6 years old by 9/1
Bethlehem Area SD	5 years old by 10/1	6 years old by 9/1
Yough SD	5 years old by 9/1	5 years old by 9/1

Does the cyber charter applicant have an existing retirement system? Yes No

Reach will be using the Reach Cyber Charter School 403(b) Plan administered by PenServ Plan Services, Inc. Information is included in Appendix P.

Does the applicant group presently have access to a facility suitable for the cyber charter school's administrative offices? Yes No

Patricia Hennessey – Board Legal Counsel – The Payne Shoemaker Building, 240 North Third Street, 5th Floor, Harrisburg, PA 17101

David Taylor – Board President – Pennsylvania Manufacturers' Association, 225 State Street, Harrisburg, PA 17101

School Focus: Describe, in brief terms and on an additional page, the proposed cyber charter school's mission, educational focus, and other essential characteristics.

School Focus:

Reach Cyber Charter School's mission is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program through flexible pacing and 21st Century Learning including STEM opportunities.

Reach will be a year-round cyber school for students in grades K-12 throughout Pennsylvania. The school will offer multiple calendar options: traditional, year-round, and accelerated, as illustrated in Figure 1. The traditional and year-round options are available for all students. The accelerated schedule is an option for students in grades 9-12. In all options, students will complete the required 180 school days, which can be completed in either a traditional September-May school year or extended over a July-June school year.

Figure 1. Pacing Options

Pacing Options	Typical Number of Courses (Credits) Taken During each Term			
	Fall	**Spring**	**Summer**	**Total Number of Courses (Credits)**
Traditional Pace (K-12) Students take a full course load in the fall and spring sessions.	6 (3 credits)	6 (3 credits)	0 (0 credits)	12 (6 credits)
Year Round Pace (K-12) Students take fewer courses than a typical course load in the fall and spring sessions, but also attend the summer session.	4 (2 credits)	4 (2 credits)	4 (2 credits)	12 (6 credits)
Accelerated Pace (9-12) Students attend summer, fall, and spring sessions full-time, enabling them to graduate early.	6 (3 credits)	6 (3 credits)	2 – 4 (1 – 2 credits)	14 – 16 courses (7 – 8 credits)

The Reach Founding Board has selected Connections Education LLC (Connections) to provide educational products and services as approved by the Founding Board. Reach will offer an educational program, supported by Connections, designed to help students gain the knowledge and thinking skills they will need for life, work, and higher education. At each grade level, structured lessons will be incorporated with self-paced learning to ensure that each student reaches his or her full potential while also developing skills in the important "four Cs" of 21st century learning: Critical thinking and problem solving, Communication, Creativity and innovation, and Collaboration

Reach will incorporate additional science, technology, engineering and math (STEM) offerings to both students and staff. STEM enrichment in the early grades allows early and repetitive opportunities for students to become interested in and ready for courses and careers in STEM. A STEM Coordinator will seek out partnerships and opportunities within the statewide community, including organizations already committed to supporting Reach such as the Academy of Natural Sciences at Drexel University, Harrisburg University of Science and Technology, Carnegie Science Center, Pennsylvania Girls Collaborative Project. The STEM Coordinator will also organize field trips, LiveLesson sessions (a real-time, interactive web conferencing tool), experiential opportunities, clubs and activities including the STEM Talent Network, internships, and competitions through the Pennsylvania Department of Education (PDE).[3]

Along with the student STEM experiences, teachers will participate in the professional development courses that Connections provides to teachers regarding STEM. We will work with organizations throughout the state such as Harrisburg University to provide teachers with various options to enhance the STEM activities and experiences provided at Reach. Partnering strengthens Reach's commitment to STEM education and prepares teachers for supporting students in Pennsylvania's P-20 educational institutions.

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[3] "Student Creations Shine at First Governor's STEM Competition" http://www.education.pa.gov/Pages/STEM-Competition.aspx#.VbFgAfleI5w

I. SCHOOL DESIGN

I.1 MISSION STATEMENT

Explanation: Define a concise plan for an innovative public school that will lead to improved educational performance. Consistency between the mission and the educational programs should be articulated to achieve improved performance.

A.   Briefly describe the core philosophy or underlying purpose of the proposed school.

Reach Cyber Charter School's mission is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program through flexible pacing and 21st Century Learning including STEM opportunities.

Core Philosophy

Children in the 21st century must become literate and articulate, mathematically competent, scientifically and technologically adept, and have the opportunity to develop their creative and physical abilities. Reach recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated, and age-appropriate and at the same time is aligned to the Pennsylvania Academic Standards. The Reach cyber program with flexible scheduling will offer students an alternative means of achieving academic proficiency.

By providing a flexible schedule, which is core to the school, Reach will provide an innovative and unique educational opportunity for students beyond what is currently in available in the Commonwealth. Reach will be a year-round cyber school offering multiple calendar options: traditional, year-round, and accelerated (for students in grades 9-12). In all options, students will complete the required 180 school days, which can be completed in either a traditional September-May school year (traditional pacing) plus summer school option (year-round pacing) or extended over a July-June school year (accelerated pacing). Reach will provide students with flexible pacing options for meeting the student's individual academic goals and Pennsylvania education standards.

The Founding Board recognizes the need to expand students' views of the world to include experiences and opportunities, starting in the primary grades, to STEM competencies and career opportunities. Reach will focus on 21st Century Learning skills and will provide science, technology, engineering, and math (STEM) opportunities. The National Academy of Sciences, advisers to the nation on Science, Technology, and Engineering, recently released a paper "Identifying and Supporting Productive STEM Programs in Out-of-School Settings"[4]. The Reach Founding Board believes that by providing a high quality K-12 educational program enriched with STEM experiences, opportunities, and professional development for teachers, Reach can bring school, family, and community together in a unique and exciting way.

The National Academies paper "…shows that STEM learning results from the dynamic interactions that occur over time among the diverse settings in which learning occurs (e.g., youth groups, hobby clubs, museums, libraries, schools, home), the community and culture in which they are embedded, and the characteristics of the learner (e.g. interests, dispositions, values).

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4 National Research Council. (2015). Identifying and Supporting Productive Programs in Out-of-School Settings. Committee on Successful Out-of-School STEM Learning, Board on Science Education, Division of Behavioral and Social Science and Education. Washington, DC: The National Academies Press.

Within this dynamic system, out-of-school programs have been shown to:

- Contribute to young people's interest in and understanding of STEM,

- Connect young people to caring adults who serve as role models, and

- Reduce the achievement gap between young people from low-income and high income families."

Reach will serve as a model for other public schools by offering increased learning opportunities for students, encouraging the use of different and innovative teaching methods, and providing parents and students with expanded choices in types of educational opportunities.

- The year–round and accelerated pacing options increase learning opportunities for students.

- Innovative teaching methods are inherent in the cyber school model as teachers connect with students through technology using synchronous and asynchronous learning.

- Although cyber schools are available in Pennsylvania already, there are limited models available. Reach will expand the choice by providing various pacing methods open to students in grades K-12.
- Partnerships with STEM-centered institutions and organizations give students opportunities to apply their knowledge with hands-on experience.

Purpose

Students at Reach, including many who have not thrived in the traditional classroom, will engage in a challenging learning program that is tailored to their individual needs and focused on equipping them for post-secondary success. The primary building blocks of our school's instructional approach will be individualized instruction, high quality teaching, and parental involvement.

The purpose of Reach is to:

- Provide an innovative and unique educational opportunity for students beyond what is currently offered in Pennsylvania;

- Focus on 21st Century Learning Skills with offerings and opportunities in science, technology, engineering, and mathematics courses and programs (STEM);

- Improve student learning through curriculum aligned to the Pennsylvania Academic Standards;

- Serve students who are seeking another educational option including students who are home-schooled, students who are bullied, pregnant teens, elite athletes, performance artists, students who have dropped out, gifted and talented students, and medically fragile students; and

- Meet high academic standards.

While some students and families decide to use a cyber learning method permanently, other families choose cyber schooling as a viable point-in-time option to meet a child's changing specific needs.

B.	*What is your overarching vision of the school?*

Vision

Students learn best when lessons match their interests, abilities, and goals. The vision of Reach is to create a personalized, learner-centered approach leveraging cyber learning and Pennsylvania-certified teachers resulting in academic and personal success for students statewide. Our school will provide a flexible pacing option with unique STEM opportunities for students with the hope that students find better academic success and leave with a broader view of STEM opportunities in the world around them. The school will also

individualize instruction, support and train high quality teachers with a focus on STEM professional development, and provide opportunities for parental involvement in student learning. Reach will be accountable for academic success of students. Reach will develop and implement best practices to support the flexibility and innovative atmosphere inherent in cyber charter schools.

Reach will provide a full-time public school experience with a cyber learning community that connects students, teachers, and families through unique technology tools as well as face-to-face interactions on field trips and events (located throughout the state). Reach will provide a whole-school experience for its students with academic, behavioral, emotional, and career supports. School counselors will work with each student individually on graduation plans with a focus on appropriate courses, credits, and post-secondary planning. Reach will provide students with cyber and in-person clubs, activities, and electives to complete the full-school experience.

I.2 MEASURABLE GOALS AND OBJECTIVES

Explanation: Develop clear, __measurable__ goals with objectives for building the educational program that reflects a commitment to academic excellence for all students.

A.   What are the school's __measurable__ academic goals and objectives to promote student learning?

To help PDE perform the annual assessment, Reach will submit an Annual Report to PDE no later than August 1 of each year.

Measurable Academic Goals and Objectives to Promote Student Learning

The following are the school's measurable academic goals for the initial five-year charter period:

A. **Students at Reach will meet the Pennsylvania Academic Learning Standards as evidenced by their performance on the annual state assessments and the school's School Performance Profile (SPP) rating.**

The Board recognizes that achieving a higher SPP score is a challenge in the present environment of changes to PSSA standards. However, the proposed opening date for the school is the fall of 2016, which will allow at least one year for Pennsylvania educators, (including those hired to work at Reach) to gain greater familiarity with the requirements those standards entail. Also, although a school's SPP score relies heavily on state assessment scores, it also includes college readiness tests; industry standards-based assessments; and graduation, promotion, and attendance rates. We expect Reach to score well on these measures which will offset the impact of lower PSSA performance during any given year.

The ratio of Reach's overall proficiency rates on the PSSA to the Pennsylvania overall statewide proficiency rate emphasizes the relative performance position of the school compared to the state average. Regardless of changes to the absolute statewide proficiency level, this metric answers the question: how does the school's proficiency rate compare to the state average?

In Year, 1, the school will achieve a 0.90 ratio of school pass rates to statewide pass rates across all tested subject-grade levels on Pennsylvania assessments. (For example, if the state average of students scoring proficient or better for 3rd grade reading is 75% and 70% of the Reach 3rd grade students score proficient or better for 3rd grade reading, the ratio for this assessment would be calculated as 0.7 / 0.75 = 0.93.) Ratios will be calculated for each subject-grade combination, and an overall average is calculated across ratios and weighted by number of students taking each particular test. This overall ratio will improve to 1.0 (i.e., the school will have passing rates across state assessments that is equivalent to statewide performance) by Year 5.

In Year 1, the school will achieve an SPP score of 70. The school will seek to improve this score by three points each year, achieving an SPP score of at least 80 by Year 5.

Action Steps:

- o Use the Assessment Objective Performance Report (AOPR) to identify skill gaps to address with students.

- o Encourage completion of Formative Assessments through teacher outreach to students and Learning Coaches.

- o Assign, modify, and monitor supplemental resources (interventions) as appropriate based on individual student need.

- o Provide online state assessment preparation to students in grades 3-12 who need additional support in preparing for the Pennsylvania System of School Assessment (PSSA). Students can choose either traditional test activities or interactive games in order to go through the assessment preparation material. Teachers then have access to real-time progress reports that analyze deficiencies and help target assignments.

- o Support Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) through targeted LiveLesson sessions.

- o Implement a test retake policy to support mastery learning.

- o Review student performance and make teacher-student contacts.

- o Prepare, conduct, and log Curriculum Based Assessment (CBA) calls.

- o Plan, prepare, conduct, and log LiveLesson sessions, office hours, etc.

- o Modify lessons, grant extensions, use temporary zeros, etc.

- o Encourage successful course completion.

- o Analyze weekly grade reports to identify students with one or more failing grades.

- o Send Midterm D or F letters via Post and Read required WebMail.

- o Conduct weekly calls to students failing one or more course in high school.

- o Support late-enrolling students (on-going Welcome Calls, adjust lessons, etc.).

B. **Reach will address the academic needs of all students as evidenced by the closing of the performance gap of subgroups.**

Subgroups with a measurable number of students to reliably calculate performance gaps and their change over time will display a yearly reduction of at least 10% of the performance gap in the first year in which that subgroup has a measurable number of students. The goal will be to have that subgroup's initial performance gap reduced to within five percentage points of the overall level of school performance within five years. A performance gap is defined as a statistically significant difference between passing rates on state assessments between a particular subgroup and the school as a whole. A measurable subgroup is defined as any subgroup of students reported for accountability purposes that consists of at least 40 students[5] during each of the years of any two-year period (e.g., Year 1 and Year 2) in which this goal is examined. Subgroup gaps will be examined separately by subgroups and within tested subject areas (e.g., math) on the Pennsylvania state assessments.

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[5] http://www.portal.state.pa.us/portal/server.pt?open=514&objID=507513&mode=2

Action Steps:

- o Establish progress monitoring expectations for teachers.

- o Provide training to teachers on identifying student needs, assigning interventions and working with the Student Support Team (SST).

- o Encourage completion of Formative Assessments through teacher outreach to students and Learning Coaches.

- o Review all on-time enrollees' math and reading intervention needs so interventions are assigned within 60 days of the first day of school, and for all subsequent enrollees within 30 days of enrollment.

- o Assign, modify, and monitor supplemental resources (interventions) as appropriate based on individual student need.

- o Update Personalized Learning Plans (PLPs), Tiered Interventions, data views (screens within Connexus providing snapshots and views of student data), and Contact Logs so instructional staff working with the student are aware of student needs.

- o Require teachers to prepare for and attend, as necessary, SST and Individualized Education Program (IEP) meetings.

- o Support MTSS/RTII through targeted LiveLesson sessions.

C. **Students at Reach will demonstrate academic growth as evidenced by formative assessments.**

In Year 1, 71% of students' enrolled for both the pre- and post-test windows for the school administered formative assessment will show growth from pre- to post-test or will indicate proficiency or better on the post-test. English Language Arts and math will be calculated separately and averaged. The percentage of students showing growth or indicate proficiency or better on the post-test across English Language Arts and math will improve by three percentage points each year, reaching 86% by Year 5.

The formative assessments used will vary based on subject area and grade level. The three formative assessments that will be used are the DIBELS® Next, the Longitudinal Evaluation of Academic Progress® (LEAP), and the Scantron® Performance Series™ (SPS).

DIBELS® Next – used for English Language Arts grades K-1

DIBELS® Next is the latest version of DIBELS measures produced by Dynamic Measurement Group. It includes standardized, individually-administered measures of early literacy designed to monitor the development of pre-reading and early reading skills. DIBELS Next includes essential early literacy domains determined by the National Reading Panel (2000) and National Research Council (1998). DIBELS Next goals and cut scores are research-based, criterion-referenced scores with strong evidence of reliability and validity. Benchmark levels in DIBELS Next are based on the DIBELS Composite Score which combines multiple DIBELS scores and provides the best overall estimate of the student's early literacy skills and/or reading proficiency. As the logic and procedures used to establish benchmark goals are consistent across grades and times of year, the percent of students at or above benchmark can be compared across fall and spring assessments.

Longitudinal Evaluation of Academic Progress® (LEAP) – used for English Language Arts grades 2-8 and math for grades K-8

LEAP is the proprietary, diagnostic tool Connections uses to help assess students' academic strengths and weaknesses. Assessment results will be used to help individualize a student's academic program to his or her individual needs. There are separate criterion-referenced reading and mathematics assessments. All students in grades K–8 take the LEAP math assessment and students in grades 2-8 will take the LEAP reading assessment through Connexus. Students will be given these tests three times over the school year: once in the fall, once in the winter, and once in the spring. The test was revised in the 2013-14 school year to incorporate new items, many of which utilize higher-order thinking skills. Results will be available to teachers through Connexus as students complete the assessment. Teachers will have access to student's overall scores, scores within content areas, and information based on the student's overall score that highlights the extent to which a student is at-risk for struggling academically.

Scantron® Performance Series™ (SPS) – used for English Language Arts and math for high school

These tests are online adaptive assessments that Connections uses as a pre-, mid-, and post-test academic assessment. The SPS assessments are managed by Global Scholar and align with the curriculum as well as Pennsylvania Academic Standards. High school students will be given these tests three times over the school year: once in the fall, once in the winter, and once in the spring. There are separate tests for reading and math. Students will be assigned the tests that align with their enrolled curriculum. As with the LEAP assessment, SPS results will be available to teachers through Connexus as students complete the assessment. Teachers will have access to students' overall scores, scores within content areas, and information based on the student's overall score that highlights the extent to which a student is at-risk for struggling academically.

Validation of LEAP and Scantron Performance Series

Connections has conducted an internal analysis of the relationship between academic growth, as assessed by LEAP and the Scantron Performance Series(SPS), and state test proficiency based on data from the 2013-14 school year. Results indicated that growth as assessed by both assessments displayed a statistically significant relationship (through a logistic regressions analysis) with state test scores. For both reading and math, the presence of growth during the year on LEAP and SPS was associated with proficiency on state assessments in the spring.

Definition of growth and proficiency or better

On the DIBELS Next, growth is defined as a student improving one or more benchmark levels across the fall and the spring assessments and define proficiency or better as a student scoring at or above benchmark on the DIBELS Spring assessment.

On the LEAP, growth is defined as a 10 percentage point gain from pre- to post-test and define proficiency or better as 75% correct or higher on the post-test.

On the SPS, growth is defined as a score that moves up across normative interquartile ranges from pre- to post-test on SPS normative scores and define proficiency or better as a score that falls into one of the two upper interquartile ranges for SPS post-test normative scores.

Actions Steps:

- o Establish progress monitoring expectations for teachers.

- o Provide training to teachers on identifying student needs, assigning interventions and working with the Student Support Team (SST).

- o Encourage completion of Formative Assessments through teacher outreach to students and Learning Coaches.

- o Review all on-time enrollees' math and reading intervention needs so interventions are assigned within 60 days of the first day of school, and for all subsequent enrollees within 30 days of enrollment.

- o Assign, modify, and monitor supplemental resources (interventions) as appropriate based on individual student need.

- o Update Personalized Learning Plans (PLPs), Tiered Interventions, data views (screens within Connexus providing snapshots and views of student data), and Contact Logs so instructional staff working with the student are aware of student needs.

- o Prepare for and attend as necessary SST and Individualized Education Program (IEP) meetings.

- o Support MTSS/RTII through targeted LiveLesson sessions.

D. **Students at Reach will demonstrate interest in STEM-related topics as evidenced by their participation and performance on various STEM-related offerings made available to students.**

Reach intends to offer a variety of STEM experiences for students. These include advanced STEM courses (defined as any STEM course that is above the chronological grade level of the student or a STEM course labeled as Gifted and Talented, Honors, or Advanced Placement® (AP), an experiential elective independent study course for high school students, STEM-oriented extra-curricular activities, STEM-oriented enrichment activities and STEM-oriented field trips. In year 1, 25% of students will participate in at least one of these activities. The percentage of students participating will increase each year and reach 35% by Year 5.

In addition, starting in Year 3 at least 70% of students enrolled in an advanced STEM courses will complete the course and earn a grade of B or better and by Year 5 this will increase to 80%. A significant percentage of advanced STEM course enrollments will occur at the high school level; since in Year 1, the school will serve students in grades K-9, it is likely there will not be a sufficient number of students participating in advanced STEM courses to accurately measure this goal until Year 3.

A STEM Coordinator will seek out partnerships and opportunities within the statewide community, including organizations already committed to supporting Reach. The STEM Coordinator will also organize field trips, LiveLesson sessions (a real-time, interactive web conferencing tool), STEM-focused virtual speaker series and career exploration sessions, experiential opportunities, clubs and activities including the STEM Talent Network, internships, and competitions.

Action Steps for the STEM Coordinator:

- o Organize STEM-oriented activities on a monthly basis.

- o Develop partnerships with organizations connecting the school and larger Pennsylvania community to expand the school's STEM offerings.

- o Promote participation in STEM-oriented extracurricular activities, enrichment activities and field trips through Newsletter articles, Message Boards, and communication with Family Connections Coordinators.

- o Address schedule changes/rescheduling options for students.

- o Monitor course completion and academic performance for all students on a weekly basis.

- o Analyze weekly grade reports to identify students who are struggle in their STEM courses.

- o Conduct weekly calls to students who are earning a C or lower in their STEM courses.

- o Assist with facilitating professional development between Reach staff and STEM partners; all students enrolled in courses taught by Reach staff who participated in the professional development benefit from the partnerships

E. **Students at Reach will demonstrate their learning through grade-level promotion and earning an appropriate amount of credit towards graduation on a yearly basis.**

In Year 1, 80% of Full Academic Year (FAY) students will promote to the next grade (K-8) or earn at least one fourth of the required high school credits for a standard diploma in the school year (grades 9-11). This will be assessed as of the end of the school year as compared with the beginning of the school year. The school will improve on this measure by three percentage points each year achieving a 95% promotion rate across all Grades by Year 5. FAY students are defined as a student enrolled by October 1st of a given year and remaining enrolled through the end of the academic year.

Action Steps:

- o Monitor course completion and academic performance for all students on a weekly basis; make additional contacts to students who are falling behind with lesson completion.

- o Encourage all 9th grade students to participate in a freshman support program (academy, forum, seminar, etc.).

- o Develop a rigorous system of support (examples: summer boot camp, peer mentoring program, parent orientation sessions, etc.) to assist students in the transition from middle school to high school in an effort to support them in their post-secondary experience.

- o Address schedule changes/rescheduling/credit recovery options for students.

- o Identify students, at the end of the first quarter, in danger of not successfully completing the semester and provide additional supports (minimum weekly phone calls, mandatory LiveLesson sessions, office hour tutoring, extensions, etc.).

- o Provide credit recovery.

- o Modify lessons, grant extensions, use temporary zeros, etc.

- o Encourage successful course completion.

- o Create CBA plan that prioritizes student synchronous contacts.

- o Analyze weekly grade reports to identify students with one or more failing grades.

- o Send midterm D or F letters via Post and Read required email.

- o Conduct weekly calls to students failing one or more course in high school.

F. **Seniors at Reach will be prepared for post-secondary success as evidenced graduation rate and post-secondary planning.**

In Year 3, 85% of Full Academic Year 12th graders on track to graduate will graduate by the end of the year. For 75% of these graduates, a plan will be in place that indicates that they will be pursuing, based on the students' post-graduation plans, one of the following post-secondary options: acceptance into a two- or four-year college, acceptance into an accredited vocational school, and/or joining a military service branch. By Year 5, the school will improve to a 95% graduation rate for Full Academic Year 12th graders on track to graduate and 90% of these graduates will have a post-graduation plan in place that indicates they will be pursuing, based on the students' post-graduation plans, one of the following post-secondary options: acceptance into a two- or four-year college, acceptance into an accredited vocational school, and/or joining a military service branch. Full Academic Year 12th grader is defined as a student in 12th grade enrolled by October 1st of a given year and remaining enrolled through the end of the academic year.

Actions Steps:

- o Assign all seniors an adult mentor at the school and have a Welcome Call within the first seven days of enrollment and conduct follow up contacts as needed (Advisor, Family Connections Coordinator, or other staff member).

- o Encourage all juniors/seniors to attend a minimum of two college/vocational school visits or events each year.

- o Encourage all secondary students to attend a minimum of one live or virtual information session on selecting and applying to post-secondary educational and vocational programs.

- o Monitor the post-secondary plan data view and make contact with any seniors who have missing information by October and with any juniors who have missing information by March.

- o Identify seniors, at the end of the first quarter, in danger of not graduating and provide additional supports (minimum weekly phone calls, mandatory LiveLesson sessions, office hour tutoring, and extensions, etc.).

- o Provide credit recovery.

B.   *What are the schools <u>measurable</u> non-academic goals and objectives to promote student performance?*

Measurable Non-Academic Goals and Objectives to Promote Student Performance

The following are the school's measurable non-academic goals for the initial five-year charter period:

1. **Parents of students will perceive their placement positively as evidenced by a parent satisfaction survey.**

Reach will have an average of 80% positive responses on the 21 Parent Satisfaction Survey questions that are most directly affected by the school. Reach will improve by two percentage points yearly on this measure achieving a goal of 90% positive responses by Year 5, measured by the annual Parent Satisfaction Survey, administered by a third-party vendor.

Action Steps:

- o Support the Learning Coaches through LiveLesson sessions and recordings to provide resources and additional training that is timely and relevant to the current topics at hand.

- o Seek input from families about activities/field trips and opportunities they would like to see at the school.

- o Monitor regularly the StarTrack Rating Report and make contact with any family who has rated the school three stars or lower (on a five-star scale).

- o Respond to WebMails and phone calls within 24 hours.

- o Make synchronous contact with families at minimum once every two weeks.

- o Provide opportunities for Learning Coaches to interact with each other through the Get Connected initiative.

- o Provide Clubs & Activities to students.

2. **Students will feel prepared for a successful experience as evidenced by the during school year retention rate.**
In Year 1, Reach will have a 70% "during school year" retention rate, measured by the percentage of students remaining enrolled at the end of the school year compared to total enrollment. Reach will seek to improve this value by two percentage points each year to achieve and maintain an 80% retention rate by Year 5.

Actions Steps:

- o Market and outreach to families sharing clear expectations of the school and the unique characteristics of this school model to help them be fully informed prior to enrollment.

- o Engage families during the summer to help them prepare for the school year.

- o Host information sessions to provide families with realistic overview of the school expectations.

- o Develop high school transfer policies that will promote successful transfer into the school.

- o Monitor regularly the StarTrack Rating Report and make contact with any family who has rated the school three stars or lower (on a five-star scale).

- o Encourage Learning Coaches to participate in Learning Coach Central which provides information, trainings, and announcements to help the family be connected and the student be more successful.

- o Encourage participation in field trips, STEM enrichment opportunities, and other school activities to help the family be connected and successful.

I.3 EDUCATIONAL PROGRAM

Explanation: Describe effective teaching methods, curriculum, and a specific plan to meet the needs of ALL students that are consistent with the mission of your school.

A. Describe the educational program of the school, providing a detailed description of the curriculum and the content in all subject areas.

Educational Program

Reach will meet the needs of all enrolled students. Reach's instructional methods, educational philosophy, and program will include unique elements from our educational partner, Connections. Reach Cyber Charter School will partner with Connections Academy of Pennsylvania, LLC, a subsidiary of Connections Education LLC, (jointly referred throughout the application as Connections). Connections will not manage the school but instead provide specific educational products and services according to the Statement of Agreement with the Board of Trustees and always with the oversight and approval of the Board. The programs outlined herein will enable students to meet the academic standards under 22 Pa. Code Ch. 4 (relating to academic standards and assessment) or subsequent regulations promulgated to replace 22 Pa. Code Ch. 4.

While there is currently a cyber school located in the state that is also implements the Connections curriculum and uses the same educational management system, there will be significant differences between the current school and Reach. The two schools will differ in:

- Overall School Culture

- Governance and Oversight

- Faculty and Personnel

- Flexible Pacing and School Calendar

- Time-to-Talk Math Sessions

- Partnerships with Higher Education and Community Based Organizations

- Professional Learning Opportunities for Staff

- STEM-focused experiential and enrichment opportunities

The Board selected Connections for several reasons including their innovative cyber school elements. Connections has applied its 13+ years of experience to develop these features which will bring significant benefits to enrolled students and families. In addition, the Board is impressed with Connections' commitment to constant improvement. Connections will evolve their systems and techniques to incorporate best practices and lessons learned. Connections will continually improve its offering to ensure the needs of students and families will be met. The following is a list of common terms used in the cyber schools currently supported by Connections.

- ***STEM Offerings:*** Students and teachers will be provided opportunities including science, technology, math and engineering (STEM) programs, and activities starting as early as kindergarten. In addition to subject specific curriculum offerings such as science, math, and educational technology and online learning, teachers will incorporate STEM opportunities across subjects and grades. Specific professional development will strengthen all teachers' expertise in STEM-related areas.

- *Assessment Objective Performance Reports (AOPR):* These reports will provide real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. They will identify the objectives students should master by the end of that grade level based upon the Pennsylvania Academic Standards and the Next Generation Science Standards; and will display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.

- *Curriculum-Based Assessments:* Teachers will use curriculum-based assessments (CBAs), via telephone conversation or LiveLesson session, as a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBA) will pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) will gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.

- *Connexus® Education Management System (EMS):* Connexus will be the platform for organizing and supporting the school's entire educational environment. This proprietary, web-based software will deliver every assignment and track every activity (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students and Learning Coaches will access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. All new releases and updates of Connexus will be automatically provided.

- *Grade Book and Data Tools:* Both Learning Coaches and teachers will have access to an electronic grade book that will track all results and serve as the basis of changes in the student's learning plan. A key aspect of student success will be the detailed feedback provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles. Reach will also use a variety of advanced data visualization tools that will provide students, parents, teachers, school administrators, institutional education partners, regulators and researchers with views of how students are performing.

- *Interactive Reviews:* Interactive reviews are additional practice opportunities that are embedded in the curriculum and serve to give students targeted practice and feedback on concepts and skills.

- *Intervention Indicators:* Intervention Indicators will be displayed on the teacher home page in Connexus to facilitate teachers' ability to identify which of their students may be in need of an instructional intervention in math, reading, or both. These indicators are data-driven codes and are the first step of multi-tiered instruction. These indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. These codes will be used to identify academically at-risk students, determine and implement appropriate instructional interventions, and monitor the effectiveness of interventions.

- *Longitudinal Evaluation of Academic Progress (LEAP):* This assessment tool, used for students in grades 2-8 reading and K-8 math, is a technology-facilitated pre-, mid-, and post-test. It provides essential diagnostic information for developing and planning instruction. It provides an early read on a student's performance on state-mandated tests and reports key accountability data on student progress throughout the academic year.

- *Learning Coach:* A parent, extended family member, or similarly qualified adult designated by the parent/guardian will work in person with the student as a Learning Coach, under the guidance of the certified teacher. The Learning Coach and student will interact with the teacher via telephone, WebMail message, LiveLesson sessions, and in-person meetings. The school will provide a unique login and ongoing training, support, and resources to help the Learning Coach carry out this important role while making optimal use of the available technology tools and professional teacher support.

- *LiveLesson® Session:* A real-time, interactive web conferencing tool, LiveLesson sessions, allow teachers to work synchronously and directly with individual or groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect™.

- *Message Boards:* Message Boards are designed to facilitate the secure exchange of ideas and information among students, teachers, staff, and Learning Coaches who are active in Connections Education schools and programs. Message Boards provide:

  o Answers to parents' most frequently asked questions;

  o tips for success in math, science, and social studies; T

  o Advice for helping students excel in reading, writing, and spelling;

  o Answers to enrollment questions;

  o Information about technical issues;

  o Links to external educational resources for families; and

  o School news and events.

- *Multi-tiered Instruction:* The school will employ a multi-tiered instruction model so that every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports (two to three times per week), and Tier III Supplemental Instructional Supports (four to five times per week). Student Support and IEP teams will meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.

- *Personalized Performance Learning™ (PPL):* This instructional process will create a unique learning experience for each student. During enrollment, academic placement advisors and School Counselors will review students' past records and performance to properly place them in the school. A Personalized Learning Plan (PLP) will be developed collaboratively by the teacher, Learning Coach, and student to maximize achievement and to tailor curriculum and instruction. Throughout the year, teachers will monitor students' progress and will adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths.

- *Progression Plan:* For students in grades 9-12, counselors will begin using Progression Plans. A Progression Plan, automated in Connexus, will define and track requirements that must be accomplished to meet a goal. Teachers and counselors will use four-year academic progression plans for students to ensure they are on target for graduation and for meeting their college and career goals.

- *Scantron® Performance Series:* Students in high school may be assessed with the Scantron Performance Series. The Scantron Performance Series assessment is a valid, reliable, current test that measures student proficiency in reading and mathematics, and provides a scaled score that can be used to measure academic growth, and therefore serves as a useful tool in assessing student curricular needs. The online test is a computer-adaptive assessment which automatically adjusts to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly. It provides a valid and reliable scale score in math and reading so that student learning growth can be tracked over time. The version that Reach may use

is aligned with the Pennsylvania Academic Standards and provides teachers with reports and information to address individual student needs. The Scantron Performance Series has a pre-, mid- and post-testing schedule similar to LEAP.

- **SSTAIR™:** The **S**kills, **St**andards, **A**ssessment, **I**ntervention, and **R**esponse (SSTAIR) instructional model deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The SSTAIR program targets Essential Skills/Standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard.

- **StarTrack™:** This integrated rating system will allow every student, Learning Coach, and teacher to rate each lesson in which they engage from a low of one star to a high of five stars and give detailed feedback. Ratings and comments will be used by the curriculum staff to ensure continuous feedback and to identify areas of needed improvement as well as curriculum approaches that work especially well. Learning Coaches will be able to rate their overall school experience using a similar system.

- **Student Status/Escalation Process:** The school will track and report ongoing student progress based on the objective quantitative data generated by Connexus. Staff members will analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status will be displayed on the home page for instant identification of potential problem areas. The Escalation Process will go into effect when students are in statuses other than "On-Track" to ensure students continue to gain the full benefits of this educational option and are being educated appropriately through this unique school choice.

- **Synchronous Contact:** In a cyber school setting, synchronous contact is defined as a live interaction occurring in real time between teachers and students which allows for real communication and helps to build a relationship between teachers and students. Teachers schedule LiveLesson sessions, in addition to other synchronous interaction, for students. Teachers log attendance of all LiveLesson sessions with a student in Connexus, as well as other forms of synchronous contact (e.g., phone conversations, face-to-face interactions on field trips or at events located throughout the state).

- **Teacher:** The school will employ highly qualified, Pennsylvania-certified teachers, as required by law, specially trained in cyber delivery and personalized instruction. The majority of the teachers will work remotely delivering instruction to a cyber classroom of students and working one-on-one with students through highly interactive, technology-facilitated communication tools. Teachers will maintain a one-on-one relationship with each student. The school will employ a STEM Coordinator with a focus on building partnerships with organizations connecting the school and larger Pennsylvania community to expand the school's STEM offerings. The school will also employ a Gifted and Talented Coordinator and an English Language Learner Lead Teacher.

- **Teacher Feedback Notification:** A feature in Connexus® will send auto-generated Web-Mail notifications to students and their Learning Coaches when teachers enter feedback in all assessments. Automatic WebMail notifications will direct students and Learning Coaches to the specific assessments for which the feedback is provided creating a continuous loop of communication on student learning.

- **Teachlet® Tutorials:** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials and will be incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need to master learning objectives and standards.

- **WebMail:** This proprietary email system is securely located within Connexus. Students, Learning Coaches, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.

In a virtual environment, students are able to work below or above grade level without the fear of ostracism or other negative social repercussions that students sometimes face in a more traditional, site-based school setting. Therefore Reach will be able to meet the needs of students who are struggling, students who are on pace, and students who are advanced.

Curriculum for Students in Grades K-12

Reach has selected the Connections curriculum. The curriculum meets the requirements of 22 Pa. Code Ch.4 (relating to academic standards and assessment) and will meet subsequent regulations promulgated to replace 22 Pa. Code Ch. 4.

The Connections curriculum is fully aligned to the Pennsylvania Academic Standards and the Pennsylvania Academic Standards for Science, Technology, Environment, and Ecology. The curriculum supports the school's mission to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. In this cyber charter school application, we provide an overall description of the curriculum. However, the exact courses offered at the school will depend on the number of students enrolled, the grade levels of enrolled students, and the number of staff hired as determined by mutual agreement of the Board, the Lead School Administrator, and Connections.

The developmentally appropriate curriculum increases its integration of technology as students advance through the grades. Each Connections course includes active learning elements (including online and/or offline activities) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on. Courses include over 1,800 Teachlet tutorials (proprietary instructional movies) and primary source instructional videos. Integrated "etext" electronic textbooks are licensed from a variety of leading publishers and non-proprietary technology-based content is licensed from "best-of-breed" providers such as Grolier Online™, Houghton Mifflin Harcourt, and Discovery Education.® The instructional program is supported by technology enhanced student-to-student collaboration via live synchronous instruction (LiveLesson sessions) and threaded discussions.

Our Board has conducted extensive due diligence in evaluating a cyber school program provider as well as they cyber school experience from a parent, user, and instructional designer perspective. The Connections program was the first cyber school program to receive accreditation from the Commission on International and Trans-Regional Accreditation (CITA), now a part of AdvancED™. The program was first granted accreditation in 2005 and in June 2015 was approved for renewal, awarding Connections extremely high "Index of Educational Quality (IEQ)" scores that are significantly above the AdvancED network average. Connections' Teaching and Learning Impact score was 341.18 (AdvancED Network Average score = 274.14), only surpassed by its Leadership Capacity score of 347.50 (AdvancED Network Average score = 296.08). The AdvancED reviewers praised Connections for its "culture and commitment focused on student learning (that) permeates throughout the Connections Education organization." AdvancED further noted that "Connections Education's quality assurance processes and data-driven culture leads to systemic, systematic, and sustainable continuous improvement."

An independent survey conducted in February 2015 of other schools supported by Connections, 95% of parents agree that the curriculum is high quality and 93% of parents agree that Connections' technology tools improve their child's learning experience.

In addition, the curriculum and Connexus have been recognized nationally for quality and innovation, including the following recent awards:

- The **BESSIE Awards** recognize innovative and content-rich programs and websites that provide parents and teachers with technology to foster educational excellence.
  - o Connections won three BESSIE awards for Exemplary Educational Software in 2015:
    - Best High School Algebra Website – Algebra 1;
    - Best High School Business Education Website – Business Management & Administration; and
    - Best Middle School Science Course Website – Science Club.
  - o Connections won a BESSIE award in 2014 for Best Middle School Science Website.

- The **CODiE Awards** celebrate outstanding achievement across the software, digital information, and education technology industries. This year, nominated education technology products underwent an intensive review by educator judges from around the world. From online and project-centered learning to student information systems and professional development for educators, the finalists illustrate the company's commitment to providing innovative solutions that support personalized learning.
  - o Connections' Middle School Art was honored in the Best Arts & Creativity Solution category in 2015.
  - o Connections won two CODIE awards in 2014:
    - Best K-12 Course or Learning Management Solution and
    - Best Education Cloud-based Solution.

- The ***EdTech Digest* Awards** program recognizes people and products that are transforming education through technology to enrich the lives of learners. Featuring the best and brightest in education technology, the annual recognition program seeks to highlight the most effective products and the most innovative people.
  - o Connections' Virtual Music Tools were recognized as an EdTech Digest Cool Tool Award Finalist in 2015.

- The **EDDIE Awards** honor innovative programs that improve both classroom curriculum and teacher productivity. Some selection criteria include academic content, technical merit, and management system. Winners are selected from titles submitted by publishers around the world.
  - o Connections won two EDDIE awards for Curriculum Excellence in 2014:
    - Best Early Elementary Science Website – Kindergarten Science and
    - Best Middle School Art Website – Middle School Art.

The research-based[6] curriculum uses the following proven instructional principles:

- Curriculum fosters breadth and depth of understanding in subject area.

- Content is aligned to the Pennsylvania Academic Standards.

- Curriculum is supported by quality, reputable, recently published textbooks, and/or proven instructional resources and materials.

- Content and assessments are accurate and unbiased.

- Content is current, relevant, and provides real-world applications.

- Content is appropriate for the learner (age, ability, background, reading level, style).

- Instructional design is adaptable and flexible to meet individual needs.

- Instructional design provides students opportunities to improve learning skills using technology (cyber labs and instruments, Teachlet tutorials, business software, online calculator).

- Navigation is intuitive and age-appropriate.

- Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements.

- Lesson introduction is effective, presents lesson objectives, accesses prior knowledge, sets expectations, and motivates students.

- Background information prepares students to access new content, skills, and strategies.

- Curriculum includes opportunities for developing problem-solving and critical thinking skills, real-world applications, collaboration and independent study, and developing oral and written communication skills.

- Curriculum incorporates ongoing formative assessment and provides timely and appropriate feedback to students and teachers.

- Curriculum promotes active learning through interactive elements in each course (including online and/or offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on.

Curriculum Development Framework

The Founding Board fully supports the process Connections utilizes to develop curriculum called *ADDIE,* a five-phase curriculum development model consisting of **Analysis, Design, Development, Implementation,** and **Evaluation** (Figure 2), to guide and inform curriculum development and maintenance.

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[6] American Psychological Association's Learner-Centered Psychological Principles: A Framework for School Reform and Redesign
  http://www.apa.org/ed/governance/bea/learner-centered.pdf

Figure 2. ADDIE – Curriculum Development Framework
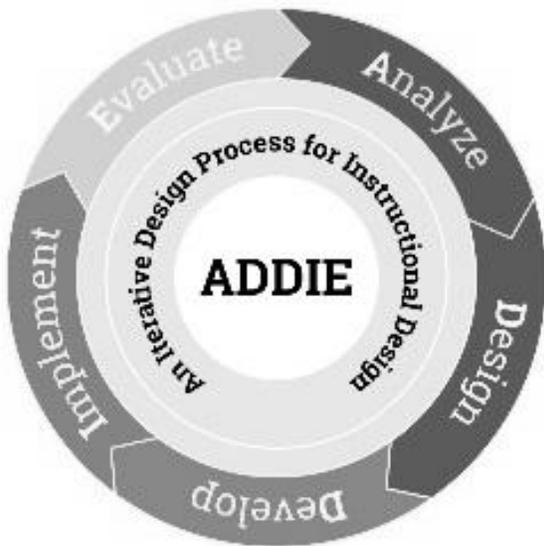
In ADDIE, each step has an outcome that feeds into the next step in the sequence.

- *Analysis* – During analysis, the curriculum team identifies the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics. This step also considers the learning environment, any constraints, the delivery options, and the timeline for the project.

- *Design* – During this systematic process of specifying learning objectives, detailed storyboards and prototypes are often made. Also, the look and feel, graphic design, user-interface, and content are determined.

- *Development* – In this step, production and actual creation of the content, assessments, and learning materials based on the Design phase occur.

- *Implementation* – During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated.

- *Evaluation* – This phase consists of (1) formative and (2) summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary.

Accessibility

Reach is committed to creating a culture of access for inclusive learning. Through the partnership with Connections, students will have access to programs, products, and services that are usable by the greatest number of people. Connections uses information technology as a means of providing equality of opportunity to the greatest number of people, including people with disabilities. Connections develops solutions that remove barriers to a student's opportunity to learn and ability to demonstrate that learning. Connections aims to create a culture of accessibility through education.

Connections will develop an accessible website for Reach and other electronic information to the Technical Standards and principles set forth in Section 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act and other laws and regulations.

Federal law requires all public schools to provide students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. Reach will provide students equal access to the education program. Students with disabilities will receive access through the delivery of resources and accommodations tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

Connections will provide a 24-hour technical support Accessibility Hotline to support Reach students and parents.

Focus on Math and Science – Grades K-12

Connections will help Reach implement a full-scale math growth mindset (Math, We've Got This!) that will increase students' engagement with math instruction and discourse; create a culture of learning and confidence related to math for students, teachers, and families; and unveil the hidden math in students' lives. Connections also provides **Time-to-Talk math sessions** that engage students in math discourse with math specialists and one another. These synchronous instructional sessions using LiveLesson™ will engage students in peer-to-peer real life problem solving activities to support math thinking, reasoning, collaborative problem solving, and persistence. No other cyber charter school in Pennsylvania offers this program or support services.

Students in Math K through Algebra 2 will encounter regular opportunities for self-reflection in the form of ungraded assessments. These reflections will encourage students to rate their attitudes and self-confidence about math and to consider their work and study habits. Reflections become more frequent as students advance through the grades. As elementary school progresses, reflections shift to encourage students to consider their attitudes and aptitudes in math. By middle school, reflections serve as a user-friendly tool to help students take ownership of their learning.

In math assessments, students are frequently asked to submit evidence of their learning through the use of an online WorkPad that allows students to delineate a step-by-step problem solving approach. Students will also have the option to submit an attachment via the WorkPad tool for each assessment, allowing students to show their work by uploading scanned or photographed paper-and-pencil work. Students can select the button to browse for an attachment, or they can drag and drop the file into the assessment. When grading the assessment, teachers will be able to open the student's file and then leave feedback in the assessment.

In addition, the Connections program has a feature in the online practices and pre-tests that provides students with immediate feedback on incorrectly answered questions. Upon completion of practice assessments in most math courses, students will see a message following each question directing them to resources in the lesson associated with incorrectly answered questions. These Review Guidelines are provided in Math 3, 4, 5, 6, 7, Algebra Readiness, Algebra 1, Algebra 2, and Geometry courses.

The cyber school program stimulates creativity in students by offering an environment that allows learning to transcend beyond the walls of a traditional brick-and-mortar school. Some examples of innovative tools that promote student engagement and learning include synchronous LiveLesson sessions and interactive Teachlet™ tutorials. In LiveLesson sessions, teachers share their screen, create break-out groups, and instruct using whiteboards, group chats, and more. In math, proprietary interactive web tools for instruction include a virtual pan balance, a 2-D and 3-D shape program, geoboards, spring scales, digital scales, and work pads. In science, students use a virtual rocks and minerals kit developed with Johns Hopkins University, a chemical reactions program, and virtual dissections. Teachers will use Connexus® to carefully monitor each student's progress through the curriculum and to individualize the program to maximize each student's performance.

In addition, proprietary multimedia curriculum tools and resources are incorporated into students' lessons to actively engage students in learning and support their mastery of key skills and concepts. Some of the interactive tools that students will use include:

- **Lab Investigator - Rocks and Minerals.** Offering a hands-on forensics style of learning, this tool lets students perform experiments on rocks and minerals in a high-tech, interactive virtual learning environment.

- **Lab Investigator - Chemical Reactions.** High School students engage with an interactive periodic table, build and balance chemical equations, watch videos of chemical reactions in an actual lab setting by certified chemists, and record observations for their teacher.

- **Lab Investigator - Virtual Dissection.** Students increase their understanding of anatomy and traits of different organisms as they view videos, research specimen, and create lab reports.

- **Virtual Spring Scale.** Simulating an actual scale, students measure the force in Newtons of a set of items. Students hang objects from the spring scale and use the spring scale to drag objects across a flat surface or up a ramp at various degrees.

- **Virtual Digital Scale.** Students engage in measurement as they select containers such as flasks, beakers, and weighing paper; zero the weight; add materials to measure; and mix and match various containers and materials.

- **Virtual Pan Balance.** Students learn metric and customary units as they engage with an interactive tool to measure, compare, order, and convert.

- **Virtual Geoboard.** Through this online tool, simulating a traditional pegboard and rubber band geoboard, students engage in hands-on methods of determining perimeter and area, plus visualizing division by grouping.

- **WorkPad** - Students use WorkPad to complete assessments involving multi-step equations. The WorkPad tool consists of templates and symbols that can be used to show the step-by-step process for solving problems. Additionally, students may include comments with any step to help explain their process and teachers may leave feedback next to each step to direct student learning.

Elementary and Middle School Curriculum (Grades K-8)

In Reach, students in grades K-5 will be enrolled as elementary school students and students in grades 6-8 will be enrolled as middle school students. The program of instruction for students in grades K-8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. As mentioned previously, in this charter application we provide an overall description of the curriculum. However, the exact courses offered at the school will vary each year (with the anticipation of expanding offerings) and depend on the number of students enrolled, the grade levels of enrolled students, the number of staff hired meeting educational, operational, and financial requirements and the priorities of the school.

Although students in a full-time cyber school have flexibility in their daily schedules, elementary and middle school students will take seven to nine courses per year. The following lessons will be scheduled on a weekly basis for students in elementary grade levels, K-8. In addition to lessons, students will have the opportunity to participate in clubs, activities, and extracurricular experiences on a weekly basis, including many that are specifically STEM related.

Kindergarten-5th Grade:

- Language Arts, 5 lessons per week

- Mathematics, 5 lessons per week

- Social Studies, 3-4 lessons per week

- Science, 3 lessons per week

- Fine Arts, 1-2 lessons per week

- Educational Technology, 1 lesson per week

- Physical Education & Health, 1 lesson per week, with activities for daily physical activity

- Optional – electives such as music, sign language, Spanish, or Chinese

6th-8th Grades:

- Language Arts, 5 lessons per week

- Mathematics, 5 lessons per week

- Social Studies, 3-5 lessons per week

- Science, 4-5 lessons per week

- Fine Arts, 1-2 lessons per week

- Educational Technology, 1 lesson per week

- Physical Education & Health, 1 lesson per week, with activities for daily physical activity

The high-quality proprietary curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers. In addition to high-quality cyber and print textbook resources, the curriculum features technology-based content. The school will use a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. The proprietary and highly effective, online animated Teachlet tutorials, which introduce challenging topics and provide interactive practice, will be also included, along with proprietary interactive online tools and simulations including a virtual rock and mineral kit, pan balance, geoboard, and interactive math practice activities. LiveLesson sessions, which provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a cyber classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they missed them or want to refresh themselves on the topics covered.

World language instruction will be available, including Spanish, Chinese, and Sign Language for students in grades K-8. Advanced middle school students will also have the option to take high school level Spanish, French, German, Japanese, Latin, Sign Language, and Mandarin Chinese (pending final course offering decisions). Language courses integrate proven-effective online materials with a unique audio recording tool that allows teachers to hear and grade actual student speech. Courses may also include LiveLesson session direct instruction for maximum student-to-teacher and student-to-student interaction.

The curriculum will also include unique electives such as Home Life, which provides fun hands-on skill-building projects in which the whole family can participate. These activities will include cooking, crafts, sewing, home maintenance, family outings, and genealogy. New Home Life modules are added periodically, including such recent STEM-focused additions as The Name of the Game: Discovering and Designing Board Games; What It

Means to Be Green: Creating a Positive Impact on the Environment; Model Bridge Building; and Orienteering (a sport of navigation with map and compass).

To further support Reach's commitment to STEM education at all grade levels, educational technology courses will be provided for students in grades K-8. These Educational Technology and Online Learning courses will provide not only a comprehensive set of technology skills ranging from basic productivity tools to web page development, but also reinforce national and local academic standards, online study skills, and Internet safety. In addition, Reach will have a school-wide focus on developing and nurturing a culture of math acceptance and empowerment. With a focus on student engagement and learning, activities and practices will work to create an awareness of and appreciation for math in the students' everyday lives; make math more approachable for students, parents, and teachers; build pride and confidence in math effort and achievements; and make math connections with college and career planning. Specific activities include student reflection and goal setting activities in math courses, guest speaker series, certificates of effort and achievement, parent book clubs and resource sessions, teacher professional development sessions, and highlighting math connections in everyday school and life activities.

A popular elective amongst elementary school students is Music. Offered for different grade levels and experience levels, this elective is aligned to the National Core Arts Standards. With audio, visual, and interactive technologies, this course provides a unique and advanced learning experience. Students will use critical listening skills to analyze music while participating in interactive experiences. This elective will expand the student's knowledge of the foundations of music.

Students in grades K-8 can also use creative tools to such as MediaChalk™, which provides fun and interactive ways for students and teachers to tell digital stories. The platform allows teachers to teach a concept through the use of digital story-telling and create engaging movies through the use of music, voice narration, and a library of images all available within the program. Digital storytelling supports communication, creative thinking, reading, writing, and comprehension.

Reach will also provide online state assessment preparation to students in grades 3-12 who need additional support in preparing for the Pennsylvania System of School Assessment (PSSA). Students can choose either traditional tests activities or interactive games in order to go through the material. Teachers then have access to real-time progress reports that analyze deficiencies and help target assignments.

High School Curriculum (Grades 9-12)

Students in grades 9-12 will be enrolled as High School students. Reach intends to serve students in grades K-9 in Year 1, adding grades 10 and 11 in Year 2, and grade 12 in Year 3. As such, this charter application provides an overall description of the curriculum. However, the exact courses offered at the school will depend on the number of students enrolled, the grade levels of enrolled students, and the number of staff hired meeting all educational, operational, and financial requirements.

Reach will provide a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college or an immediate career choice. The student's personalized path will be monitored along the way by the student, parents, teachers, and their school counselor. Reach will provide a comprehensive program with four levels of academic coursework: Foundations, Standard, Honors, and AP. While all levels are designed to meet standards and provide students a rigorous curriculum, the four levels will enable differentiation based on student needs and college and career goals. Students will work with their school counselor and Connections' Academic Placement Advisors to determine appropriate course level placement. The high school curriculum currently consists of approximately 250 courses, including a wide variety of electives and intensive world language instruction from Spanish to Mandarin Chinese. STEM core

and elective courses may include courses such as Marine Science, Earth Space Science, Web Design, Digital Arts, Engineering Design 1, and Advanced Algebra with Financial Applications. Career Technical Education courses may include Criminal Investigation, Introduction to Homeland Security, and Accounting I and II.

The high school will include substantial teacher-directed instruction, feedback, and support through asynchronous and synchronous e-learning tools. The high school curriculum integrates digital and/or print versions of textbooks from major publishers with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students will have offline assignments, projects, novels, and practice work.

High school courses will include extensive use of Teachlet tutorials, the highly interactive, asynchronous tutorials that incorporate graphics, video, and audio to engage students with the concepts and ideas they will need to complete the lessons. Along with the use of LiveLesson sessions, Teachlet tutorials increase the effectiveness of the secondary school instructional model. In addition, the high school courses will incorporate graded asynchronous online discussions, which are required for all students. This assessment creates important opportunities for collaboration and interaction among students, increases writing skills, and provides opportunities for a "real-world" audience.

The high school will also include a host of services and procedures to address credits, transcripts, and counseling. It is important for students to start early on planning for graduation and post-secondary education or the world of work. Without early planning, students run the risk of missing crucial courses that might thwart their plans or aspirations.

An Honors/AP program will also be available for high school students. Connections offers advanced high school students a wide selection of College Board–approved online AP courses. By enrolling in these demanding college-level courses, students demonstrate their commitment to higher education, which may give them a competitive advantage during the college application process. The program has a history of success, as demonstrated by a national survey of families with students enrolled in gifted or AP classes at schools supported by Connections. In the survey conducted in February 2015 by Shapiro (an independent market research company), 94% of parents stated they were satisfied with the courses and instruction and 93% said the courses are high quality.

STEM-Focused Experiential Opportunities – Grades 9-12

Students may participate in school- and student-identified experiential opportunities structured as independent study. Students will work under the supervision of a teacher and will accomplish activities/work according to a preapproved plan and timeline. The STEM-focused experiential opportunities will be a semester-based 0.5 elective credit course modeled after Independent Study. The course will show up on the student's planner based on the day of the week and hours (e.g., one day a week for three hours).

Students who are highly talented or interested in STEM may choose to design their own STEM-focused independent study course. Students will submit a proposal for independent study to the school counselor for prior approval. Working under the guidance of the Learning Coach, the school counselor or teacher, and an adult considered to be an expert in the field, the student will document the number of hours spent on the project and the work and activities completed, and will submit a final project to earn credit. This independent study will not grant academic credit for normal extracurricular high school activities. It is intended for students who want to deepen their STEM knowledge in a particular field of study.

The student will be responsible for taking the initiative to complete the course, and will complete the assigned tasks in a timely manner in order to meet the established goals. The student must commit the same amount of time and effort to the course as he or she does with other courses.

The student will work independently according to a plan established by the student, the counselor, a teacher, and the parent. The student will remain under the supervision of a certified teacher.

The STEM Independent Study can be used on a short-term or long-term basis, either in combination with their regular course load or as an isolated project (i.e., over the summer).

Independent Study projects must equate in quality and quantity to regular education courses. The student will work with his or her supervising teacher to select five assignments to complete throughout the course. The student will also submit summaries that describe the work that he or she has completed each week throughout the course.

Graduation Requirements – Grades 9-12

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

- Complete the 21 credits required by the PDE in specific area and subject as outlined herein;

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

- Earn at least 1.5 credits (or 3 courses) in the semester immediately prior to graduation;

- Pass all state-mandated Keystone End of Course exams or Project Based Assessment(s); and

- Meet any other additional graduation requirements required by the school or state.

Additionally, a student may finish school during the school term in which he/she turns 21 years old.

Reach will use a tool in Connexus called a Progression Plan to help families school staff keeps track of high school students' progress towards meeting graduation requirements. The Lead School Administrator, Counselor, and other staff will review each senior's records to ensure that these students have completed all graduation requirements prior to "graduating them" in Connexus. The Lead School Administrator will then initiate the "withdrawal for graduation" process in Connexus for those students who have completed all requirements.

Reach uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units). Students must earn the credits listed in Figure 3 in the designated areas and subjects in order to graduate. Students will be required to meet all state requirements for graduation.[7]

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[7] http://www.pacode.com/secure/data/022/chapter57/s57.31.html

Figure 3. Graduation Requirements

Unit of Credit	Subject
4	English
3	Mathematics
3	Science
3	Social Studies
2	Arts or Humanities or Both
1	Health and Physical Education
5	Student selects five additional courses from among those approved for credit toward graduation by the school including approved vocational education courses.

Credit Recovery

To support high school students on their path to graduation and college and career, Reach may also choose to provide credit recovery course offerings during the summer and school year. Students who complete and fail a course required for graduation may retake a diagnostic/prescriptive state aligned version of the course to recover the needed credit. The credit recovery course offerings will present students with a pre-test to assess knowledge and then assign those lessons where students have not demonstrated mastery. Teachers monitor, motivate, and facilitate their learning to mastery.

Graduation Requirements for Students with Disabilities

More detail regarding graduation options for students with disabilities is detailed in the response to (B) in this section for Students with Disabilities.

Reach will meet the requirements of § 4.24. High school graduation requirements with regards to (g) *Special education students.*

Students with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program (IEP) team under the Individuals with Disabilities Education Act will be granted and issued a regular high school diploma by Reach.[8]

School Counseling and Guidance Program – Grades K-12

The guidance program will serve all students and will be delivered by certified school counselors with the support of the Connections' Director of Counseling. The counseling program will offer individual and group counseling, as needed, and will focus on academic development, personal and social growth, and college and career readiness activities through a variety of communication tools (LiveLesson sessions, phone calls, message boards, Virtual Library, newsletters, and face-to-face field trips and events that will take place throughout the state). The counseling team will work to engage students and support both their academic and emotional growth. The counseling team will communicate with students and parents to ensure post-secondary plans are established and students are following through on actions to realize their post-graduation goals. Technology in Connexus supports this effort with the Progression Plan Manager and the College and Career Readiness data view (a screen within Connexus providing snapshots and views of student data).

With master's degrees and specialized training, counselors will be skilled at helping students address the non-academic barriers in school and life. Counselors will have appropriate Pennsylvania certification. The counseling program will be built on relationships, so counselors will be readily accessible to students and

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[8] http://www.pacode.com/secure/data/022/chapter4/s4.24.html

families online, in person, and by phone. Counselors are at the heart of fostering students' engagement, safety, and wellness. As they become aware of issues concerning students' school participation, mental and emotional health, or overall well-being, the counselor will collaborate with school staff to ensure the student is supported by teachers and the family is connected with resources, as needed. With the additional support from Connections and its collaborative network of school counselors, Reach will bring both individual attention and national expertise to students and families.

Counselors will review each student's transcripts to determine when an Honors or Advanced Placement® course is appropriate. Counselors will help high school students prepare for college and career with:

- College and career readiness data view focusing on steps needed to meet post-graduation goals;
- Interactive LiveLesson sessions connecting families with real-time information on financial aid and scholarships, college application processes, entrance requirements, and more;
- College test preparation courses for the SAT/ACT;
- Early identification of students who may be off track for graduating on time; and
- 1-to-1 counseling with students as needed to provide resources and assistance with post-secondary planning, including career options, vocational training, and selecting the right college.

In addition, there will be additional supports and activities available to support a student's college and career goals including the following:

- Counseling LiveLesson sessions each Friday for high school students (including Career Fireside Chats on the fourth Friday of each month);
- College admissions LiveLesson sessions;
- Career and vocational options LiveLesson sessions;
- College newsletters sent to high school students each month;
- Chat-with-a-Grad sessions; and
- Connexus tools such as the Progression Plan Manager.

High school students will have access to the national counseling LiveLesson session program, which delivers weekly guidance curriculum lessons and national college admissions sessions throughout the school year. The sessions include the Career Fireside Chats on the fourth Friday of each month. Previous sessions have covered such topics as Teen Dating Violence Awareness, Educational/Training Opportunities After High School, Why School Matters: Navigating Your Educational Development Plan, How to Develop a Growth Mindset, Aligning Individual Goals & Abilities, and ACT & SAT Overview. A college newsletter is sent to high school students each month.

In addition, students will be encouraged to enroll in College and Career Focused clubs. Each club includes regular LiveLesson sessions with a career and college counselor. There are several clubs focused on post-secondary planning including:

- College Planning Club (grades 9-12),
- First Generation Club (grades 9-12),
- High School Career Club (grades 9-12), and
- Middle School Career Club (grades 6-8).

The counselor will also plan additional LiveLesson sessions for students which will address specific student needs. The counselor will be a resource to students, families, and staff in ensuring that all students are safe.

Reach will implement the Commonwealth's Student Assistance Program (SAP) which is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. Through the program, Reach will create a SAP team at the school that will aim to help students overcome these barriers so they can achieve, remain in school, and find success in learning. The counselor will work with school leadership to ensure all staff members are trained on the SAP policies and procedures. Reach will work with a Commonwealth-approved training provider to ensure that team members have received up-to-date professional training consistent with accountable standards and appropriate procedures. A minimum of four Reach team members will attend the three-day training and complete the associated work. If any of those four trained personnel leave the school, Reach will ensure replacements are also trained. Reach will set aside at least seven hours of in-service/faculty meeting time throughout the first calendar year for program implementation. Reach will also set aside time each week for SAP team work.

The counselor will actively seek resources in the communities which families may need to address the personal and social needs of the child. The counseling program will be based on the American School Counselor Association framework, encouraging membership for all professional school counselors, and abiding by their legal and ethical standards of practice.

The counseling team will have an established system for early identification of students who are behind in earning high school credits, or those who are off track for graduation. Once identified, counselors will work with these students to identify support needed to be successful in earning credits, and a plan to try to get back on track to graduate with his/her cohort. Specifically, school counselors will be working directly with students to identify a course of study that works to get the student back to graduating with his or her cohort. Potential options include credit recovery courses, additional credits each semester, block scheduling, and summer school. Counselors will work with students and families individually to identify what is best for the needs of each student. Further, counselors will work with students individually and in groups to instruct students on the mindsets and behaviors necessary to be a successful cyber student. Students will learn about organizational and time management skills, assertiveness in working with teachers, and the skills necessary to become a self-regulated learner.

The technology available in Connexus will allow for teachers and counselors to monitor students' participation and performance in course work to identify students who are behind in lessons or performing poorly in current courses. Teachers and counselors will assist these students in successfully completing courses through frequent calls and access to additional resources, as needed.

College and Career Readiness – Grades 9-12

Colleges and universities continue to grow their cyber learning programs. A recent report by Babson (2014) documented there are approximately 3.75 million students enrolled in full-time cyber learning in public higher education institutions and that over 95% of public higher education institutions with 5,000 or more total students offer distance education programs.[9] In addition, 70.8% of higher education chief academic leaders report that cyber learning is critical to their long-term strategy.[10]

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[9] http://www.onlinelearningsurvey.com/report/2014SurveyInfo.pdf

[10] http://onlinelearningconsortium.org/read/survey-reports-2014/

Cyber learning is critical in higher education and students who graduate from K-12 full-time cyber schools are accepted to colleges throughout the country (as shown later in Figure 5). In addition, students who graduate from a cyber school program may be better prepared for online college coursework since their experience in cyber learning prepared them for setting goals, being independent, and implementing organizational techniques.

The Founding Board was impressed with the Connections program including the college and career offerings. Students who have graduated from cyber schools supported by Connections have performed well academically, have been accepted into colleges and universities across the country, and have received scholarships. Preparing a student for life after high school is an important goal for Reach. Students will have a wide range of course offerings to pursue their career and college plans including Advanced Placement® courses, career technical education (CTE) courses, and Technology & Engineering courses.

Innovative Feature: STEM Talent Network – Grades 6-12

While all students will have the opportunity to participate in STEM-related clubs, activities, and field trips, those middle and high school students in grades 6-12 who demonstrate exceptional talent in STEM will also have the option to join the Science and Technology Talent Network. Components of the Science and Technology Talent Network include project-based learning activities, collaborative projects, competitions, and networking opportunities devoted to fostering growth in the STEM disciplines. Membership is an ideal way for students to cultivate their burgeoning talents, enrich their academic lives, and enjoy opportunities to interact with other like-minded students and professionals. Students with advanced abilities will gain exposure to today's cutting-edge innovations through guest experts from such fields as robotics, cyber security, environmental science, and astronomy. Past experts have included a NASA engineer and a member of the FBI's Cyber Crime Taskforce. A variety of competitions and learning activities will be provided to inspire and challenge students. The following are examples of the types of activities and programs made available through the Science and Technology Talent Network:

- **RobotC Program**
  Students learn how to program a virtual Lego® Mindstorms robot in C-Based programming language by completing lessons. LiveLesson sessions provide opportunities for collaboration, sharing knowledge, and instruction. Once students' master basic coding skills and can manipulate their robots as a result of created code, they are able to engage in competitions against robots programmed by their peers.

- **The Stock Market Game**
  Students work collaboratively to invest a virtual $100,000 in stocks for an online portfolio. Students research companies and discuss stock options as well as determine how much money and in which companies to invest in order to create the most profitable portfolio. Decisions made by the team are analyzed and applied in real time using the New York Stock Exchange.

- **Website Creation**
  Students work collaboratively to build and create a website to display animal and plant pictures submitted by Connections Academy students. The website incorporates an interactive map, helping students to learn in which locations animals and plants are native. The final website will be available to all members of the Connections community.

In addition, our school will proactively reach out to community organizations with a focus on STEM, such as NASA, Carnegie Mellon University, Drexel University, Pennsylvania State University, and Johns Hopkins as well as other higher education institutions to offer opportunities to all students. It is anticipated partnerships with these organizations would offer STEM-themed field trips, LiveLesson sessions delivered by experts throughout the state, teacher professional development opportunities, or other collaborative activities.

Physical Education – Grades K-12

Reach is committed to ensuring student participate in a planned physical education program designed to optimize their physical, mental, emotional, and social development. We will ensure students are engaged in a variety of health, safety, and physical education activities. The physical education program will be aligned to state standards and will:

- Maintain physical, social, and emotional health in students by practicing healthy behaviors and goal setting;

- Be age and developmentally appropriate and be taught at each grade level; and

- Be coordinated and managed by an education professional.

To track students' day-to-day physical activities and to ensure participation, Connections developed a proprietary online "Activity Tracker" tool that enables students to personalize an electronic log to track activity type (jogging, aerobic training, flexibility training, yoga, etc.), duration, and frequency. This tracker includes activities that align to curriculum goals and state-specific standards. The activity type and time requirements auto-populate by grade and state requirements. Students choose an exercise that aligns with the activity and indicate the frequency, intensity, time, and type (FITT). As students engage in the physical activities, they input data to track their progress. Students then export their tracked activity into an Excel file and send this to their teachers in an online drop box. Teachers access the students' files to grade and provide feedback to the students on their FITT goals. These activity assessment portfolios are incorporated throughout each physical education course in grades K-12. Learning Coaches mark lessons complete for students and teachers monitor the completion of assessments and grade students based on participation and success in meeting their physical education goals. Additionally, to ensure reliability and accountability, teachers may conduct Curriculum-Based Assessments (CBA) to verify completion of physical activities, discuss their progress, give fitness tips and feedback, and differentiate instruction to meet students' needs. Activity Tracker inspires students to get active and be healthy.

Students in Grades K-2: Students will learn games and activities that require active participation and will be introduced to overall health, wellness, and safety behaviors and concepts. The games and activities that involve movement and motor skills are grouped in thematic units. There are three different options that students in grades K-2 will be able to choose from to fulfill their Physical Education requirement. These include the Personal Fitness Program, the Connections Fitness Program, and Yoga. Students will choose which program they would like to participate in and may change or add a program during the year. Students' participation and progress will be monitored through daily recordings in the Activity Tracker and discussions with the Learning Coach.

Students in Grades 3-5: Students will focus on developing a safe and healthy lifestyle which requires acquiring knowledge to make positive decisions about exercise and nutrition. There are three programs provided in these courses: the Personal Fitness Program, the Connections Fitness Program, and Yoga. Students may start with one program and choose another as they proceed through the course, or they may participate in the same program throughout the course. The curriculum includes the President's Council on Physical Fitness and Sports Tests. Students will record their results on a periodic basis and will receive the appropriate award depending on the performance level. Teachers will monitor students' participation and progress through the Activity Tracker and periodic performance tests as well as through discussions with the Learning Coach and student.

Students in Grades 6-8: Students will learn and apply the concepts and skills necessary for lifelong health, safety, and physical fitness. In the health portion of the course, students will be introduced and assessed on

various topics ranging from movement concepts to proper nutrition and fitness, as well as the skills to ensure the development of a safe and healthy lifestyle. There are three programs provided in these courses: the Personal Fitness Program, the Connections Fitness Program, and Yoga. Students may start with one program and choose another as they proceed through the course, or they may participate in the same program throughout the course. The curriculum includes the President's Council on Physical Fitness and Sports Tests. Students will record their results on a periodic basis and will receive the appropriate award depending on the performance level. Teachers will monitor students' participation and progress through the Activity Tracker and periodic performance tests as well as through discussions with the Learning Coach and student.

Students in Grades 9-12: Students may have several courses to choose from to fulfill their health and physical education credits. Teachers will monitor student participation and performance using the escalation system, the school's Grade Book, and CBAs.

- Health, Fitness, and Nutrition: This course covers first aid, the benefits of good nutrition, and the dangers of alcohol and drug use. Students learn how to evaluate their own fitness and nutritional needs and how to make changes that lead to a healthier lifestyle over the long run. Also discussed are strategies for resisting peer pressure and ways fitness can influence self-image and overall well-being.

- Personal Fitness: Students learn the proper ways to exercise and eat healthy, how to assess their fitness level, and strategies for reaching their highest possible fitness level. They have the option of learning yoga in this course.

- Physical Education: This course emphasizes self-directed activities that a student can participate in for a lifetime. This includes the option of learning and practicing yoga. Students' skill levels are measured with written assignments, class evaluations, and demonstrations of a particular skill.

- Personal Fitness II: This course looks at the aspects of living a healthy and balanced life. Students will learn the relationship between physical, mental, and social health as they explore topics including: effective communication, building healthy relationships, the effects of violence, coping mechanisms, and how to set goals. Additionally, students will learn basic first aid procedures, what to do in medical emergencies, and how to keep their homes safe. Throughout the course, students will be required to participate in regular physical activity and keep records of their activity. The student will be given a choice of three paths that place emphasis on lifelong activities as well as current fitness trends.

Field Trips – Grades K-12

Students will have the opportunity to participate in regular field trips and outings throughout Pennsylvania facilitated by program staff and Community Coordinators (parent volunteers). Reach will offer a wide range of field trips with a special focus on providing STEM-related activities when possible. Field trips provide students with additional opportunities to socialize with their peers and are designed to help both students and Learning Coaches connect to their school and to each other. Students may go on trips to museums, farms, science centers, cultural centers, and unique experiential learning opportunities throughout the state. Many of the field trips will provide STEM activities or will have assignments based on STEM themes.

While not an exhaustive list, examples include visits to:[11]

- Everhart Museum – Natural History, Science & Art – Scranton

- Loyola Science Center – Scranton

- Great Valley Nature Center – Devault

- Valley Forge National Park – Valley Forge Academy of Natural Sciences – Philadelphia

- State Museum of Pennsylvania – Harrisburg Quiet Valley Living History Farm – Stroudsburg

- Longwood Gardens – Kennett Square

- Explore & More – Gettysburg

- Carnegie Science Center – Pittsburgh

- National Aviary – Pittsburgh Field trips will also be focused on college and career readiness for the secondary students. Field trips to local universities and colleges such as Pennsylvania State University, the University of Pennsylvania, Temple University, and the University of Pittsburgh will be scheduled. In addition, it is anticipated that field trips will be organized to explore local businesses and attendance at college and career fairs.

The intent of the field trips will be mission-focused as well as focused on school and community. It will allow many of the families to connect with each other, connect with the local community, and connect with their educational goals. Reach plans to be a school with multiple "connections" throughout the state to ensure that all students are served.

Content in all Subject Areas – Grades K-12

In Appendix A, we have included course guides for the courses that may be offered in the 2016-17 school year. Course guides provide detailed information on the curriculum including course descriptions, unit summaries, lesson objectives, activities, and assessment types. In addition, in Appendix A, we include a copy of the curriculum including:

- Planned instruction (provided in the unit summary of each unit within individual Course Guides in Section A.2 of Appendix A)

- Course objectives (provided in the unit and lesson objectives within individual Course Guides in Section A.2 of Appendix A)

- Course materials (included as a spreadsheet for Reach Course Materials in Section A.4 of Appendix A)

- Activities (provided in the unit summary and lesson objectives of each unit within individual Course Guides in Section A.2 of Appendix A)

- Estimated instructional time (provided in the alignment documentation in Section A.5 of Appendix A)

- Alignment documentation in Section A.5 of Appendix A showing evidence of curriculum mapping to demonstrate that planned instruction for each course offering is aligned to:

  o Learning objectives and outcomes

  o Eligible content and assessment anchors that will be measured on the Pennsylvania state assessments

  o Pennsylvania academic standards

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[11] http://www.fieldtrip.com/pa/index.html

As shown in the Course Development and Revision Model in Figure 4, the instructional program and curriculum proposed will regularly undergo specific audit and revision by the Connections curriculum department. The curriculum is updated based on a rigorous national analysis of student performance on state testing results and school-based assessments, including individual course assessments for specific units and lessons.

Figure 4. Course Development and Revision Model
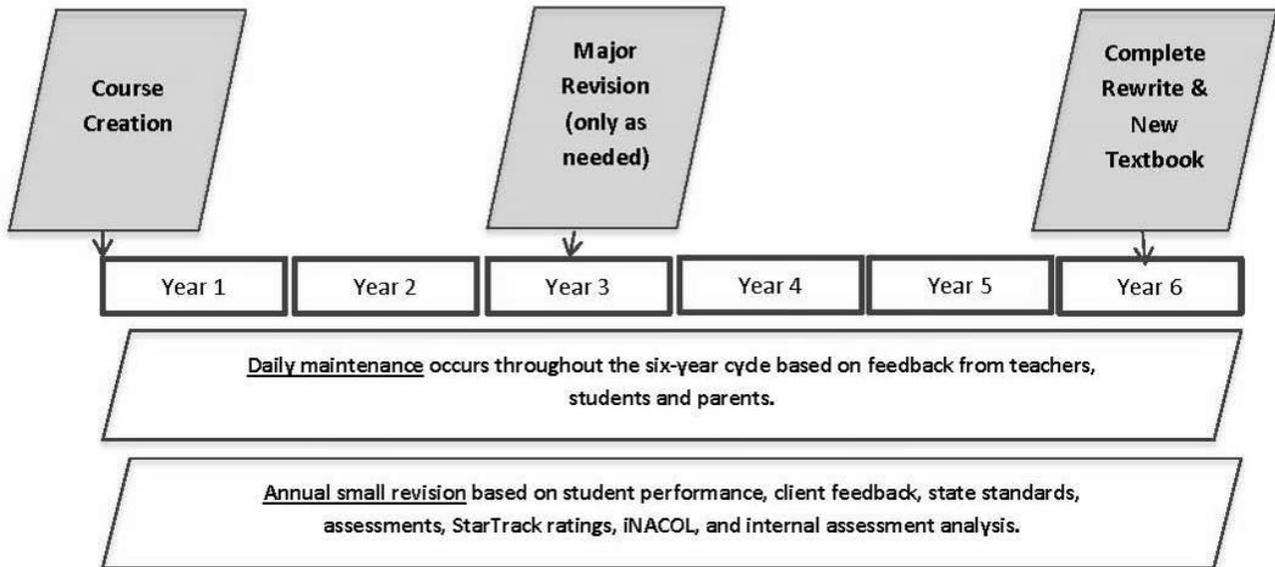
Note: Major revisions only occur as needed.

The curriculum will be regularly evaluated, upgraded, and enhanced based on the needs of students and schools supported by Connections. Annual updates will be communicated in the Program Guide as well as the website. Teacher Course Liaisons, who are experts in their curricular areas, will gather feedback from other teachers across all schools supported by Connections and work with Connections' curriculum department to make updates and revisions to the curriculum based on this input.

StarTrack Surveys

In addition, student, parent, and teacher input will be gathered on an ongoing basis via StarTrack ratings for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack rating box inviting ratings on a five-star scale and an opportunity to provide text feedback. Data gathered from this feedback will be examined carefully and acted upon by school staff and by Connections. Since the StarTrack rating tool was launched, parents and students in schools supported by Connections have provided more than one million lesson ratings. For the 2014-2015 school year, 913,103 lesson ratings were submitted by parents and students attending schools supported by Connections with an average rating of 4.21 out of five stars.

End of Course Surveys

Connections' End of Course surveys provide students with an opportunity to reflect on their experience taking the courses. The surveys provide teachers and Connections staff with critical feedback to improve instruction, and courses. The surveys also provide valuable information about how students feel about their own learning.

The surveys consist of questions rated on a Likert scale and free response questions. The surveys are divided into the following topic areas:

- My Course: Students comment on the course material and assessments.

- My Teacher: Students comment on the instructional practices of their teacher.

- My Learning: Students reflect on their own learning style and degree of engagement in the course.

There are separate surveys for grades K-2, 3-5, and 6-12. Surveys are administered online via a web-based survey tool. Student responses to surveys are anonymous. Students complete one set of survey questions for each course they are in and surveys are conducted near the middle of the year and at the end of the school year. Teachers can use results to inform their teaching practices. Results at the course level are used to help drive improvements in course content.

Parent Satisfaction Surveys

In addition, the results of parent satisfaction surveys will be used to drive improvements to the curriculum, instruction, and program. The results will be analyzed and an annual report presented to the Board and/or Lead School Administrator.

Accreditation

Connections Academy is a division of Connections Education LLC, which is accredited by AdvancED, a non-profit organization operating three regional accrediting agencies and trusted partner to 32,000 school and school systems across the United States and 70 countries.[12] In July of 2015, AdvancED re-accredited Connections Education LLC for another five-year term. Connections Education's AdvancED accreditation scores significantly exceeded AdvancEd's average scores for the 32,000+ schools and corporations they accredit. Connections Education received many commendations from the review committee. The following quotes are from the visiting team's exit report:

- *"A culture and commitment focused on student learning permeates throughout the Connections Education organization."*

- *"The corporation embodies a culture of collaboration that exists throughout all aspects of the corporation and schools."*

- *"Connections Education's quality assurance processes and data-driven culture leads to systemic, systematic, and sustainable continuous improvement."*

Connections is proud of the recognition of its focus on student learning and collaboration, and that the AdvancED team found that Connections truly embodies a culture of continual improvement. It is also excited about collaborating with Reach because of the Board's focus on student learning.

Reach will apply for accreditation, most likely through the Middle States Association of Colleges & Schools (MSA). Connections will support the school with the process of accreditation. Accreditation through an accrediting body such as MSA is a diagnostic process to stimulate and guide continuous improvement, with a focus on teaching and learning, leadership capacity, and the effective use of resources.

Many Connections high school courses are also approved by the National Collegiate Athletic Association (NCAA) Eligibility Center through a rigorous, approval process to meet requirements for initial-eligibility for

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[12] Accreditation agency serving 32,000 public and private schools and districts http://www.advanc-ed.org/

college athletes, as shown at the following URL:
http://www.connectionsacademy.com/Portals/4/ca/documents/pdfs/1516-NCAA-Approved-Course-List-072315.pdf

This information is also included in Appendix B of this application.

Once Reach is open and has its own CEEB code, Connections will work with the school leadership on adding the school to the Connections Academy district, which will then allow Reach to have the same list of NCAA-approved courses as other schools supported by Connections. NCAA course approvals ensure student athletes have access to the college-preparatory curriculum they need to achieve both their athletic and academic dreams.

History of Student Success Using the Educational Program

The Board reviewed the college and career data from schools supported by Connections and concluded the following:

- Cyber learning is accepted at higher education institutions across the country.

- Colleges and universities have partnered with Connections across the country, vetting both the curriculum and the teachers for academic rigor for dual credit courses in states where dual credit is accepted.[13]

- Students graduating from schools supported by Connections are receiving a high level of scholarship awards for their preparation for college.

- Students attending schools supported by Connections have demonstrated academic achievement on SAT, ACT, and AP assessments.

- Schools supported by Connections focus on college and career readiness through curriculum and support services.

- Schools supported by Connections have a diverse student population with a variety of college and career goals.

Colleges and universities accept students who graduate from full-time cyber schools as demonstrated in the list of college acceptances for students graduating from schools supported by Connections. As illustrated in Figure 5, graduates of schools supported by Connections have been accepted at prestigious colleges and universities such as: Bucknell University, Carnegie Mellon University, Penn State, Swarthmore, and the University of Pennsylvania. **Please note: This is just a sample of the schools, not a complete list.**

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[13] Per the Basic Education Circular 24 P.S. §17-1741-A, #18 Providing College Courses states, "Charter schools may contract with post-secondary educational institutions to provide course work as part of their curriculum. However, charter schools may only grant their students high school credit for such courses, and may not award post-secondary credit for those courses." Reach will follow all state regulations, including those in the Basic Education Circulars for Cyber Charter Schools. Should the regulations change, Reach will work to make the necessary modifications to its program.

Figure 5. College Acceptances for Graduates of Schools Supported by Connections (2014-2015 SY)

College Acceptances for Graduates of Schools Supported by Connections			
Alabama • Troy University • University of Alabama	**Arizona** • Arizona State University • Grand Canyon University • Northern Arizona University • University of Arizona	**Colorado** • University of Colorado at Boulder • University of Denver • Colorado State University	**Connecticut** • Yale University • University of Hartford • University of Connecticut

California
• California Lutheran University
• California State Polytechnic University: Pomona
• Chapman University
• Humboldt State University
	• California State University:
	  • Chico
	  • Fresno
	  • Long Beach
	  • Los Angeles
	  • San Bernardino
		• Loyola Marymount University
		• Pacific Union College
		• San Diego State University
		• Santa Clara University
		• Stanford University
		• St. Mary's College of California
			• University of California:
			  • Berkeley
			  • Irvine
			  • Los Angeles
			  • Riverside
			  • Santa Barbara
			  • Santa Cruz

Delaware • University of Delaware • Wesley College	**District of Columbia** • Catholic University of America • Georgetown University	**Florida** • Emory-Riddle Aeronautical University • Florida State University • University of Florida • University of Miami	**Georgia** • Georgia Institute of Technology • Savannah College of Art and Design • University of Georgia
Hawaii • Brigham Young University - Hawaii • University of Hawaii at Manoa	**Idaho** • Boise State University • Idaho State University • University of Idaho	**Illinois** • DePaul University • St. Xavier University • University of Chicago • University of Illinois at Chicago	**Indiana** • Indiana University Bloomington • Purdue University • University of Notre Dame • Valparaiso University
Iowa • Drake University • Iowa State University • University of Iowa • University of Northern Iowa	**Kansas** • Kansas State University • Pittsburg State University • University of Kansas	**Kentucky** • Belllarmine University • Murray State University • University of Kentucky	**Louisiana** • Louisiana State University in Baton Rouge • Loyola University New Orleans • University of New Orleans
Maryland • John's Hopkins University • Mount St. Mary's University • Towson University • Washington College	**Massachusetts** • Boston College • Lesley University • Northeastern College • Tufts University	**Michigan** • Central Michigan University • Ferris State University • Michigan State University • University of Michigan	**Minnesota** • Macalester College • Minnesota State University Mankato • Northwestern College • University of Minnesota: Twin Cities
Missouri • Saint Louis University • University of Missouri: Kansas City	**Montana** • Montana State University: Bozeman • Rocky Mountain College	**Nebraska** • University of Nebraska – Lincoln	**Nevada** • University of Nevada: Las Vegas
New Hampshire • Plymouth State University • University of New Hampshire	**New Jersey** • Rutgers, The State University of New Jersey • Seton Hall University	**New Mexico** • New Mexico State University • Santa Fe University of Art and Design	**New York** • Cornell University • New York University • Pace University • St. John's University • SUNY at Stony Brook • Syracuse University
North Carolina • Elon University • North Carolina State University • University of North Carolina at Chapel Hill • Wake Forest University	**Ohio** • Bowling Green State University • Denison University • Kent State University • Kenyon College • Oberlin College • Ohio State University: Columbus Campus	**Oklahoma** • Oklahoma State University • University of Oklahoma	**Oregon** • Lewis & Clark College • Oregon State University • Portland State University • Reed College • University of Oregon • University of Portland • Western Oregon University

College Acceptances for Graduates of Schools Supported by Connections

Pennsylvania	Rhode Island	South Carolina	Tennessee
• Bucknell University • Carnegie Mellon University • Penn State • Swarthmore • University of Pennsylvania • University of Pittsburgh at Pittsburgh	• Brown University • Rhode Island School of Design • University of Rhode Island	• Charleston Southern University • Clemson University • Coastal Carolina University • Furman University • The Citadel • University of South Carolina	• Belmont University • East Tennessee State University • Lee University • Milligan College
Texas	**Utah**	**Vermont**	**Virginia**
• Baylor University • Southern Methodist University • Texas A&M University • University of Houston • University of Texas at Dallas • University of Texas at San Antonio	• University of Utah • Utah State University • Westminster College •	• St. Michael's College • University of Vermont	• George Mason University • Lynchburg College • Virginia Commonwealth University • Washington and Lee University
Washington	**West Virginia**	**Wisconsin**	**Wyoming**
• Gonzaga University • Seattle Pacific University • Seattle University • University of Puget Sound • Washington State University	• American Public University • West Virginia University	• Carthage College • University of Wisconsin-Milwaukee	• University of Wyoming

Schools in blue were rated as "most competitive" or "highly competitive plus" by Barron's 'Profile of American Colleges' (2013 edition)

SAT and ACT

Across the country, students enrolled in schools supported by Connections have performed well on SAT and ACT exams.

SAT Performance

In the 2013-2014 school year, a total of 696 students in schools supported by Connections took the SAT test, earning on average a combined score of 1521, thus exceeding the national average score of 1497. Students performed above the national average on both the reading and writing portions of the test, while scoring slightly below average on the Math portion, as illustrated in Figure 6. In addition, performance on the SAT at Connections supported schools has shown slight increases for the past several years.

Figure 6. SAT Performance of Students in Schools Supported by Connections in 2013-2014
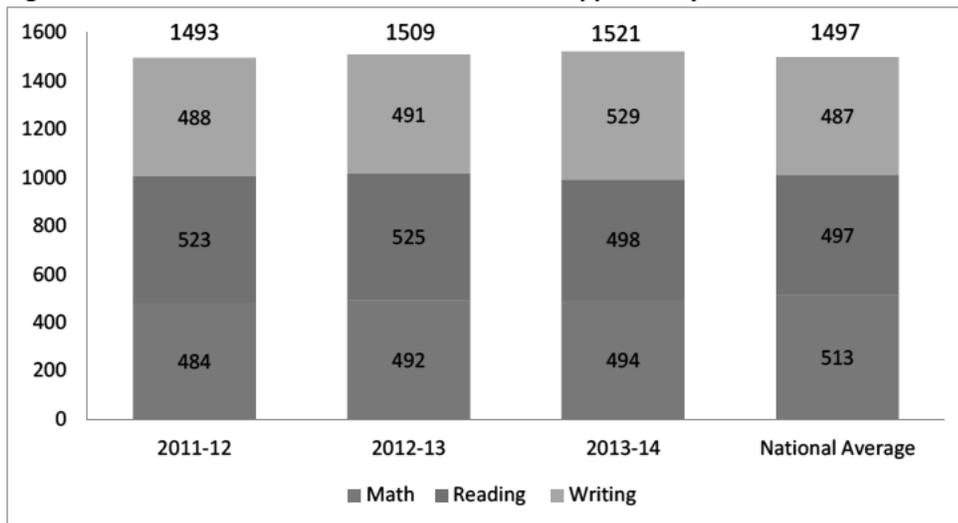
ACT Performance

The ACT test was the college prep test most taken by students in schools supported by Connections. A total of 989 students took the ACT during the 2013-2014 school year and earned on average a composite score of 21, thus meeting the national average. Students met or exceeded the national average on all portions of the ACT exam with the exception of the math portion, as illustrated in Figure 7.

Figure 7. ACT Performance of Students in Schools Supported by Connections in 2013-2014
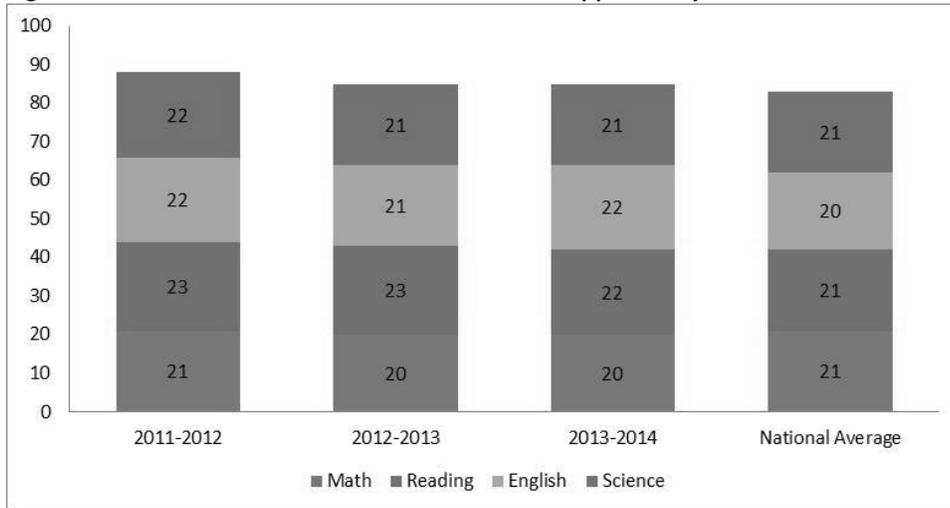
Scholarships

Graduates of schools supported by Connections earned over $18 million in scholarships in the 2013-2014 school year, more than doubling the amount awarded the previous school year. There were a total of 2,854 graduates who earned scholarships, averaging $6,310.26 per graduate. Figure 8 represents the growth in scholarship award totals for students graduating from schools supported by Connections.

Figure 8. Growth in Scholarship Award Totals for Students Graduating from Schools Supported by Connections
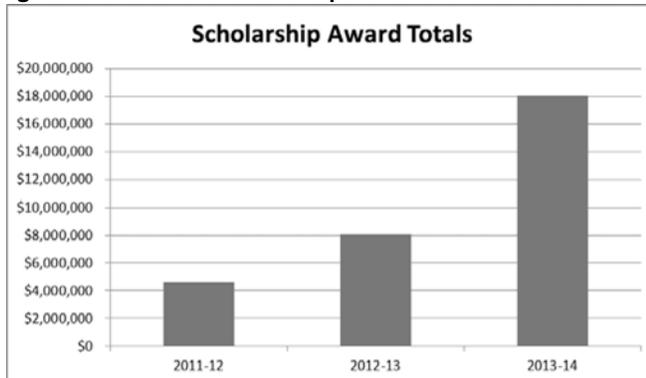
Post-Graduation Plans

Many students enter high school with a variety of college and career pathways. Figure 9 examines the post-graduation plans of graduates of schools supported by Connections as reported by students working with their school counselors. The majority of students have plans to enter into two- or four-year colleges but many also have plans for a career, vocational training, or the military.

Figure 9. 2013-2014 Post Graduation Plans of Students enrolled in Schools Supported by Connections
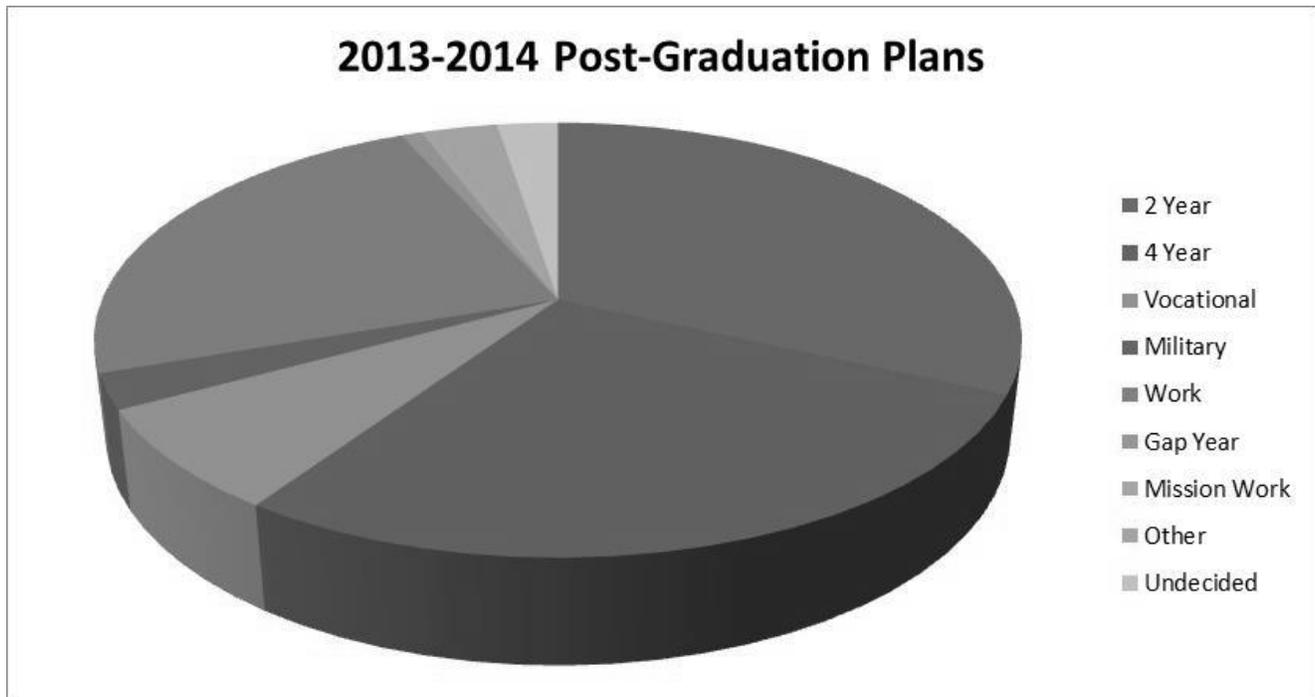
Performance Data from Schools Supported by Connections

Schools supported by Connections are committed to quality and high levels of student learning. The 2013-2014 state standardized performance results illustrate continual improvement in student academic achievement and overall school ratings. Results often meet or exceed statewide levels of performance particularly in reading.[14] Schools supported by Connections are committed to improved math performance, and a comprehensive initiative has been implemented that includes curriculum and instruction, data analytics and assessment, and research and support programs. All results noted are those publicly reported by the states on their standardized tests and are not based on Connections' internal measures. Highlights from the 2013-2014 school year include:

School Ratings (Based on State Accountability Rating Systems)

- Arizona Connections Academy (ACA) – Received a grade of "B"
- Nevada Connections Academy (NCA) – Received a four-star rating for middle school (highest rating is five stars)
- Oregon Connections Academy (ORCA) – Received a level four rating for growth (second highest rating)
- South Carolina Connections Academy (SCCA) – Exceeded state's expectations in performance for Elementary and Middle School Grades; highest rated virtual charter school in South Carolina (Federal ESEA rating data) - the only virtual charter school to meet the state's expectations on the Federal ESEA rating system for the past three consecutive years
- Texas Connections Academy @ Houston (TCAH) – Met Standard (81% of indicators met); highest rated virtual program

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[14] Based on the overall percentage of enrolled students in the program rated as proficient or above on state standardized tests

State Tests – Achievement Highlights

- **Reading:**
  - Arizona Connections Academy (ACA) – Exceeded or equivalent to statewide performance at all tested grade levels
  - Colorado Connections Academy (ColoCA) – Exceeded or was equivalent to statewide performance at 7 out of 8 tested grade levels
  - Indiana Connections Academy (INCA) – Exceeded or was equivalent to statewide performance at all tested grade levels
  - Louisiana Connections Academy (LACA) – Exceeded or was equivalent to statewide performance at 7 out of 8 tested grade levels
  - Nevada Connections Academy (NCA) – Exceeded or was equivalent to statewide performance at all tested grade levels
  - Ohio Connections Academy (OCA) – Exceeded or was equivalent to statewide performance at all tested grade levels; Exceeded the Ohio state standard (75.0% proficiency) at 6 out of 7 tested grade levels
  - South Carolina Connections Academy (SCCA) – Exceeded or was equivalent to public school students statewide at 7 out of 8 tested grade levels
  - Texas Connections Academy @ Houston (TCAH) – Exceeded or was equivalent to public school students statewide at all tested grade levels

- **Math:**

  A significant percentage of students who enroll in schools supported by Connections are behind in math and need intensive learning supports to catch up to their grade level peers. In addition, many students start the school year at a traditional school and make the decision to enroll in a cyber school after the school year has started. Data indicates that students who enroll late often struggle to maintain their grades, which is evident in their math performance. To counteract this, schools supported by Connections are addressing math in a comprehensive manner by implementing a systematic Response to Intervention program to ensure all students are receiving timely and effective instructional support and that their performance is being actively monitored.

  - Louisiana Connections Academy (LACA) – Exceeded state in grade 8
  - New Mexico Connections Academy (NMCA) – Exceeded statewide performance in 6th Grade Math
  - Texas Connections Academy @ Houston (TCAH) – Exceeded statewide performance in 8th Grade Math
  - Utah Connections Academy (UCA) – Exceeded statewide performance in 3rd Grade Math

- **Science:**
  - Arizona Connections Academy (ACA) – Exceeds or was equivalent to statewide performance at all tested grade levels
  - Indiana Connections Academy (INCA) – Exceeds or was equivalent to statewide performance at 2 out of 3 tested grade levels
  - Louisiana Connections Academy (LACA) – Exceeds or was equivalent to statewide performance at all tested grade levels
  - MTS Minnesota Connections Academy (MTSMCA) – Exceeds or was equivalent to statewide performance at 2 out of 3 tested grade levels
  - Nevada Connections Academy (NCA) – Exceeds statewide performance at all tested grade levels
  - Ohio Connections Academy (OCA) – Exceeds or was equivalent to statewide performance at all tested grade levels

- o Oregon Connections Academy (ORCA) – Exceeds or was equivalent to statewide performance at all tested grade levels
- **Social Studies:**
  - o Louisiana Connections Academy (LACA) – Exceeds or was equivalent to statewide performance at 5 out of 7 tested grade levels
  - o Ohio Connections Academy (OCA) – Exceeds statewide performance at all tested grade levels; Exceeds the Ohio state standard (75.0% proficiency) at all tested grade levels
- **Writing:**
  - o Ohio Connections Academy (OCA) – Exceeds statewide performance at all tested grade levels; Exceeds the Ohio state standard (75.0% proficiency) at all tested grade levels
  - o South Carolina Connections Academy (SCCA) – Exceeds or was equivalent to statewide performance at 4 out of 6 tested grade levels

Year-over-Year Academic Performance Improvement (compared to 2012-2013 school year)

- **Reading/English-Language Arts:**
  - o Louisiana Connections Academy (LACA) – Improved performance in 5 out of 8 tested grade levels
  - o Georgia Connections Academy (GACA) – Improved mean scale score in 4 out of 6 tested grade levels
  - o South Carolina Connections Academy (SCCA) – Improved mean scale score in 5 out of 6 tested grade levels

- **Math:**
  - o Arizona Connections Academy (ACA) – Improved performance in 4 out of 7 tested grade levels
  - o Louisiana Connections Academy (LACA) – Improved performance in 4 out of 8 tested grade levels
  - o Ohio Connections Academy (OCA) – Improved performance in 5 out of 7 tested grade levels
  - o Oklahoma Connections Academy (OKCA) – Improved performance in 3 out of 6 tested grade levels
  - o South Carolina Connections Academy (SCCA) – Improved mean scale score in 5 out of 6 tested grade levels
  - o Indiana Connections Academy (INCA) – Improved performance in 4 out of 6 tested grade levels
- **Science:**
  - o Indiana Connections Academy (INCA) – Improved performance in 2 out of 3 tested grade levels
  - o Ohio Connections Academy (OCA) – Improved performance in 2 out of 3 tested grade levels
  - o Oklahoma Connections Academy (OKCA) – Improved performance in both tested grade levels
- **Social Studies:**
  - o Louisiana Connections Academy (LACA) – Improved performance in 4 out of 7 tested grade levels
- **Writing:**
  - o Arizona Connections Academy (ACA) – Improved performance in 3 out of 4 tested grade levels

Sustained Excellence (2012-13 and 2013-14 school years)

- **Reading/English-Language Arts:**
  - o Arizona Connections Academy (ACA) – Exceeded statewide proficiency in 6th Grade and for 2nd Year High school Students for 2012-13 and 2013-14
  - o Colorado Connections Academy (ColoCA) – Exceeded statewide proficiency in 4th Grade for 2012-13 and 2013-14

- o Indiana Connections Academy (INCA) – Exceeded statewide proficiency in the English 10 End of Course Assessment for 2012-13 and 2013-14
- o Louisiana Connections Academy (LACA) – Exceeded statewide proficiency in 5th Grade, 6th Grade, and the English 2 End of Course test for 2012-13 and 2013-14
- o Nevada Connections Academy (NCA) – Exceeded statewide proficiency in 4 out of 7 tested grade levels for 2012-13 and 2013-14
- o Ohio Connections Academy (OCA) – Exceeded statewide proficiency in 10th Grade for 2012-13 and 2013-14
- o South Carolina Connections Academy (SCCA) – Exceeded statewide proficiency in 6th Grade and 7th Grade for 2012-13 and 2013-14
- o Texas Connections Academy at Houston (TCAH) – Exceeded statewide proficiency in 5th Grade and 8th Grade for 2012-13 and 2013-14

- **Math:**
  - o Texas Connections Academy at Houston (TCAH) – Exceeded statewide proficiency in 5th and 8th Grade for 2012-13 and 2013-14

- **Science:**
  - o Arizona Connections Academy (ACA) – Exceeded statewide proficiency in 8th Grade for 2012-13 and 2013-14
  - o Louisiana Connections Academy (LACA) – Exceeded statewide proficiency in 5th, 6th, and 8th Grade for 2012-13 and 2013-14
  - o MTS Minnesota Connections Academy (MTSMCA) – Exceeded statewide proficiency in 5th Grade for 2012-13 and 2013-14
  - o Nevada Connections Academy (NCA) – Exceeded statewide proficiency in 3 out of 3 tested grade levels for 2012-13 and 2013-14
  - o Oregon Connections Academy (ORCA) – Exceeded statewide proficiency in 5th Grade for 2012-13 and 2013-14

- **Social Studies:**
  - o Ohio Connections Academy (OCA) – Exceeded statewide proficiency in 10th Grade for 2012-13 and 2013-14

- **Writing:**
  - o Ohio Connections Academy (OCA) – Exceeded statewide proficiency in 10th Grade for 2012-13 and 2013-14

Performance on National Tests - ACT®, SAT®, and Advanced Placement® (AP)

- **ACT® – National Average Composite was 21 – Schools supported by Connections that Exceeded the National Average and their Scores:**
  - o Capistrano Connections Academy (CapoCA) – Average Composite was 23
  - o Indiana Connections Academy (INCA) – Average Composite was 23
  - o Kansas Connections Academy (KCA) – Average Composite was 22
  - o MTS Minnesota Connections Academy (MTSMCA) – Average Composite was 23
  - o Ohio Connections Academy (OCA) – Average Composite was 23
  - o South Carolina Connections Academy (SCCA) – Average Composite was 22
  - o Texas Connections Academy @ Houston (TCAH) – Average Composite was 24
  - o Wisconsin Connections Academy (WCA) – Average Composite was 22

- **SAT® – National Average was 1,497 – Schools supported by Connections that Exceeded the National Average and their Scores:**
  - Arizona Connections Academy (ACA) – Average Student Score was 1,597
  - Capistrano Connections Academy (CapoCA) – Average Student Score was 1,598
  - Georgia Connections Academy (GACA) – Average Student Score was 1,537
  - Great Lakes Cyber Academy (GLCA) – Average Student Score was 1,537
  - Indiana Connections Academy (INCA) – Average Student Score was 1,626
  - Nevada Connections Academy (NCA) – Average Student Score was 1,535
  - Ohio Connections Academy (OCA) - Average Student Score was 1,577
  - Oregon Connections Academy (ORCA) – Average Student Score was 1,575
  - South Carolina Connections Academy (SCCA) – Average Student Score was 1,525
  - Texas Connections Academy @ Houston (TCAH) – Average Student Score was 1,548

- **AP® – National Average of Scoring 3 or Higher was 65.7%. Schools supported by Connections that Exceeded the National Average and their Scores:**
  - California Connections Academy @ Ripon (CalCAR) – 74.1% of Students Scored 3 or Higher
  - Colorado Connections Academy (ColoCA) – 66.7% of Students Scored 3 or Higher
  - Oregon Connections Academy (ORCA) – 85.7% of Students Scored 3 or Higher

B.	*Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Provide a projection of the number and type of special education programs that will be operated directly by your charter school or through contracts. Provide a projection of the number and type of related services that will be provided directly by the charter school or through contracts.*

Students with Disabilities

Special Education policies and procedures are included in Appendix C. Appendix C also includes a list of 140+ vendors throughout Pennsylvania that the school may contract with as the need arises.

Reach will have an open enrollment policy: any eligible public school student in the Commonwealth of Pennsylvania can attend. The school will not discriminate in its admissions policies or practices on the basis of geography, intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, test scores, disabilities, etc.

As a public school, Reach will comply with 22 PA. Code Chapter 711-Charter School and Cyber Charter School Services and Programs for Children with Disabilities and with the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C.A.§§ 1400 et. seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504) and the Americans with Disabilities Act. Reach will provide a free appropriate public education (FAPE) to children with disabilities, even if such children are progressing from grade to grade, including, but not limited to, identifying, evaluating, and planning educational programs, and implementing placements in accordance with those Acts. Reach is prepared to serve as a Local Education Agency (LEA).

Connections will support the delivery of special education and related services at Reach. Schools supported by Connections have demonstrated success with special needs populations and ELL populations nationally. Connections has extensive experience supporting a cyber school in Pennsylvania and throughout the United States. This experience includes contracting with more than 150 related service providers in Pennsylvania during the 2014-15 school year. Reach anticipates enrolling a population of students consisting of

approximately 16% of students having IEPs and an additional 3% of students having 504 plans. (The budget is based on 13% of students having IEPs in Year 1, 15% in Year 2, 17% in Year 3, and 19% in Years 4 and 5.) It is expected that approximately 25% of students with disabilities will receive one or more contracted related services. These estimates are based upon Connections prior experience supporting a statewide cyber school in Pennsylvania. Reach anticipates that the needs of the students will result in approximately 72% of the students being served by itinerant services, 18% supplemental services, and 10% full-time services. Reach expects to enroll students across disabilities. Based on prior experience, the expected percentage of students with specific disabilities is provided in Figure 10.

Figure 10. Breakdown by Disability Type

Disability Type	Percent
Specific Learning Disability	44%
Other Health Impaired	15%
Autism	13%
Emotionally Impaired	11%
Speech language Impaired	10%
Mental Retardation/Intellectual Disability	5%
Multiple Disability	1%
All other disabilities	1%

Procedural Safeguards Notice

Parents of children who receive or who may be eligible for special education services have rights under IDEA 2004. The *Procedural Safeguards Notice* provides a detailed explanation of those rights. Reach will give parents a copy of the *Procedural Safeguards Notice* and the explanatory *Procedural Safeguards Letter* at least once each school year. Parents can also obtain a copy of the *Procedural Safeguards Notice* from Reach at any time. An additional document will be available to help parents to better understand the Notice document. *The Parents' Rights: Understanding the Procedural Safeguards Notice* provides a summary of those rights. Parents will also receive the Parents' Rights documents upon initial referral or upon the parents request for an evaluation and in accordance with discipline procedures when a change in placement occurs.

Surrogate Parent

As part of the IEP process, Reach will recognize a qualified adult must participate as the "parent" (34 CFR 300.30) for the student. A surrogate parent is someone who acts on the child's behalf in matters relating to the identification, evaluation, educational placement, and provision of FAPE to the child. A surrogate will be appointed and trained on how to participate and make decisions on the child's behalf in the following situations: a biological, adoptive, foster, parent, or guardian are not available; a grandparent or step parent with whom the child lives or a person who is legally responsible for the child is not available; the child is an unaccompanied homeless youth.

Reach will have a method in place to secure a surrogate when needed. When it is determined that a student is in need of a surrogate parent, the surrogate will be appointed within 30 calendar days. Reach will maintain a pool of trained parent surrogates and may collaborate with Intermediate Units (IUs) when additional surrogates are needed.

Reach will not allow the following persons to be appointed as a surrogate parent: employees of an agency already involved in the care or education of the student; school employees; or persons with a potential conflict of interest.

Identifying Students and Child Find

As a cyber school in Pennsylvania, Reach will be bound by the Child Find requirements of Chapter 711 of the Pennsylvania School Code, "Charter School and Cyber Charter School Services and Programs for Children with Disabilities," as well as the requirements of IDEA 2004, Section 504 of the Rehabilitation Act of 1973, and the Family Educational Rights and Privacy Act (FERPA). The school's Director of Special Education will serve as the Child Find Coordinator and provide Child Find information to school staff, parents, and state and local organizations and agencies. These efforts will include compliance with the special education referral process, providing professional development to staff and Student Support Team (SST), participating in the Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) process, including universal screening procedures, creating and maintaining written policies and procedures related to Child Find, and involvement in public awareness activities related to Child Find of implementation of students enrolled in Reach. In addition to the Child Find procedures, the staff will provide a Student Assistance Program to supplement these efforts.

Pre-referral/Referral/Initial Evaluation

Students may be referred for special education evaluation by their parents, teacher, or the SST. The SST, consisting of general education teachers, intervention specialists, and school administrators will regularly review struggling students. The SST will consult with the parents and address struggling students' needs through the MTSS/RtII process. With parental consent, the teacher will implement and document interventions and the student's response to interventions. The student's responses to MTSS/RtII efforts are used as one data metric in the determination of special education eligibility. These interventions will not be used to delay or deny a parent-requested special education evaluation.

When a parent requests a special education evaluation, the process will occur concurrently with the MTSS/RtII process if the student is in need of academic intervention. Reach will respond to the parent within ten days with the Permission to Evaluate-Request (PTE-Request) form and will send Permission to Evaluate-Consent (PTE-Consent) form to gain the parent's permission to evaluate. This form outlines the reason for the special education evaluation referral and lists the assessments that will be used. Parental input and any outside evaluations will also be collected during the evaluation process. Parental rights will also be provided during this process by providing the parents with *Parents' Rights: Understanding the Procedural Safeguards Notice*, the *Procedural Safeguards Notice*, and the explanatory *Procedural Safeguards Letter*.

The special education evaluation will be coordinated with the parent and an evaluator in close proximity to the student and completed within 60 days of Reach's receipt of signed PTE-Consent form. Once the evaluation is complete, the parents will join an interdisciplinary team meeting to review the assessment results and determine the student's eligibility for special education, completing an Evaluation Report (ER). If the student is found eligible for special education, Reach will convene a meeting to develop the student's Individualized Education Plan (IEP) with the IEP Team. The IEP Team will meet within 30 days after the completion of an Evaluation Report (ER). The IEP Team will include all required members including the parents.

Allowing for Differences in English Language Skills and Ethnic Background

Evaluations must take into account the child's English language skills and ethnic background to ensure that the testing and evaluation will not be unfair for children of any race or culture. Tests must be given in the native language or mode of communication that is most likely to give accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible. Evaluations also must take into account the child's disability to make certain the test measures what it is supposed to measure. For example, a child with a severe visual impairment should be provided with appropriately-sized testing materials to accommodate for his disability.

School Professional Development Related to Child Find

The school's Director of Special Education and SST leader will provide the entire Reach staff with Child Find training and compliance progress updates. At the start of the school year, the staff will be provided training on documenting information received by parents regarding special education evaluation requests, including timelines and the importance of timeliness in responding and alerting the Reach special education team. Subsequent professional development for school staff will include how to interpret universal screening results, intervention processes and results, as well as measures of compliance with Pennsylvania Special Education Evaluation Timelines.

The Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) Team

Special education will be represented in the MTSS/RtII process, providing guidance to the team on specific instructional and behavioral approaches for students. The special education team member will ensure that students are referred for special education in a timely manner, engaging parents in the process. As a member of the team, the special educator will verify that the struggling student has received appropriate instruction and that the student's difficulties are not related to Limited English Proficiency. Data related to academic achievement, behavior concerns, intervention results, and academic progress will also be reviewed.

Universal Screening

Reach will administer universal screening instruments including the LEAP and DIBELS assessments to identify students in need of instructional interventions and, potentially, special education evaluation. Systemic screening of students will be ongoing and will lead to identification, location and evaluation of those needing special education services. The special education staff will be thoroughly trained to understand their responsibilities concerning Child Find. Consistent with Child Find, parental notification activities will be combined with screening at the time of student enrollment and throughout a student's educational process. Initially, parents will be provided with a questionnaire about their student's learning styles and functional abilities. These responses will then be reviewed and validated through screening tools used by the special education staff.

Screening procedures will include but are not limited to ongoing analysis of the student's response to instruction; performance on state wide assessments; reviews of enrollment records, health records and transcripts/report cards. The screening activities will also include hearing and visions screens to be completed by the school nurse or a private physician as mandated under the Pennsylvania School Code.

Written Policies and Public Awareness Related to Child Find

Reach's statement about Child Find will be accessible to the general public and will be located on the general school public website as well as through banner messages on homepages within Connexus. In addition, all families enrolled in Reach will 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* will also be provided in all locations.

Disproportionality

Reach will collect and examine data regularly to ensure disproportionality is not evident in the areas of identification, academic settings and placements, and disciplinary measures. In addition to cultural sensitivity and awareness training, the following practices will be implemented to ensure students are found eligible for special education services without unjust bias:

- Evaluations will be administered by trained and licensed personnel.

- More than one single measure or assessment will be used to determine a disability.

- Evaluations will not be discriminatory or racially/culturally biased.

- Evaluations will take into consideration the child's English language skills, including ethnic background.

- Evaluations will be administered in the child's native language, or mode of communication.

If there is any evidence of disproportionality, the school will review, and revise if needed, all procedures and policies that may be contributing.

Reevaluation

Reach will remain in full compliance with regulations requiring triennial special education reevaluations to determine continued eligibility and need for special education services. Prior to conducting the reevaluation, the IEP Team will meet to discuss the need for reevaluation, review existing data, and determine additional data needed to best meet the needs of the student. The review of existing data will be documented in the Reevaluation Report (RR) form. If the team agrees that a reevaluation is needed, the school will then issue a Permission to Reevaluate-Consent (PTR-Consent) form to obtain signed parental consent for reevaluation. Reach will not proceed with the reevaluation without parental consent and will make every attempt to receive consent.

Reach will complete all reevaluations within the 60 days of the receipt of signed parental consent, as required by Pennsylvania statute. Reevaluations will be conducted by a qualified examiner at a location proximate to the child. All evaluations conducted by Reach will take a child's English Language ability and disability into consideration. Once the evaluation is complete, Reach will provide parents with a copy of the report. A multidisciplinary team will then review the report to determine continued eligibility. Once a child is found to continue to need special education services, and the RR form will be completed and provided to parents, then an IEP Team meeting will be scheduled to develop the IEP.

If the team, including the parent, agrees that reevaluation is not necessary, the school will provide the *Agreement to Waive Reevaluation* form to the parents, with reasons the reevaluation was waived. Parents must sign this form as an agreement to waive the evaluation. If parents disagree, the reevaluation must proceed. If at any time, the parent or school believes they need an assessment to benefit the child, the team can convene to discuss conducting a reevaluation. The only exception to the three-year reevaluation requirement involves students that have been identified as intellectually disabled, who must be reevaluated every two years.

If at any time, a parent believes that Reach's evaluation was not conducted properly, the parent has the right to request an Independent Education Evaluation (IEE). Following administrative policies and procedures, Reach will respond to the parent's request for an IEE using the Notice of Recommended Educational Placement (NOREP) within ten days. Reach will provide the IEE by an approved evaluator to the parent at the school's expense. The IEE results will be taken into consideration when considering eligibility for special education and the provision of FAPE.

Students who Enroll with an IEP

During enrollment families will be asked if their child has an IEP or 504 plan. Parents may provide a copy of the documents or Reach will obtain the documents. Reach will conduct IEP meetings within 30 days of enrollment for all new students to adopt the IEP, amend the IEP, or conduct an annual review. In addition to being active

participants in the IEP Team meetings, parents will be provided with Notice of Recommended Educational Placement (NOREP) detailing the decisions of the IEP Team.

IEP Team Process

Once the evaluation team has determined a child has a disability and requires special education and related services, an IEP will be developed within 30 days of the eligibility determination. From that point on, the IEP will be reviewed yearly unless a meeting prior to the annual due date is necessary. The annual IEP will be implemented within ten school days of the IEP meeting. Special Education reevaluations will be conducted every three years or more frequently if needed. If a student has an intellectual disability, the reevaluation will take place every two years or more frequently if needed. An IEP meeting will take place within 30 days of the completion of the reevaluation report. The report will be provided to the parent at least ten days prior to the reevaluation IEP meeting. If a student comes from out of state, and the disability is not recognized in the state of Pennsylvania, the school will still provide FAPE and comparable services while offering to conduct a new evaluation. The IEP Team will include all required members including:

- Parents;

- A minimum of one general education teacher;

- A minimum of one special education teacher and any related service providers;

- A designated school representative knowledgeable about the special education programs, curriculum and resources (LEA);

- Student (if turning 14 years or older during the duration of the annual IEP or if the parent wants the student to participate prior to age 14);

- A qualified person that can interpret the evaluation findings; and

- Anyone else the parent would like present at the meeting that is familiar with the child and their education.

Parents are IEP Team members and Reach will take all steps needed to ensure that one or both of the parents are present at each IEP Team.

The IEP developed will address:

- Any new evaluation reports,

- Student strengths,

- Parent input,

- Both present level academic and functional performance,

- Measurable yearly goals (and objectives if the student is alternatively assessed),

- How the disability affects progress in the general education curriculum,

- Services and programs with dates (including transportation needs),

- Progress reporting (at least quarterly during the school year) and how the progress will be evaluated,

- Participation in general education classes (and other activities) with children without disabilities,

- Accommodations (including supplementary aids and services), and

- Participation in Pennsylvania statewide testing.

The IEP Team will also examine behaviors, including how they may interfere with learning (or that of peers) and if a behavioral management plan should be created. The IEP Team will take into account if the student has limited English proficiency, communication and assistive technology (AT) needs, as well as eligibility for Extended School Year (ESY) services. If the student is transition age (14 years or older), transition assessments, annual goals, activities, and courses of study will be developed to support postsecondary goals.

Reach will hold annual reviews of the IEP, including reviewing student progress within the existing IEP, reevaluating whether the student is benefitting from the program, and creating new IEP goals. If the student is not benefitting from the program, a new IEP will be developed and changes will be recommended regarding the student's placement.

Least Restrictive Environment (LRE)

To the maximum extent appropriate, children with disabilities will be educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the general educational environment will only occur if the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. In determining the educational placement of a student with a disability, the placement decision is made by a group of persons, including the parents, and other persons knowledgeable about: the child, the meaning of the evaluation data, and the placement options. Such decision must be made in conformity with the LRE provisions of the federal regulations. In selecting the LRE, the IEP team will give consideration to any potential harmful effect on the child or on the quality of services that he or she needs. A student with a disability will not be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum. In providing nonacademic and extracurricular clubs and activities, each student with a disability will participate with nondisabled children in the extracurricular clubs and activities to the maximum extent appropriate to the needs of that student.

Reach will provide special education and related services within the Least Restrictive Environment (LRE) for all students. This includes taking into consideration supplementary aids and services, accommodations, and ESY while ensuring the student is educated with nondisabled peers, to the maximum extent possible, and making expected gains on IEP goals. The Director of Special Education will work closely with the general education teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum. Assistive Technology (AT) may include collaboration with PaTTAN AT consultants and Intermediate Unit (IU) staff, collaboration with Connections AT support staff, access to PaTTAN's short term AT loan library and AIM Center (Accessible Instructional Materials), closed captioning, speech to text, and text to speech. Connections has experience supporting cyber schools by facilitating the provision of text-to-speech and speech-to-text software, screen readers, magnification software, tablets, etc. for students with disabilities. In addition, available supports for hearing impaired students include closed captioning or American Sign Language during LiveLesson sessions. Extended School Year (ESY) will be considered by the IEP Team, at each IEP meeting, determining if potential regression over school interruptions or other relevant factors may interfere with the student's access to FAPE.

Continuum of Services and Placement

Reach will have a continuum of special education and alternative placements available to ensure FAPE is being provided in the LRE.

- Consultative support will be provided for the general education teachers to provide modifications and accommodations to the general education curriculum.

- Itinerant, supplementary or full-time special education support will be provided via the telephone, Internet, LiveLesson sessions, as well as in person depending on the needs of the student.

- Direct related service support (for example: speech-language, occupational, or physical therapy, psychological counseling,) will be provided face-to-face at the providers' locations, via computer, in homes, community sites, and therapist offices.

- Related services will include: parent training, autism support, parent groups, student support groups, and itinerant hearing or vision support consistent with the student's IEP.

- Ongoing progress monitoring will be provided for every student: including frequent and thorough review of student performance, attendance or non-attendance, and participation data as reported to the student, parent and teacher through their respective home pages.

- Every conversation (phone, WebMail message, LiveLesson session student attendance or non-attendance) and consultation with the student and/or parent as well as general education teachers will be carefully logged.

- Providers of direct/related services will be tracked with close scrutiny by the special education staff of any missed appointments or incomplete services.

- Intermediate Unit classrooms will be provided.

- Private placements will be arranged if required.

Alternative placements will be considered when the virtual environment, including the use of supplementary aids and services, accommodations, and ESY are no longer meeting the needs of the student. Alternative placements will include special classes, special schools, approved private placements, and home and hospital instruction. Connections has prior experience supporting cyber schools in facilitating placements in both Intermediate Unit (IU) schools and in private placements. Resources to support alternative placement options may include collaboration with the student's resident school district, IUs, and approved private schools (APS Directory 2015, Approved Private Schools, School Districts, and Pennsylvania IUs). Once an alternative placement is agreed upon by the team, a NOREP and Procedural Safeguards will be issued to document the team decision.

Program for Alternatively Assessed Students

Reach will provide a comprehensive program for students qualified to take Pennsylvania's alternative state assessment, PASA. To the greatest extent possible, these students will be included with their same age classmates so they may enjoy age-appropriate communication and socialization. Students participating in the alternative curriculum program may or may not have classes with their general education peers. For example, some alternative curriculum students will participate in only alternative courses, while others may participate in electives with their general education peers, in addition to their alternative core coursework. The LRE will differ for these two groups of students and is determined by each student's IEP team. The Alternative Education Program will include specially designed instruction to address each student's IEP goals as well as alternative curriculum resources. Connections will provide support for teachers and special education leaders related to data analysis and related service provision for these students.

Alternative Curriculum Resources

Compass Learning Odyssey is a third-party web-based curriculum that uses interactive lessons to engage students in instruction. Alternatively assessed students will be assigned courses within Compass Learning Odyssey at their instructional level and also receive exposure to grade level standards. Compass Learning Odyssey lessons are aligned to national standards.

Unique Learning System is an online, dynamic, standards-based curriculum specifically designed for students with special needs. Special education teachers will download monthly instructional thematic units of study.

Themes center on Science and Social Studies topics. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into special education classroom learning activities. All materials are created using SymbolStix graphics. Each lesson plan defines three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. Lesson plans are organized by chronological grade band; the high school level grade band lesson plans include postsecondary transition activities.

Special education teachers will be supported by Connections staff with the delivery of the alternative curriculum. This support will assist teachers in data analysis of student progress through the alternative curriculum as well as planning direct special education services to best meet students' needs. Special educators will also work closely with parents and Learning Coaches to design the best learning environment for alternatively-assessed students and coordinate any related services provided virtually or in the community.

Related Services

Cyber schools offer a vast range of options for the delivery of related services. Reach will contract with Connections to support the delivery of related services. Related services provided to students will include, but are not limited to:

- Speech-language services,
- Occupational therapy,
- Counseling services,
- Social work services,
- Behavior therapy,
- Special transportation,
- Physical therapy,
- Audiology services,
- Social skills,
- Autism support,
- Parent training,
- Orientation and mobility,
- Closed-captioning, and
- American Sign Language translation.

Related services will be equally accessible to all students in Pennsylvania. It is anticipated that most students receiving related services will receive a combination of speech-language services, occupational therapy services, and counseling services. As determined by the IEP Team, the student may receive these services in a cyber setting and/or face-to-face. Services will be provided face-to-face at the providers' locations, via computer, in homes, community sites, and medical offices. Decisions as to the location of service delivery will be made during the IEP team meeting with input from the parents of the student.

Students attending other cyber schools in Pennsylvania have been receiving services in both settings for many years. When the IEP Team determines that the services will be provided face-to-face, the services will be provided at a mutually convenient location for both the family and the provider. Options for locations include the student's home, the therapist's business location, libraries, community centers, and so forth. For services provided outside of the home, special transportation will be provided or the parent may choose to receive mileage reimbursement for transporting their child. In Appendix C, relevant information on contractors that

Connections has utilized during 2014-15 in support of Pennsylvania cyber schools is provided. As evidenced in Appendix C, Reach will provide related services by engaging IUs, private businesses, agencies, hospitals, adult service providers, and so forth. For each provider serving enrolled students, Reach will maintain copies of licensure and certification, background checks, etc. consistent with Pennsylvania law.

Assistive Technology

Reach will provide students with Assistive Technology (AT) as defined by IDEA 2004, 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 a child with a disability. Consistent with Pennsylvania Chapter 711, the IEP Team will consider assistive technology needs for every student with an IEP. Students attending schools supported by Connections have ready access to closed captioning and American Sign Language interpreting. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative key boards and mice, and other high- and low-tech AT devices as specified in the students' IEP.

Reach is mindful of the USDOE/DOJ/OCR Guidance related to assistive technology through "Dear Colleague" Letters in this ever-evolving area, including (1) Dear Colleague Letter (June 29, 2010) and Frequently Asked Questions concerning the obligation of colleges and universities to ensure students with disabilities have equal access to emerging technologies in education; (2) Dear Colleague Letters (May 26, 2011) to elementary and secondary education officials and postsecondary education officials and Frequently Asked Questions regarding use of electronic book readers and other emerging technologies in compliance with civil rights laws that prohibit discrimination on the basis of disability; and (3) Dear Colleague Letter (November 12, 2014) and Frequently Asked Questions concerning effective communication for students with hearing, vision, or speech disabilities in public elementary and secondary schools.

National Instructional Materials Accessibility Standard (NIMAS)

Reach will ensure timely delivery of print instructional materials in accessible formats to blind or other enrolled students with print disabilities. Reach will work with Accessible Media Providers (AMPs), such as Bookshare, to provide eligible students files in the NIMAS standard. These files are based on the international DAISY (Digital Accessible Information System) standard, essentially the DAISY/NISO (National Information Standards Organization) Z39.86 2005 standard and is required by Federal IDEA regulation. DAISY is an internationally recognized technical standard used to facilitate the creation of accessible content. These files are electronic documents created by textbook providers, submitted to AMPs, and then requested by public schools. These files will be provided to eligible students as part of the school's accessibility provision and assistive technology considerations of the students' IEP teams.

Independent Living and Life Skills

As part of Reach's postsecondary transition planning and alternative curriculum program, the school will implement independent living and life skills programming for students with IEPs. Designed to provide life skills support, this program will provide the instruction necessary for students to function independently as adults to the fullest extent possible. Independent living and life skills will be addressed in students' IEPs with appropriate transition activities and goals clearly determined and outlined after conducting thorough transition interviews and assessments with the students and their families. All goals and associated activities will be directly aligned with students' present levels. Activities may range from self-care to money management to community navigation. Frequent, regular progress monitoring and documentation of goal progress is an integral part of Reach's life skills and independent living programming. As appropriate, the team may determine that intensive interagency collaboration is needed to best meet the independent living and life skills goals.

Support for Parents of Students with Disabilities

To support the recommendations of the Pennsylvania Toolkit for Charter Schools and Cyber Charter Schools, Reach will provide specific parent engagement activities for parents of students with IEPs.

All parents have access to Learning Coach Central, a comprehensive resource for Learning Coaches in their role as they support their student's learning. Through the Learning Coach Central webpage, parents can access training, resource sessions, tips, and connect with other parents. Additional resource sessions for parents of students with disabilities will also be accessible from the Learning Coach Central webpage. While these sessions are designed specifically for these families, they are open to all parents.

Resources and sessions specifically for parents of students with disabilities will include:

- Understanding Special Education Processes at Reach,

- How to Support Your Child's Learning Differences,

- Creating the Best Learning Environment for Your Child, and

- Your Child's Brain: A Primer on Brain Development.

Special education staff, with the support of Connections, will provide these virtual sessions quarterly to parents.

Transition

Students turning age 14 or older (or younger if appropriate) during the duration of the annual IEP will have a transition plan developed by the IEP Team. The transition plan will prepare the student to move from school to post-school activities including post-secondary education, vocational education or adult education, independent or supported employment, and, when appropriate, independent living skills or community participation. The student will be invited to join and participate in the IEP meeting. The transition plan developed will include the following: Present Level of Academic Achievement and Functional Performance, Courses of Study and Transition Activities, agency linkages, measureable annual goals/objectives, and services that the student needs to reach the goals listed in the transition plan.

The following steps will occur to engage students in the transition process:

- The IEP Team Meeting Invitation will be addressed to the student.

- The Present Level of Academic Achievement and Functional Performance will include formal and/or informal transition assessments. The assessments will be both age-appropriate and student-focused to determine the students' strengths, needs, goals and interests. The assessments selected may include, but are not limited to, the Casey Life Skills assessment, the Myers Briggs, Keys2Work, and/or PACareerZone.

- Courses of Study will be addressed by the IEP Team to ensure the student is taking courses and making sufficient progress to meet their post-secondary goals by the time the student graduates or transitions to adult services.

- Transition activities will be tied to transition goals. Depending on the student's post-secondary goals, activities may include college visitations and participation in state-wide Career Days. A vast number of agencies are available to support a student's transition plan and activities throughout Pennsylvania.

- Goals and objectives will be developed by the IEP Team and areas of focus will include education, employment, and independent living. Goals will be developed based on the transition assessment results.

- A transition specialist will monitor and support student internships and job shadow opportunities across the state by collaborating with local businesses, colleges and universities, and the PA Office of Vocational Rehabilitation (OVR). These opportunities will be based on the student's interests and transition plan. Monitoring will include observing the student in the vocational setting, providing ongoing and frequent feedback and support and, when needed, modeling skills.

For students who are graduating or reaching maximum age, a Summary of Performance (SOP) document will be created to ensure the student has personal summary information that includes all of the student's abilities and limitations summarized, recommendations for continued supports for a successful transition, and input from both the student and individuals supporting the student.

Interagency Collaboration

Reach will work with students' resident districts and intermediate units to benefit enrolled students with IEPs. Interagency collaboration will be a critical element of Reach's continuum of special education services. This collaboration will be necessary when considering related services, mental health and welfare support, postsecondary transition planning, bridging to adult services, and placement considerations. This system will not replace the school's responsibilities to serve enrolled students with IEPs; rather, this intensive interagency collaboration is designed to provide additional placement considerations to students' IEP Teams when students need full-time support. Reach will contract with resident districts and intermediate units to establish these relationships. The Reach interagency coordinator, a member of the special education team, will serve as a resource for families and as the liaison between Reach and local districts and intermediate units.

IEP Progress Reporting

Student progress on annual goals and objectives will be monitored regularly using a variety of tools. The data will be summarized and provided to the parents quarterly throughout the school year, unless the IEP Team agrees upon more frequent updates. Data collection tools may include rubric scores, curriculum based assessments, tests, portfolios or fluency probes. Data may also be accumulated during small group or one on one instruction. Teachers will chart the data collected and analyze the data points weekly to ensure the student is on track to meet the goal by the annual IEP due date. If the student is not making expected progress on the annual goals or objectives, instructional adjustments will be made accordingly in an effort to increase progress, such as increased repetition opportunities or the re-teaching of critical skills. Related service goals will also be regularly monitored and a summary included in the quarterly report provided to parents.

State Testing

All students will be expected to participate in the appropriate grade level state testing assessment. Students with an IEP in grades 3-8 will take the Pennsylvania System of School Assessment (PSSA) with accommodations (outlined in the Pennsylvania Accommodations Guidelines) to be determined by the IEP Team. For students in high school with an IEP, Keystone Exams in the areas of Algebra 1, Literature, and Biology will be administered with allowable accommodations to be determined by the IEP Team. The IEP Team may determine some students eligible to take the Pennsylvania Alternate System of Assessment (PASA) in grades 3-8 and 11, rather than the PSSA or Keystone Exams. These will typically be students with significant mental retardation/ intellectual disabilities who have met the six eligibility criteria. Allowable exceptions will be considered for students identified as English Language Learners for all required state testing assessments. All teachers and administrators administering state assessments will be thoroughly trained in test security, roles, responsibilities, chain of custody of the testing materials, and penalties of violations.

Students unable to exhibit proficiency on the Keystones exams will participate in school-led supplemental instructional services in their academic area of need. If the student is still unable to pass the Keystone Exam, he/she may complete a Project Based Assessment (PBA) that corresponds with the content of the specific Keystone Exam module. Determining eligibility for the PBA will be based on the PDE Keystone Guidelines.

Graduation and Dropout

Students with IEPs will have the right to stay enrolled through the school year in which they turn 21, or graduate with a high school diploma, whichever comes first. As with all students, Reach's goal will be for students with IEPs to graduate with a high school diploma. Reach will implement strategic initiatives with the goal of dropout prevention. These researched-based practices, such as those cited by the National Dropout Prevention Center for Students with Disabilities, will include:

- Mentoring,

- Attendance monitoring,

- Supporting parents, and

- Providing strong family and student engagement activities to help students with disabilities feel connected to their school.

Students with disabilities who satisfactorily complete a special education program developed by the IEP Team will be granted and issued a regular high school diploma. The parents or guardians will be provided with NOREP. If the parents disagree with the notice, they may begin due process by asking for an informal meeting, mediation, or a special education due process hearing.

Positive Behavior Interventions and Support[15]

Every student must be treated with respect. Reach will implement an evidenced-based, data-driven, school-wide program of positive behavioral supports to improve the academic and social outcomes of all students. This framework of Positive Behavior Interventions and Supports (PBIS)[16] includes a variety of school wide as well as individual strategies focused on teaching and reinforcing positive school engagement and behaviors. Every student will receive positive reinforcement through frequent teacher feedback and interaction.

Components of the PBIS program will include all-staff professional development related to understanding students' negative behaviors and their antecedents as well as how to use preventative measures to prevent them. When a student is in need of behavior interventions, the SST will work with school staff, parents, Learning Coaches, and the student to create positive behavior intervention plans based on data collected from interviews and observations of the student in the cyber classroom and the home, if necessary. Any prior or current behavior interventions plans will be reviewed in the process and adapted as necessary for the cyber environment. Data will be analyzed and interventions will be adapted as needed, based on that data, to determine how to modify environmental factors that may contribute to negative behaviors. Teachers and Learning Coaches will work together to support students' efforts to control their own behaviors by teaching and reinforcing self-management and helping students to identify triggers that lead to negative behaviors.

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[15] http://www.papbs.org/Home.aspx?PageID=68a5038d-36df-414f-8e1f-a78737463ace

[16] http://www.pattan.net/category/Educational%20Initiatives/Behavior/page/Pennsylvanias_Positive_Behavior_Support_Network_PAP BS.html

The PBIS framework will also include efforts related to dropout prevention. School general and special education staff will work collaboratively to monitor students at risk for dropout. These students will be targeted for additional intervention, IEPs may be updated, and families will be engaged. Of particular focus will be engagement with the community, the local neighborhood, and opportunities for service learning. Reach will have staff members dedicated to facilitating service-learning and aligning efforts with students' transition plans and postsecondary goals.

The family will be a critical part of the PBIS framework. All parents and Learning Coaches will receive support and training on creating a positive learning environment to minimize negative behaviors and reinforcing positive behaviors. The PBIS framework will be a tiered system. Therefore, when tiered interventions have been attempted for a period of time, and data reveals that behaviors have not improved, upon agreement of the parent, the student will be referred to the special education team for evaluation that may include a Functional Behavior Assessment and a Behavior Intervention Plan.

Use of Seclusion or Restraint

Reach staff will not have physical contact with students on a regular basis; however, the school will maintain a Seclusion and Restraint plan to implement if necessary during occasions when staff has contact with students during field trips, state testing, or visits to the school offices. A copy of this plan will be available to students and their families in the school handbook. Every effort will be made to avoid the need for the use of restraint or seclusion of a student. Physical seclusion or restraint will not be used except when used as a last resort and only when:

- The student's behavior poses imminent risk of injury to self or others; and/or

- Other less restrictive interventions are ineffective.

A student will never be secluded or physically restrained by a school employee who has not received extensive training by the school in the use of seclusion and restraint procedures. These strategies may be used in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.

Physical restraint or seclusion of a student may only be used for a short period of time and will be ended as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes. The use of any drug, medication, or other chemical to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health care professional) will be prohibited. An employee will never give a student any drug or medication that is not a standard treatment or dosage, or both, for the student's medical or psychiatric condition unless otherwise prescribed by a physician and only upon consent from parent.

Every instance in which seclusion or restraint is used will be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees. Immediately after the imminent risk of injury to self or others has ended, the student will no longer be physically restrained or secluded and a school employee, not involved with the seclusion or restraint, will examine the student to ascertain if any injury has been sustained during the seclusion or restraint of the student.

After each incident a debriefing procedure is followed and the incident will be documented. Reach will annually review the seclusion and restraint policy. Regular professional development and training on these procedures will be provided to school staff.

When Seclusion and Restraint Procedures Will Not Be Employed

Physical restraint and seclusion will not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and will not result in seclusion or restraint. Unless a student's destruction or damage to property creates an imminent risk of injury to the student or others, the destruction or damage of property does not itself indicate an imminent risk of injury and will not be the justification for seclusion or restraint of a student.

Time-Out

Time-out is a behavior reduction procedure in which access to reinforcement will be withdrawn for a certain period of time. Time-out will occur when the ability of a student to receive normal reinforcement in the school environment is restricted. Short time-out sessions will be both developmentally and behaviorally appropriate.

Debriefing

As soon as practical and after every instance in which seclusion or restraint is used on a student, the school administrator or designee will do the following:

- Meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion or restraint to discuss whether proper seclusion or restraint procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion;

- Direct a staff person, who was not part of the seclusion or restraint of the student, to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of restraint or seclusion; and

- Provide a copy of an incident report to the parent(s) or guardian(s) and offer the opportunity to request a meeting regarding the incident of restraint or seclusion.

Incident Documentation and Reporting

Every instance in which seclusion or restraint is used on a student will be documented in order to memorialize the events that led up the use of either seclusion or restraint. Documentation must be made on the form prescribed by the school and will include the following:

- Student's name;

- Date and time of the incident;

- Duration of any seclusion or restraint or the beginning and ending times of the restraint or seclusion, or both;

- Description of any relevant events leading up to the incident;

- Description of the incident or student behavior that resulted in implementation of seclusion or restraint including a description of the danger of injury which resulted in the seclusion or restraint;

- Description of relevant interventions used immediately prior to the implementation of seclusion or restraint;

- Summary of the student's behavior during seclusion or restraint, including a description of the restraint technique or techniques used and any other interaction between the student and staff;

- Description of any injuries to students, staff, or others or property damage;

- List of school employees who participated in the implementation, monitoring and supervision of the seclusion or restraint; and

- If applicable, a statement that intervention used was consistent with the student's most current behavioral intervention plan or IEP.

The designee will attempt to verbally report every instance in which seclusion or restraint is used on a student to the student's parent or guardian no later than the end of the school day or as soon as practical. The designee will also send written notification, as soon as practical, to the student's parent or guardian after every instance in which seclusion or restraint is used on a student.

Training

Reach will provide all school employees with training on:

- Appropriate use of effective alternatives to physical seclusion and restraint;

- Conflict de-escalation procedures;

- Positive supports and behavioral interventions techniques;

- Dangers of seclusion and restraint;

- Procedures for contacting fully-trained and certified staff when behavioral crises occur;

- Safe use of seclusion and restraint;

- Steps to avoid the use of seclusion or restraint; and

- Debriefing practices and procedures.

This training will be recurrent and will be provided to new school employees.

A core group of appropriate personnel will be trained in each building in crisis intervention techniques, which will include the use of seclusion and restraint procedures. Any member of the core group, trained in crisis intervention techniques, including the safe use of seclusion or restraint procedures, may provide training to other school employees under this plan.

Recurrent training will be provided to school employees on a regular basis at least annually.

Annual Review, Planning Process, and Oversight

A designee will be designated as the coordinator of data, planning and oversight of the use of seclusion or restraint procedures. Reach will establish a committee to conduct an annual review of all individual and program-wide data associated with this policy. The committee will review the following components related to the use of restraint:

- Incident reports;

- Procedures used during restraint, including the proper administration of specific approved restraint techniques;

- Preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of restraint;

- Documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint;

- Injuries incurred during a restraint;

- Notification procedures;

- Staff training needs;

- Specific patterns related to staff or student incidents; and

- Environmental considerations, including physical space, student seating arrangements, and noise levels.

Upon review of the data, the committee will identify any issues and/or practices that require further attention and provide written recommendations for changes in policies or practices. The committee may recommend review of the training program to ensure the most current knowledge and techniques are reflected in training curriculum.

Discipline Procedures for Students with Disabilities (Suspension and Expulsion)

Reflected in the handbook is protection of the rights of disabled students through the fair application of due process. Given the nature of cyber schooling and limited face-to-face contacts with students, suspensions and expulsions will be extremely rare.

Staff may order the removal of a student from school for disciplinary reasons to the extent the removal is applied to non-disabled students, as long as the removals do not constitute a change of placement. A change in placement occurs if the student is removed from school for disciplinary reasons for more than ten consecutive school days or if the student is subjected to a series of removals (15 cumulative school days in a school year) that constitute a pattern of removal. Decisions related to discipline and removal will be made on a case-by-case basis. Any and all decisions related to discipline and associated placement change will be documented on the NOREP and provided to parents.

If a student with a disability is removed from his/her current placement for more than ten days during a school year, the school staff will provide services to the student to the extent necessary for the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in his/her IEP. School staff may order a change of placement to an appropriate alternative setting for no more than 10 days. The extent of the student's removal for disciplinary reasons will be applied to non-disabled students if a student carries a weapon to a school function, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, or causes serious bodily injury to another person while at a school function. The interim alternative setting must enable the student to continue to progress in the general curriculum and to receive those services and modifications to enable the student to progress on the goals set out in his/her IEP.

If the school staff is considering a disciplinary action that involves changing a student's placement, a manifestation determination must be completed within ten school days of any decision to change the placement of the child with a disability. The parent and relevant members of the student's IEP Team must review all relevant information, including the IEP, teacher observations, information provided by the parent to determine if the behavior in question was a result of or had a direct substantial relationship to the student's disability or failure to implement the IEP. If the result of the IEP Team is that the behavior was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities. However, Reach will provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in his/her IEP.

After changing a student's placement for disciplinary reasons, school staff will conduct a functional behavioral assessment and convene the IEP team to develop a behavioral intervention plan; or if a behavior plan was in place it must be reviewed and modified as necessary by the IEP team.

Data Collection and Reporting for Special Education

Reach will follow the Pennsylvania Information Management System (PIMS) requirements and specifications and comply with Special Education Data Collection protocol. Templates will be submitted in the Special Education Domain as students enrolled in charter schools are reported by the charter school. The December Special Education Submission (student template and special education snapshot) will include all special education students with a valid IEP as of 12/1 of the school year. The July Special Education submission (student template and special education snapshot) will include all students that received special education services from July 1 through June 30 who exited at any time during the current school year.

Section 504 Eligible Students

Section 504 of the Rehabilitation Act of 1973, commonly referred to as §504, is a statute designed to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those of non-disabled students. An eligible student under §504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. §504 plans are typically written for students who are not receiving services under IDEA but who require accommodations and modification to their instructional program. §504 plans may also be written for students who need modified instructional materials or assistive technology due to their disability. Preexisting §504 plans will remain in place for new students and will be updated periodically. School personnel will be alert for and will identify §504-eligible students and will complete a §504 plan for each identified eligible student. Parents of students in the §504 process will be provided with Pennsylvania procedural safeguards and Parents' Rights documents.

Federal law requires all public schools to provide students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. Connections is committed to working with the schools it supports in ensuring students are provided equal access to the education program. Students with disabilities receive access through the delivery of resources and accommodations tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

English Language Learners

The English Language Learner (ELL) program at Reach will entail a teacher-implemented instructional program based upon the student's English language proficiency level, the Pennsylvania English Language Proficiency Standards (PA ELPS) for ELLs, and Pennsylvania Academic Standards. Highly qualified teachers will support ELL students through phone conferences, consultation with colleagues and Learning Coaches, and direct instruction targeting reading, writing, listening, and speaking. Continuous progress monitoring will inform the level of support each student needs. In Appendix D, we provide detailed information on the alignment of the ELL program to WIDA standards. The Applicant has also provided PDE access to and instructions for a demonstration account in Appendix D.

The school will employ one ELL Lead Teacher in Year 1 and add additional ELL teachers as needed in subsequent years. The ELL Lead Teacher will play a key role in ensuring integration of students into the school community. The ELL Lead Teacher will:

- Maintain student files,

- Screen new students for eligibility of ELL services (using the W-APT®),

- Provide instructional consultation to Learning Coaches,

- Provide direct instruction to ELL students via LiveLesson sessions and phone calls,

- Coordinate instructional planning and evaluation with the core content teachers to provide meaningful access to instruction in all content areas,

- Conduct progress monitoring throughout the school year,

- Create and implement targeted interventions based on data from progress monitoring,

- Administer the annual ELL assessment (ACCESS for ELLs®),

- Monitor exited ELL students for academic progress using state-specific criteria for two years, and

- Stay current on state legislation pertaining to ELL students.

Connections Student Services staff will provide support and professional development to the ELL Lead Teacher. Support will focus on how to address the needs of English Language Learners in the virtual environment. The Reach staff will provide the instruction; Connections will assist the staff with implementing best practices, including the Sheltered Instruction Observation Protocol® (SIOP®) model, in a virtual setting.

Identifying ELL Students and the Home Language Survey

Reach will follow Pennsylvania state procedures to identify ELL students. All incoming families will complete the Pennsylvania home language survey during the enrollment process. We have included the Pennsylvania Home Language Survey as Appendix D.

Once a student becomes enrolled, the home language survey results are reviewed. If the home language survey reveals a language other than English is spoken by the parents or the student, the student's academic records will be reviewed for additional information. Students with ELL records from other districts or states will be fully reviewed for eligibility for ELL services. Students may not be required to participate in ELL screening if they can demonstrate English language proficiency; students who meet two out of the following three criteria may be exempted from a formal Limited English Proficiency (LEP) assessment:

- Students who have final grades of "B" or better in core subject areas (Mathematics, Language Arts, and Social Studies).

- Students who have scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.

- Students who have scores of BASIC in Reading, Writing, and Math on the PSSA or an equivalent assessment from another state.

Students who have responded with a language other than English on their Home Language Survey but have never been screened for ELL services will participate in an in person screening with the W-APT®, by a trained test administrator, to identify their English proficiency level. Parents will be contacted to schedule the W-APT screening in person. The screening will take place within 30 days of enrollment (at the beginning of the school year, or within two weeks thereafter). Reach will notify parents or legal guardians of the screening test results and program placement decisions according to Pennsylvania procedures and will provide notifications in English and in a language that parents can understand, to the extent feasible.

Once identified as an English Language Learner, the student will receive instructional support based on their English proficiency level. Students identified as ELL participate in the general education English Language Arts program. Based on their proficiency level, students receive additional instruction via LiveLesson session. Students at lower English Proficiency Levels are provided daily LiveLesson sessions. The chart located in Appendix D of the application, titled "Planning Instruction and Services for ELL Students", provides information about ELL services provided by based on proficiency levels. Classes will be taught (via LiveLesson sessions) by a certified ELL teacher and will be aligned to standards and based on scientific research for English language acquisition. The ELL Lead teacher will also collaborate with the general education teachers to provide appropriate accommodations in those classes based on the student's English proficiency level.

Curriculum alignment documents, curriculum course guides, and material lists are provided in Appendix A. Appendix D includes the Planning and Instruction of ELL Students. Reach will implement the Pearson English Learning System[©] (PELS) as the basis for its ESL curriculum. The PELS program is correlated to the English Language Proficiency Standards outlined in the WIDA framework[17] and the Pennsylvania PreK-12 English Language Proficiency Standards (ELPS).[18] The PELS program directly aligns to the Pennsylvania academic and English proficiency standards through the five WIDA ELP standards:

- English Language Learners communicate for Social and Instructional purposes within the school setting.

- English Language Learners communicate information, ideas and concepts necessary for the academic success in the content area of Language Arts.

- English Language Learners communicate information, ideas and concepts necessary for the academic success in the content area of Mathematics.

- English Language Learners communicate information, ideas and concepts necessary for the academic success in the content area of Science.

- English Language Learners communicate information, ideas and concepts necessary for the academic success in the content area of Social Studies.

The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development as explained in the Pennsylvania Academic Standards and English Language Proficiency Standards. PELS meets the WIDA English Learner Proficiency Standards across content areas and curricula (and because Pennsylvania is a WIDA consortium member, these standards are also aligned to the Pennsylvania English Learner Proficiency Standards). We have provided documentation in Appendix D showing the correlation of standards to each of the PELS products.

Reach will use cumulative data points (to include student assessment scores and success rates) to conduct an annual evaluation of the ELL program each year. PELS aligns with the standard English Language Arts textbooks and provides alternative texts at the students' English proficiency levels. PELS will not supplant the regular curriculum but will supplement it and provide accessible literature to support language development for ELL students and direct instruction.

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[17] http://assets.pearsonschool.com/correlations/WIDA%20PRIME_Correlation_LC2013%20Grades%206-10.pdf

[18] http://www.pearsonschool.com/index.cfm?locator=PS2zV9&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=1662&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&&PMDbProgramID=100101&elementType=correlations&elementID=SeeAllNATL

The targeted and individualized instructional support provided in these sessions will focus on helping students attain social and academic English proficiency using the SIOP®. SIOP® is a research-based and validated instructional model that has shown to improve outcomes for English Language Learners. Connections will provide ongoing professional development to teachers on the effective use of the SIOP model in the virtual environment. The SIOP® model provides teachers with an instructional framework to plan lessons that target language skills: reading, writing, speaking, reading, and listening. SIOP® has eight components, each with a number of features. The SIOP® components are: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment. While some of these components involve before-lesson preparation, when implemented with fidelity and ongoing professional development, using the SIOP® model produces highly-interactive lessons.

Classes based on the SIOP® model will include grade level content while simultaneously promoting the development of academic language skills. In addition, the ELL Lead Teacher will work with the content teachers, Learning Coaches, and students to ensure content material is adapted and accessible for all ELL students so that they can fully participate in the core curriculum.

If the student qualifies for ELL services, Reach will assess progress in all ELL students' English proficiency and use data to drive ELL instructional decisions. All ELL students will participate in the state's annual language proficiency assessment, ACCESS for ELLs®. The ELL Lead Teacher will coordinate in-person testing of ELL students at various locations across the state within the established timeframe for Pennsylvania. These annual test results will help determine continued program placement and allow teachers to adapt content to individual student needs. All mandated state tests will be administered to ELL students as required by law.

The ELL Lead Teacher will also work with teachers, Learning Coaches, and students to adapt the core material for ELL students and provide appropriate supplemental resources, including various technologies to facilitate language acquisition. Based on Connection's previous experience supporting a cyber school in Pennsylvania, Reach anticipates the enrollment of ELL students to be less than 1%.

Reach will follow the Pennsylvania state exit criteria and timelines for exiting ELL students from the program. Students must score 5.0 in each domain (listening, speaking, reading, and writing) on the ACCESS® assessment in addition to earning a score of BASIC on the annual Pennsylvania System of School Assessment (PSSA) math or Algebra I Keystone and PSSA Reading or Literature Keystone (PSSA scores must be from the most recent academic school year), and earn a final grade of "C" or better in core subject areas of Mathematics, Language Arts, Science, and Social Studies). Reach will reference the PDE State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners for guidance on students who may have special circumstances for exiting the ELL program.

Reach will monitor ELL students for academic progress using state-specific criteria for two years after program exit. Monitoring may include periodic review of student grades, teacher observation, (using the Pennsylvania Post-Exit ELL Monitoring Forms), and/or review of local assessment or state scores. If at any time an ELL in the monitoring phase struggles to make academic progress, Reach will provide intervention within the context of the RTII/MTSS framework.

Gifted Students

The gifted education program will operate on the premise that gifted students are a diverse subsection of the general student body and thereby require additional educational opportunities for the fulfillment of their exceptional potentials. Guided by this vision of the gifted child, Reach will offer a comprehensive gifted education program that, in recognition of the gifted child's unique needs, will challenge the student, provide expanded learning opportunities, and support the student's affective needs.

At the core of our gifted education program will be a comprehensive identification and screening process. Utilizing a multiple criteria approach, students will be identified through both quantitative and qualitative measures of performance.

The identification process will begin with a comprehensive screening for giftedness. This process will take place primarily during enrollment and placement, at which time screening and identification procedures will be communicated to parents through the website, enrollment documentation, and information contained in the Student Information Form. During the placement process, parents will be informed of their student's standing through responsive communication with their academic placement advisor and/or other school personnel. Meanwhile, staff will be able to access screening and identification procedure documentation through resources hosted virtually on Connexus.

Screening for students once they are enrolled will involve a multi-level approach to identifying who exhibits exceptional performance or potential. Indicators such as parent recommendation, exceptional test scores, classroom performance, and teacher recommendations will be used to nominate students to the School Based Committee for Gifted Education (SBCGE) for evaluation and further consideration of gifted services. At least one of the following will be used for screening:

- Recommendation by parent, Learning Coach, or teacher;
- Anecdotal notes that indicate exceptional performance or potential;
- Gifted Individualized Education Plan or recommendation from the student's prior school;
- School and district administered assessments;
- Classroom performance and student portfolios;
- Nationally normed aptitude and achievement data(e.g., Advanced performance on the PSSA);
- LEAP (Connection's proprietary achievement test); and
- Connections proprietary placement test results.

An essential part of the screening process will be nominations. These nominations will be completed at any point of the year, with predesignated testing and evaluation windows determining admittance and processing of nominations. Nominations may be submitted either to the Gifted & Talented Coordinator and/or other designated administrative staff member. Once submitted, the nomination will then be evaluated by a member of the SBCGE who will collect evidence before then considering the student for formal evaluation.

At least three of the following are used for referral for formal evaluation:

- Completed nomination by either the parent and/or Learning Coach or teacher of the student,
- School and district administered assessments,
- Classroom performance and student portfolios that exhibit above grade-level performance,
- Nationally normed aptitude and achievement data,
- Connections proprietary placement test results, and/or
- Patterns of growth or upward trajectories over time based on formal and informal data.

Upon referral to the Gifted Multidisciplinary Team (GMDT), students will undergo the formal evaluation process. Reach will use both quantitative and qualitative evidence to determine whether gifted services are

required. Any student with an IQ of 130 or higher will be admitted into the gifted education program. Additionally, the following criteria will also be used to justify placement:

- Nationally normed and validated achievement tests that demonstrate a year or more above grade level achievement for the normed age group;

- Observed or measured demonstration of rapid acquisition of new knowledge;

- Work portfolios that demonstrate achievement, performance, or expertise in one or more academic areas;

- Observed or measured demonstrations of exceptional leadership ability, creative thinking, foreign language aptitude, communication skills or technology expertise;

- Connections proprietary placement test results; and

- Completed nominations by either the parent or Learning Coach or teacher of the student.

Furthermore, in recognition of the importance of equal access to gifted education programming, all formal evaluations will take into account possible confounding variables in the evaluation such as English as a second language, disabilities as defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, and/or socio/cultural factors that may influence performance.

Once identified, a Gifted Individualized Education Plan (GIEP) will be developed for each identified student. The GIEP will be developed by a team of members including one or both of the student's parents, the Learning Coach, the student if the parent chooses to have the student participate, the Gifted & Talented Coordinator, one or more of the student's current teachers, a teacher of the gifted, and other individuals that may contribute to the formulation of the GIEP. Clear communication of the purpose, time, location, and persons expected to attend will be provided to all members of the GIEP team.

The GIEP will guide and ensure successful implementation of gifted education programming. Each GIEP will contain the following:

- Statement of the student's present levels of educational performance,

- Statement of annual goals and short-term learning outcomes,

- Statement of the specially designed instruction and support services to be provided to the student,

- Projected dates for initiation,

- Anticipated frequency of interventions,

- Objective criteria and process for determining progress,

- Names and positions of GIEP team participants, and

- Date of the meeting.

All teachers who work with the student will be notified of the GIEP and will be provided guidance in its implementation. The GIEP team will convene on an annual basis, with the option for more frequent meetings if conditions warrant and/or a GIEP team member, the parent, or the student request a meeting. All procedural safeguards will be implemented as noted in the provisions of Chapter 16.

Each gifted student, once identified, will participate in Reach's comprehensive gifted education program. The gifted education program will be founded upon a customizable and adaptable gifted education curriculum that is attuned to the specific needs of the gifted child. In grades 3-8, students will have the opportunity to attend gifted and talented courses in math, science, and English Language Arts. These courses will allow students greater opportunities to interact with the teacher and other students, explore grade-level content, participate in extension projects, investigations, and activities that integrate skills and promote higher- level thinking, and to participate in individualized activities. Gifted students will also be able to choose from a wide variety of electives and club activities to supplement learning in core subjects. Reach will also offer an exclusive online version of Junior Great Books® where students will enjoy age-appropriate works and participate in online literary inquiry discussions with other high-ability students.

Gifted high school students will also have access to rigorous college preparatory curriculum and will be able to choose from dozens of Honors courses and 16 Advanced Placement® (AP) courses. Honors courses will offer advanced students opportunities to participate in extension projects, investigations, and activities that require integrated skills application and higher-level thinking. Furthermore, AP courses will allow students to engage in college-level investigation of subjects with the opportunity to earn college credit by achieving high scores on AP exams.

Along with the provision of advanced courses, the gifted education program will offer a level of flexibility that will make it possible to provide each and every gifted student a course load that is attuned to their particular strengths and interests. During the enrollment and placement process, gifted students may be placed in different curriculum levels for different subjects. For example, a sixth grader with a high aptitude in math could be placed in an eighth grade math course, while continuing to take sixth grade level courses in other subjects. This level of flexibility will allow Reach to provide an impressive level of personalization for the gifted student.

In addition to rigorous coursework, gifted students will be encouraged to apply to the Connections Talent Networks. These Talent Networks will be an additional venue for fostering students' creative and intellectual giftedness. Students specializing in STEM (as explained previously in this application), the Fine Arts, or sports will be provided the opportunity to participate in community-based activities to explore and develop their talents.

In recognition of the fact that high-quality staff is essential to a strong gifted education program, Reach will also provide multiple Gifted and Talented Professional Development courses to all teachers, counselors, and administrators. These courses will cover topics ranging from affective education to gifted student identification and will ensure that staff is well versed in the needs of the gifted student.

Academically or intellectually gifted students will thrive at Reach. The implementation of the robust Connections Gifted and Talented program for students in grades 3-8 and the Honors/AP program for high school students, along with a flexible placement system will ensure gifted students are provided the services required for the realization of their exceptional potentials.

C.	Describe the teaching methods that will be used to deliver instruction and assess academic performance. How will this pedagogy enhance student learning?

Teaching Methods

> *"It is impossible to list all of the various tasks that a virtual school teacher must accomplish on any given day, but the most important task is providing support and instruction to ensure that our students are mastering the performance standards. The curriculum is rich and interactive,… however, there will never be a curriculum written that can replace quality instruction. Our teachers spend time daily using student performance data to determine which students need direct instruction on which topics and which are able to move along without it. They are personalizing instruction in the truest sense of the word."*
>
> Heather Robinson, Principal, Georgia Connections Academy[19]

An individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. In these ways, Reach will develop students who are self-motivated, competent, lifelong learners. Reach will implement the Connections instructional model which incorporates key facets such as 1) the Learning Triad, 2) Family Connections Coordinators and Counselors, and 3) student motivation.

1) *The Learning Triad:* The Connections instructional model relies on the support of a) highly qualified teachers, b) supportive Learning Coaches, and c) a high quality, standards-aligned curriculum. The Learning Triad, consisting of these three elements, is illustrated in Figure 11. Each student will have a staff of experts, including Pennsylvania-certified teachers, working together to leverage the school's myriad resources - technological, instructional, and interpersonal - for success. Learning Coaches are also encouraged to, and typically function as, an integral part of the student's learning team.

   a) Highly Qualified Teachers - Student learning benefits from committed educators and involved parents who provide total support. Each student will have one or more certified Pennsylvania teachers specially trained in teaching in an online environment, the Connections curriculum and specific instructional methods. In each of the elementary grade levels or high school core subjects, students will be taught by a highly qualified and certified teacher with expertise in a particular grade level or content area. Teachers will work closely with each student on a one-on-one basis using innovative technology tools. The teacher will be responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, teachers will add, expand, or replace assignments; they will also grade students in each subject for the Grade Book, and make promotion or retention decisions. Depending on the needs of the learner, teacher direct contact - via telephone, LiveLesson session, and WebMail - with the student and Learning Coach may be as frequent as several times a day, and at minimum twice per week. Teachers view the student's attendance, participation, and performance on a daily basis via the Connexus teacher's home page. Teachers will not wait to be contacted; they will be proactive participants in their students' learning plans. Teachers in cyber schools often comment that they understand their students better in the cyber environment than in a traditional classroom since they work with students one-on-one.

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[19] http://www.charterconfidential.com/a-day-in-the-life-of-an-online-teacher/

All Pennsylvania charter schools must meet the requirements of Pennsylvania's charter school law, including the requirement that 75% of the charter school's professional staff hold appropriate state certification. Additionally, Pennsylvania charter schools must meet the federal law's Highly Qualified Teacher requirements. Teachers at Reach will hold at least a bachelor's degree and will demonstrate competence in the core content areas in which they teach. Federal law further provides that charter school teachers must meet the certification requirements established in the state's public charter school law, which may differ from the requirements for full state certification. In Pennsylvania, in order to be highly qualified, all charter school teachers of core content subjects at all grade levels, whether or not they hold state certification, must (1) hold at least a bachelor's degree and (2) demonstrate subject matter competence in each core content area and grade level at which they teach. To demonstrate subject matter competency, teachers can use a passing grade in the appropriate PRAXIS content area test in the subject area of their teaching assignment. Middle school and high school teachers may also demonstrate competency by having completed a content area major or a graduate degree in the subject area of their teaching assignment. Teachers with three or more years teaching experience may demonstrate subject matter competency through having attained National Board for Professional Teaching Standards (NBPTS) Certification in the core content area of their teaching assignment. Experienced teachers (i.e., one or more years of teaching experience) may demonstrate subject matter competency through completing Pennsylvania's HOUSSE programs. All special education teachers will be required to hold the appropriate certification.[20]

b) Supportive Learning Coaches —Each student has a Learning Coach (a parent, extended family member, or trusted adult designated by the parent/guardian) who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' Pennsylvania-certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but is encouraged to continue serving as an important supervisory role for the student.

c) A high quality, standards-aligned curriculum —Reach has selected the Connections curriculum. The curriculum meets the requirements of 22 Pa. Code Ch.4 (relating to academic standards and assessment) and will meet subsequent regulations promulgated to replace 22 Pa. Code Ch. 4. The Connections curriculum is fully aligned to the Pennsylvania Academic Standards. The developmentally appropriate curriculum increases its integration of technology as students advance through the grades.

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[20] Pennsylvania Department of Education, *Charter School Highly Qualified Teacher Requirements*, February 2007

Figure 11. Learning Triad

OUR LEARNING TRIAD
A Seamless Combination

LEARNING COACHES

typically support and motivate students and monitor schedules. Parents/Learning Coaches are also encouraged to communicate and collaborate with teachers.

CURRICULUM

delivers engaging, interactive content, multimedia tools, and superb resources. It also provides teachers continuous information on students' progress.

conneXus®

education management system is the online platform that facilitates learning. Students and Learning Coaches use it to connect with teachers, curriculum, and a wide range of resources.

STUDENTS

explore, create, and learn from home, accessing curriculum and resources via the Internet. Students can contact teachers for assistance by WebMail or phone.

TEACHERS

personalize lessons, evaluate student progress, provide feedback and assistance, and encourage students. Periodically, teachers instruct in real-time virtual sessions to provide targeted support based on student learning.

2) *Family Connections Coordinators:* Each family will be assigned a personal Family Connections Coordinator, as part of the services provided by Connections through the Statement of Agreement, who will provide valuable information and non-academic support to families from the moment they express interest in the school all the way through enrollment and the school year. Services and supports provided by the Family Connections Coordinator will include conducting Onboarding Welcome Calls to ensure the family has the proper support they need to be successful and answer any questions the parent/Learning Coach may have about starting at Reach, conducting proactive Monthly Check-in calls making sure any non-academic questions are answered, and hosting Learning Coach Support Groups.

Counselors: Students in middle school and high school will be assigned a counselor who provides an extra layer of monitoring for the whole student. This educator, in collaboration with the Learning Coach, will develop a Personalized Learning Plan (PLP) for each student and closely track their overall academic progress. Teachers will work directly with students via the phone, WebMail, and LiveLesson sessions. Student academic progress will be tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material.

2. *Student Motivation*[21]: As part of the services Connections provides through the Statement of Agreement, Connections will train teachers to apply three basic classroom engagement strategies to their instruction to create a motivational cyber learning environment. As stated in the Connections' Core Standards for Facilitating Learning, teachers will include active learning, application of skills, problem-solving, and interaction that result in high levels of student engagement and achievement.

- *Make Instruction Fun and Engaging*: Train teachers to make synchronous learning sessions fun and engaging by using games, music, and virtual collaboration tools (e.g., virtual whiteboard, polls, and breakout rooms).

- *Provide a Safe Way to Respond:* Show teachers how to create a welcoming and safe cyber environment where students can feel free to express their ideas and needs without being judged. The more comfortable the student feels, the more productive and engaged he or she will be.

- *Help Students Succeed:* It is incredibly rewarding for teachers to witness their students succeed! They know firsthand how gratified a student feels when he or she grasps a challenging concept or subject or does well on an assignment. Celebrating student success and achievement increases student motivation.

The Connections program provides an asynchronous model that uses synchronous support.[22] In synchronous learning, students and teachers work together at the same time in the same cyber place (LiveLesson sessions). Typical synchronous instruction involves teacher-facilitated lessons, group projects, and class discussions. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time.

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[21] http://www.connectionsacademy.com/blog/posts/2015-02-11/The-Fundamentals-of-Online-Classroom-Motivation.aspx
[22] http://www.connectionsacademy.com/blog/posts/2014-09-26/Real-Time-or-Anytime-Learning-Synchronous-and-Asynchronous-Learning-Explained.aspx

Schoolwork that students perform on their own time typically includes:

- Viewing pre-recorded cyber classroom sessions at home,
- Reviewing course materials online or offline,
- Completing assignments, and
- Collaborating with other students via secure message boards.

Some students thrive with one-on-one attention while others crave the space to work through problems independently at their own pace. Offering a combination of the two learning approaches allows cyber schools to create a more personalized learning experience that supports different learning styles.

There are many benefits to **asynchronous** learning. Through asynchronous instruction and materials, students are provided the flexibility to:

- Learn at their own pace, place, and peak times, unconstrained by others' schedules;
- Work at their own level, moving as quickly or slowly through course materials as needed;
- Review difficult materials as often as needed; and
- Explore resources that may be unavailable in the traditional classroom.

There are also several benefits to **synchronous** learning. Interactivity is the key to synchronous instruction, allowing:

- Students to demonstrate their knowledge and practice their communication skills.
- Students to ask questions to deepen their understanding.
- Students to build relationships with their teacher and fellow classmates.
- Teachers to engage students in discussions, problem solving, and group projects.
- Teachers to focus class time on bridging skills gaps.
- Teachers to build one-on-one relationships with students.

Teachers can record class discussions and instructional sessions, making them available as asynchronous materials to reinforce learning or accommodate student scheduling conflicts.

Together, these two approaches provide teachers and students the best of real-time and any-time learning.

Enhancing Student Learning

Students learn best when lessons match their interests and abilities. Studies have shown that in conventional classrooms many instructional tasks are not matched to students' skill levels. Through its individualized educational program, the school's proposed placement process will align with the needs of the students. Reach will aim to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. Through the placement process and the school's pre-, mid-, and post-test assessments, students will be provided with curriculum materials and instructional resources appropriate to their achievement level.

> *"For the first time in my career, I don't spend the majority of my time working on whole-group instruction. This allows me to consider the individual student as my highest priority. I know my students as people and as learners, and that makes a better teacher."*
>
> Hillary Chase, Middle School Teacher, Maine Connections Academy[23]

Each student deserves an instructional program that maximizes his or her potential. This is the purpose of the **Personalized Performance Learning** process—an academic road map for each student that provides differentiated instruction in a unique, tailored way. Personalizing a student's program will be an ongoing process. Students, Learning Coaches, and teachers will meet throughout the year to review progress, modify the student's program, and adjust goals as needed. Examples of differentiation include small group sessions, one-on-one instruction, SkillsTutor™ activities, practice items, additional activities using Teachlet tutorials, manipulatives, virtual labs and/or graphic organizers, and supplemental instructional resources.

- **Placement and Course Selection.** Starting at the time of placement and course assignment, information given during the enrollment process will be used to select courses based on a student's individual learning needs.

- **Regular Communication**. At the start of school, Learning Coaches and teachers will establish a regular communication schedule, at least once every two weeks with students. Teachers review progress daily and will communicate with students and Learning Coaches frequently. Students will be encouraged to contact their teachers as often as they wish or find necessary.

- **Review of Student Background and Interests.** Teachers, Learning Coaches, and students will discuss student strengths, interests, learning styles, and previous school performance during Welcome Calls held at the beginning of the school year.

- **Performance Testing**. Students in grades K-1 will take the DIBELS Next. Students in grades 2-8 will take the LEAP for both English Language Arts/Reading and Math tests at the beginning, middle, and end of the year. The LEAP test identifies areas of strength and need in the student's learning profile and measures student growth during the school year to help formulate learning goals and monitor student progress. Students in grades 9-12 will take the Scantron Performance Series assessment.

- **Set Goals.** Goal setting will be based on all of the information gathered in the initial process and some initial student work samples. Teachers and Learning Coaches will work together to set goals for the student and to accomplish these during the school year.

- **Schedule Modifications and Electives.** Once the school year gets started, teachers will help personalize the learning schedule. They will inquire about the student's daily routines and make adjustments to the student's online learning schedule. Students in grades K-8 may also add one or more elective courses to their schedule. Students in grades 9-12 will have a 6-week add/drop period that can be used to adjust their schedule, as needed.

- **Differentiated Leveled Courses**. As part of a student's Personalized Learning Plan (PLP), teachers or Academic Placement Advisors may recommend placement into an essential, foundations, honors, or AP course. These courses provide students with scaffolded and/or enriched course content to meet their academic needs.

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[23] http://www.pressherald.com/2015/06/11/letter-to-the-editor-charter-school-system-makes-her-a-better-teacher

The Personalized Learning Plan (PLP) tool will place at each teacher's fingertips all of the assessment data available for students, e.g. state test scores, LEAP and Scantron pre-, mid-, and post-test assessment data, participation and performance metrics, and any IEP information (as appropriate to protect student privacy). After continual analysis of multiple data points, teachers may create lesson modifications, custom assignments, and custom assessments to address students' learning deficiencies or provide additional challenges to enrich their educational experience.

Research Base

Students learn best in a safe, positive environment in which they are respected, accepted, valued, and nurtured as unique individuals and are challenged to achieve their full potential. From this, it follows that students learn best when the instruction is tailored to their unique needs and when they are supported by adults who are committed to their success.

Education research has shown that the touchstones of the Personalized Performance Learning (PPL) instructional model — high-quality teaching, personalized instruction, and parental involvement—have been directly correlated to top student achievement.

In 2009, the U.S. Department of Education published a meta-analysis of evidence-based studies of K–12 and postsecondary cyber learning programs. The study reported that, "Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction."[24]

Cyber education improves learning opportunities for students by increased access to high-quality teachers, large-scale customization and optimization, increased flexibility, improved flexibility for teachers, improved productivity and efficiency, and innovation.[25]

High-quality teaching: Each teacher is equipped with the skills and technology needed to bring out the best in every student. In his landmark study correlating test data with teacher quality, Harold Wenglinsky[26] of the Educational Testing Service showed a direct link between good teaching and higher test scores. While past research on the impact of good teaching occurred before cyber schools were available as study sites, more recent research focusing specifically on cyber learning echoes the critical importance of teacher quality.

In April 2009, John Watson and Butch Gemin on behalf of the International Association for K-12 Online Learning (iNACOL) published the *Management and Operations of Online Programs* as part of the series Promising Practices in Online Learning. The authors noted, "Most programs agree that new online teachers must 1) put their role as a facilitator of student learning above other aspects of teaching, 2) have the ability to adapt and manage change, 3) have a high level of content mastery, and 4) be ready to make the shift to online instruction."[27]

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[24] Barbara Means, Yukie Toyama, Robert Murphy, Marianne Bakia, and Karla Jones, "Evaluation of Evidence-Based Practice in Online Learning: A Meta-Analysis and Review of Online Learning Studies," U.S. Department of Education, May 2009, at http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf (November 16, 2009).

[25] Lips, D. "How Online Learning is Revolutionizing K-12 Education and Benefiting Students." Backgrounder, The Heritage Foundation, January 12, 2010.

[26] Wenglinsky, Harold, How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality, Educational Testing Service, 2000.

[27] Watson, J. and Gemin, B., (April 2009) Promising Practices in Online Learning: Management and Operations of Online Programs: Ensuring Quality and Accountability. Evergreen Consulting Associates, iNACOL http://www.inacol.org/research/promisingpractices/iNACOL_PP_MgmntOp_042309.pdf

For example, 2005's *A Synthesis of New Research on K-12 Online Learning*[28] shows that the unique ability of a cyber teacher to communicate one-on-one with students and offer personalized feedback, as teachers will do at Reach, is key to student success in a cyber learning environments.

Personalized instruction: Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. According to Michael Abell's article, "Individualizing Learning Using Intelligent Technology and Universally Designed Curriculum," published in the *Journal of Technology, Learning, and Assessment*, "A learning environment such as this should emulate the unique learning style of the individual student."[29]

In their 2010 article, "Learning Styles in the Age of Differentiated Instruction," authors Timothy Landrum and Kimberly McDuffie note, "Matching the skills and strengths children bring to bear with their life, vocational, and independent living goals provides a framework for planning an instructional program… To summarize, instruction is individualized when (a) it is planned in a way that builds on what individual students currently know and can do and targets meaningful goals regarding what they need to learn next; and (b) accommodations and modifications to teaching and testing routines are made in order to provide students with full and meaningful access to the content they need to learn."[30]

> *"Where IS the classroom?" Virtual school teachers do not miss out on having their own classroom; it just doesn't have four walls. Each teacher has a private, virtual classroom that is accessible by students in their classes and, as you would expect, they use their classroom in some unique and innovative ways. While teachers can invite their entire class into their virtual classroom, we find that this is the exception and not the rule. Because we are committed to personalizing instruction, teachers most often provide targeted instruction to individual or small groups of students based on student needs. One of the best features of the virtual classroom is that the instruction is recorded. Students can play the recording as many times as they like; they can rewind, fast-forward, and pause the recorded session. This is something that you just can't do in a traditional classroom! To determine who to meet with each day, teachers review student performance to build their classroom rosters, plan their lesson presentation, and deliver instruction, remediation, or acceleration to their selected groups of students"*
>
> Heather Robinson, Principal, Georgia Connections Academy[31]

Dorraine Fenner, Sueha Kayyal Mansour, and Natalie Sydor noted in their 2010 *Action Research Project* submitted to the Graduate Faculty of the School of Education at Saint Xavier University in Chicago that, "Applying differentiation to leveled learners allowed students to grow academically… Using modified activities according to their own learning style allowed students to progress. Differentiation provided students with different options, which allowed students to improve. Students enjoyed the amount of control they were given pertaining to the assignment… Differentiated assignments allowed students to grow academically according to their ability level."[32]

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[28] NCREL Synthesis of New Research on K-12 Online Learning, 2005, North Central Regional Education Laboratory/Learning Point Associates. www.ncrel.org/tech/synthesis

[29] Abell, M. (2006). Individualizing learning using intelligent technology and universally designed curriculum. Journal of Technology, Learning, and Assessment, 5(3). Retrieved [date] from http://www.jtla.org

[30] Timothy J. Landrum & Kimberly A. McDuffie (2010): Learning Styles in the Age of Differentiated Instruction, Exceptionality: A Special Education Journal, 18:1, 6-17 http://dx.doi.org/10.1080/09362830903462441

[31] http://www.charterconfidential.com/a-day-in-the-life-of-an-online-teacher/

[32] Fenner, D., Mansour, S., and Sydor, N. (2010). The Effects of Differentiation and Motivation on Students Performance. School of Education at Saint Xavier University, Chicago IL

A goal of personalization via cyber instruction is for the student to demonstrate increased content knowledge and critical thinking. At Reach, instruction will be personalized for every student, every day.

Parent involvement: Decades of research show that parent participation in education is very closely related to student achievement.[33] In an article published in 2010, titled "Parent Involvement and Student Academic Performance: A Multiple Mediational Analysis," in the *Journal of Prevention & Intervention in the Community*, authors David R. Topor, Susan P. Keane, Terri L. Shelton, and Susan D. Calkins noted that, "Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence."[34]

To support the significant role of parents in a student's cyber education, Reach will provide many avenues of communication with parents including a newsletter and website. In addition, Reach will contract with Connections to provide training for parents including the Learning Coach Instructional Support Team offering several supports for Learning Coaches including Learning Coach Central, Learning Coach Link, National Learning Coach Resource Sessions, and Parent-to-Parent orientations.

Carrie A. Semke and Susan M. Sheridan researched the effects of parental involvement on student academic achievement in their working paper published in 2011, *Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature*, and found, "Parental participation and cooperation in their child's educational affairs is related to several outcomes deemed important in educational arenas: increased student achievement and academic performance, stronger self-regulatory skills, fewer discipline problems, better study habits, more positive attitudes toward school, improved homework habits and work orientation, and higher educational aspirations (Aeby, Thyer, & Carpenter- Aeby, 1999; Galloway & Sheridan, 1994; Grolnick & Slowiaczek, 1994; Ma, 1999; Masten & Coatsworth, 1998; Trusty, 1999)."[35]

There are multiple ways for parents to be involved in education. In the cyber learning model, parents often act as the Learning Coach and are therefore directly involved in their child's education. A Stanford study points out one avenue of parent involvement and its impact. The study found that using parents as tutors brought significant and immediate changes in student's I.Q. scores. Another study showed that parental involvement increased students' motivation to learn including school engagement, goal achievement, and even motivation to read.[36] At Reach, parents will be closely involved in their child's education in partnership with their child's teacher.

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[33] Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta -analysis is. Educational Psychology Review, 13, 1, 1-22.

[34] Topor, David R., Keane, Susan P., Shelton, Terri L., & Calkins, Susan D. (2010). Parent Involvement and Student Academic Performance: A Multiple Mediational Analysis, Journal of Prevention & Intervention in the Community, 38:3, 183-197 http://dx.doi.org/10.1080/10852352.2010.486297

[35] Semke C. A., & Sheridan, S. M. (2011). Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature (R2Ed Working Paper No. 2011-1). Retrieved from the National Center for Research on Rural Education website: http://r2ed.unl.edu

[36] Gonzalez-DeHass, A. R., Willems , P. P., & Doan Holbein, M. F. (2005). Examining the relationship between parental involvement and student motivation. Educational Psychology Review, 17, 2, 99- 123.

| D. | Attach the school calendar and identify hours of the school operation, as per Section 1715-A(9). |

School Calendar

Reach will meet or exceed the requirements of Section 1715-A(9), *"A charter school shall provide a minimum of one hundred eighty (180) days of instruction or nine hundred (900) hours per year of instruction at the elementary level, or nine hundred ninety (990) hours per year of instruction at the secondary level. Nothing in this clause shall preclude the use of computer and satellite linkages for delivering instruction to students."*[37]

Reach will be a year-round cyber school for students in grades K-12 throughout Pennsylvania offering traditional and accelerated options in its first year and introducing the year round option in its second year. The school will offer multiple calendar options: traditional, year-round, and accelerated (for students in grades 9-12). In all options, students will complete the required 180 school days, which can be completed in either a traditional September-May school year or extended over a July-June school year. Reach will offer 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.

The Board will approve the school calendar annually. The school calendar may be extended to allow families more flexibility in completing the year's work, or to provide extra learning time for students who are at risk (generally not by more than two weeks). Figure 12 is the anticipated traditional and accelerated pacing student calendar for the 2016-2017 school year. Figure 13 is the anticipated year round pacing student calendar. School will not be kept open for students or staff on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturdays unless Monday is the weekly holiday for the entire school year.

Figure 12. Student Calendar 2016-2017

Event	Date
First Day of School *(Traditional and Accelerated-Year Round begins in Year 2)*	September 6, 2016
Thanksgiving Break (No School in Session)	November 24 – 25, 28, 2016
Winter Break (No School in Session)	December 23, 2016 – January 2, 2017
Martin Luther King, Jr's Birthday (No School in Session)	January 16, 2017
First Semester End Date	January 23, 2017
Spring Break (No School in Session)	March 30 – 31, 2017
Memorial Day (No School in Session)	May 29, 2017
Second Semester End Date	June 1, 2017
Last Day of School (Traditional Pacing Option Students)	June 1, 2017
First Day of Summer Session (Accelerated Pacing Option Students)	June 2, 2017
Independence Day (No School in Session)	July 4, 2017
Last Day of Summer Session (Accelerated Pacing Option Students)	July 31, 2017

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[37]

http://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=14&chpt=17A&sctn=15&subsctn=0

Figure 13. Student Calendar 2017-2018

Event	Date
First Day of School (Year Round Pacing Option Students)	July 5, 2017
Labor Day (No School in Session)	September 4, 2017
First Day of School (Traditional and Accelerated Pacing Option Students)	September 5, 2017
Thanksgiving Break (No School in Session)	November 23 – 27, 2017
Winter Break (No School in Session)	December 25, 2017 – January 1, 2018
Martin Luther King, Jr's Birthday (No School in Session)	January 15, 2018
First Semester End Date	January 22, 2018
Spring Break (No School in Session)	March 29 - 30, 2018
Memorial Day (No School in Session)	May 28, 2018
Last Day of School (Traditional Pacing Option Students)	May 31, 2018
Last Day of School (Year Round and Accelerated Pacing Students)	June 29, 2018

Hours of Operation

The school site will operate Monday through Friday from 8:00 AM ET – 4:00 PM ET. Since this is a cyber learning environment, the school day is not limited to certain hours for start and end times. However, the teaching staff is available during the hours of operation.

Typical Student Day

The time commitment required by students in the cyber program is comparable to that of a traditional school day. Since learners do not face the distractions and interruptions of a typical school setting (from lining up in the hallway to waiting out the teacher's handling of disruptive peers), they use their learning time much more efficiently. The in-depth application of concepts that is often relegated to homework in a conventional school setting is an integral part of the learning day; the application of discrete skills, extended projects, and remedial and enrichment activities is part of the daily routine for students and their Learning Coaches. The program provides for and offers more than the legally mandated minimum instructional minutes for every grade. Reach will provide a minimum of 900 hours per year of instruction at the elementary level and 990 hours per year of instruction at the secondary level.

Figure 14 represents an example of a possible school day for an elementary school student. Activities vary based upon student needs, coursework, and personal schedules. Learning is integrated within individual activities as well as LiveLesson sessions and phone calls with teachers. Learning can occur when students learn best – not just between 9 AM and 3 PM. Students create daily checklists to ensure they are staying on-task. The daily routine may include checking WebMail, looking at the To Do List within Connexus, reviewing the daily planner in Connexus, attending scheduled synchronous sessions, and completing lessons listed in the student's Connexus Planner. Students easily see which lessons are due as they are in bolded text. As lessons are completed they change from bold to regular text. Students can access the lessons directly from their daily planners. In addition, students can access any notes or tips provided by the teacher and view important course-related information like LiveLesson session schedules, recordings, and supplemental materials. Students can track their progress and grades at any time in the Grade Book.

Figure 14. A Day in the Life of a Student

	SAMPLE STUDENT "DAY IN THE LIFE"
Morning	Learning Coach logs on, reads messages, and reviews lessons.
	Student reads and responds to WebMail messages from teacher about progress (with the help of the Learning Coach depending upon reading level).
	Student participates in a LiveLesson session for math with teacher and classmates.
	Student completes a math lesson. Learning Coach monitors and facilitates learning as necessary.
	Student completes a Language Arts lesson, including reading, writing, and discussing the lesson activities and text. Student completes a lesson and takes a quiz online.
	Student goes outside for a playground activity with Learning Coach.
Afternoon	Student makes sandwich for lunch, as part of the Home Life Course.
	Student completes a science lesson and finishes reading a non-fiction reading selection (with the help of the Learning Coach depending upon reading level).
	As part of a STEM-enrichment activity, student completes a hands-on science experiment outside with Learning Coach.
	Student goes to soccer practice and the local library.
	After returning, student completes art lesson and then participates in Book Club.
	Learning Coach confirms lessons completed and records attendance.
	Learning Coach and student review next day's schedule and prepares accordingly.

Typical Teacher Day

The school day is not limited to certain hours for start and end times. However, the teaching staff is available during the hours of operation. Teachers, based out of the school site primarily, collaborate to share ideas, information, and teaching techniques with the families who are always welcome to call or visit the office as indicated in Figure 15.

Figure 15. A Day in the Life of a Teacher

	SAMPLE TEACHER "DAY IN THE LIFE"
Morning	Teacher logs on, reads messages, and reviews individual student participation and performance.
	Teacher sends a WebMail message to a student answering a question; teacher responds to Learning Coaches' questions/feedback.
	Teacher holds a science LiveLesson session with a group of students. During the lesson she notes who is struggling to follow the lesson, and will follow up with those students after the lesson via a phone call or one on one tutoring.
	Teacher grades student portfolio assessments.
	Teacher has a 1:1 session with a student who had questions on a lesson.
	Teacher meets with other staff for a brown bag professional development lunch to discuss the Assessment Performance Objective Report
Afternoon	Teacher checks WebMail & grades assessments that have been submitted
	Teacher calls five students to do a Curriculum Based Assessment (CBA)
	Teacher confers with the Lead School Administrator
	Teacher contacts three Learning Coaches to discuss student performance
	Teacher works with STEM Coordinator to develop STEM enrichment activities for students

I.4   SCHOOL ACCOUNTABILITY

Explanation: Describe your commitment to high academic standards for all students; well-developed evaluation program for either school-developed or standardized testing; use of the Pennsylvania System of School Assessment (PSSA) or the PA Alternate School Assessment (PASA); and an analysis of assessment results to improve student performance.

A.   What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

Methods of Self-Assessment

As a public school, Reach will measure and report the academic achievement of all students annually, as well as ongoing progress and performance of cohorts and the school as a whole. As previously stated, students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored exam locations for state testing in multiple locations throughout Pennsylvania. Results of these assessments are reported through the PDE. In addition, state assessment data is logged in Connexus to complete a data snapshot of student academic performance. The Board and school leadership also include the results of the state-mandated testing in the evaluation of the school's overall performance.

In addition to these state tests, school-based "formative" or "benchmark" assessments and course-based assessments are used and teachers have the responsibility for implementing them within the school's assessment policies and practices which follow a traditional model. Teachers are primarily responsible for administering assessments. The school's administration oversees the assessment program and will work with education specialists in evaluating and making recommendations for changes. The Board will ultimately be responsible for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and Board-approved school policy.

Periodic Progress Reports and External Evaluations: The school will account for its progress against its student performance measures to all stakeholders, including parents/guardians, its authorizer, the PDE, and greater community partners periodically. In addition, the Board may contract with an outside evaluator (such as a college or university) to assess the school's overall performance against its mission on a longer-term basis**.**

Annual Goal Report: At least once annually, the school will account for its progress against student performance measures to the Board for presentation at a public Board meeting.

Ongoing Communication with Learning Coaches: Communication with parents and Learning Coaches will be frequent and purposeful throughout the school year. Teachers will communicate students' formative and summative progress to Learning Coaches. This communication will keep parents "in the loop" with current school happenings and to help Reach grow and improve from parent feedback.

Continuous School Improvement: All of this takes place within a school culture of continuous improvement driven by high expectations for all stakeholders, from students to school leaders. With student performance as the ultimate measure of success, the school will engage in ongoing review and revisions of policies, processes, and systems, with improvements based on evidence analyzed and lessons learned. This is facilitated by a school year cycle of events focused on improving learner outcomes, including weekly school-based data reviews and SMART goal-focused teacher Professional Learning Community (PLC) meetings focused on key processes from Welcome Calls to regular Curriculum-Based Assessments. Monthly School Data Training sessions and PLCs will be used to process data, review student outcomes, and share and discuss best practices. Periodic after-action reviews will focus on outcomes and lessons learned from major improvement initiatives, such as beginning of the school year on-boarding of new families and the winter school leadership intervention identification and assignment campaigns. At quarterly and annual meetings school leadership will be provided opportunities to reflect on Quarterly Metrics, School Focus Goals, and School Improvement Plans – reviewing

results, efforts related to those results, and ways to improve those continuous improvement processes and tools themselves. Assessment data is the main focus of this work, however numerous other data types from multiple data sources will also be used.

Connexus

The Connexus platform facilitates this self-assessment and continuous improvement in support of helping each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. A rich curriculum and system of assessments deployed by expert teachers will be facilitated by Connexus. Connexus will store all needed data about students, their attendance, and their performance. This data will be accessible for viewing by appropriate school staff, teachers, and parents/guardians on a moment-by-moment, day-by- day basis. Universally used Connections' tools such as the Issue Aware (IA) ticketing system ensure high levels of accountability, transparency, stakeholder involvement, and communication. Connexus provides a myriad of tools for continual capture and strategic analysis of data about student learning. Data will be used for formal reporting to various stakeholders on the students' and the school's instructional progress.

Learning Coaches, teachers, and students will have access to an electronic Grade Book that tracks all results and serves as the basis of changes in the student's learning plan. A key aspect to assessments will be the detailed feedback that will be provided by the teachers beyond the simple right/wrong grading of many traditional assessment vehicles. Reach will also use a variety of advanced data visualization tools that provide students, parents, teachers, school administrators, institutional education partners, regulators, and researchers with views of how students are performing*.* A screenshot of the Grade Book is provided in Figure 27.

The Board and school leadership will continually assess the performance of Connections through review of monthly reports from Board meetings, review of yearly academic progress data (School Performance Profile, PSSAs, PVAAS, review of compliance related information (e.g., cyclical monitoring, Annual Report submission, etc.), independent annual audits, strategic planning through Board retreats, among other assessment methods.

| B. | How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance. |

Evaluation Process for Teachers

The Board will employ all staff including the Lead School Administrator and teachers. Through the Statement of Agreement, the Board has contracted to work with Connections to develop effective performance evaluation practices built on the national experience of Connections in the area of cyber education. Connections uses a Performance Evaluation System (in conjunction with the required Pennsylvania teacher evaluation model) to create a high performance school by encouraging employees to put forth their best effort, focusing all employees on the school's main goals, rewarding and retaining employees based on outcomes/results, and providing continuous feedback for employee development. All employees will be evaluated based on competencies along with state required metrics on student performance as required by law. The professional competencies will align with the core standards for teaching, and may vary by type of teaching position (e.g. Special Education). Competencies will be reviewed with employees at the beginning of the school year, and will be available to employees for viewing and comment throughout the school year on the Human Resources Information System's Performance Management module.

Employees receive a formal mid-year review in December or January, and a formal end-of-year review in May or June. Employees also receive periodic feedback both formally and informally from their manager throughout the school year, via the Human Resources Information System's Performance Management module.

Competencies for teachers will be evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of an employee's proficiency within each competency will be evaluated using various methods, including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data.

The outcome of an individual teacher's evaluation will affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions.

The competencies will be aligned with student achievement metrics and may include any of the following:

- Parent feedback,
- Supervisor observations,
- Statewide assessment results,
- School assessment results, and/or
- Student participation/completion.

Evaluation Process for School Administrators

The Board will employ the school administrators. The school administrators will be evaluated based on competencies along with state required metrics on student performance as required by law. The professional competencies will align with the administrative position (e.g. Lead School Administrator). The Board will evaluate the school administrators using data and may be assisted by consultative functions provided by Connections.

School administrators receive a formal mid-year review in December or January, and a formal end-of-year review in May or June.

Competencies will be evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of an employee's proficiency within each competency are evaluated using various methods including parent, school and community feedback; observations of lessons and interactions; and review of relevant documentation and data.

The school administrator competencies may include the following (additional competencies may be assigned based on position, responsibilities, and job level):

- School development and leadership,
- Team development and leadership,
- Student achievement/data management, and
- Personal development and professional skills.

School administrators will be evaluated using the following scale: exceeded goal, met goal, partially met goal, or did not meet goal. School administrators will receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies, shown in Figure 16.

Figure 16. Lead School Administrator Performance Review Competencies

Lead School Administrator Performance Review Competencies
School Development and Leadership

School Culture

- Establishes the belief that all students can and must learn at relatively high levels of achievement.
- Promotes collaboration, trust, learning, and high expectations.
- Establishes a pattern of thinking and acting with the customer in mind.
- Supports appropriate levels of work/life balance for all employees.

Commonly Owned Vision and Plan for Success

- Creates and internalizes a vision for learning that is shared and supported by all stakeholders, and seeks to meet goals through creativity and innovation.
- Sets clear direction for the school by creating written long- and short-term plans, with the input of stakeholders, to support the vision.
- Monitors implementation of plans, and adjusts them based on new data while clearly communicating changes.
- Develops clear measurements for each goal in the plan, and builds systematic strategies to ensure sustainability of change.
- Supports the professional development of the staff as it relates to the mission, vision, and goals of the school, and holds the staff accountable for implementation.

High Performing Leadership Team

- Hires the best people based on the level of expertise, leadership style, needs of the team, and certification needed for the school, and commits to the ongoing development of a high- performing leadership team. Creates a school organizational model/structure that best utilizes the skills of all employees for the betterment of the school, and continuously monitors and re- evaluates the structure.
- Delegates responsibilities as necessary and appropriate, and monitors the successful implementation of those responsibilities.
- Empowers the leadership team to make decisions to get results.
- Supports the collaboration, transparency and growth/development within the leadership team.

Team Development & Leadership

School Team Information

- Proactively and promptly fills school vacancies using staffing sheet and school allocations.
- Selects the most talented people by considering level of expertise, certification requirements and school needs; successfully negotiates compensation packages; follows proper procedures in selection; successfully on boards staff.
- Plans and distributes employee workloads to meet the mission of the school.
- Develops and maintains effective succession plans and develops and encourages professional development programs to support those plans.
- Develops the capacity for distributed leadership in a team environment.

Staff Performance Management

- Coaches employees to improve and grow professionally through continuous learning, training, and other developmental activities.
- Holds all employees accountable for the timely accomplishment of all duties and responsibilities relating to school goals and individual competencies.
- Provides constructive and timely performance feedback in association with performance evaluations, supporting the review schedule and established procedures.
- Effectively deals with conflict and performance issues, including ensuring that Individual Performance Improvement Plans are implemented, with reasonable timelines, and works with appropriate parties to resolve the issues.

Staff Satisfaction and Retention

- Maintains a positive, collaborative team environment for all employees throughout the school organization as evidenced in the school's culture and annual surveys.
- Recognizes team/employee efforts providing appropriate incentives and rewards.
- Seeks critical feedback and integrates this data into practice, without defensiveness, to strengthen the team.

Lead School Administrator Performance Review Competencies

Student Achievement/Data Management

Instructional Leader

- Exhibits a high sense of urgency for change and sustainable results in improving student achievement.
- Develops and leads school-wide engagement in professional learning communities that in turn facilitate and support collaborative teams.
- Promotes an academically oriented, orderly and purposeful school climate.
- Is able to quickly move initiatives ahead with applicable stakeholders.
- Sets a clear direction for the school focused on student achievement.
- Is able to effectively deal with and manage change.
- Develops strong teachers; cultivates good teaching practice.
- The leader has a working knowledge of RTI instructional model and the related resources, supplemental instructional support programs, current professional development opportunities, etc. and participates in related training and requires staff to do so.
- Focuses on the needs of students, and preparing them for college and career readiness.

Internal/External Data to Effectively Drive Student Achievement

- Uses instructional data to support needed change and empowers staff to make decisions based on the data.
- Uses available technology and resources to build systemic strategies to ensure sustainability of change.
- Uses internal and external resources to effectively monitor and evaluate the impact of the instructional program on students.

Personal Development & Professional Skills

Leadership Development of Self

- Has a high sense of curiosity for ways to get results, and is hungry for evidence.
- Possesses strong self-management and self-reflection and self-awareness skills. Is receptive to feedback and/or criticism. Listens to all team members to consider other perspectives, changes personal practices if needed to obtain desired results.
- Displays a results oriented, motivational, and innovative mindset.
- Completes required training and professional development in a timely manner and requires the same of the leadership team.
- Models the principles of self-awareness, reflective practices, transparency, ethical behaviors and sets an example of excellence.

Judgement and Problem Solving

- Identifies the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes and reframing possible solutions.
- Reaches logical conclusions by making quality, timely decisions based on available information.
- Identifies and gives priority to significant issues.
- Takes personal responsibility for problems before he/she looks at others. Provides no excuses.

Knowledge and Implementation of Key Policies and Regulations

- Ensures that the school complies and creates processes to meet all state/district/client/partner/board and Connections Academy rules, policies, tasks, and requirements.
- Communicates all local, state, authorizer regulations/requirements to stakeholders in a timely manner.
- Knows local, state, and federal regulations and contract provisions, and how they apply to the school.
- Ensures all timelines are met and procedures followed correctly.
- Creates, oversees and implements state testing plan effectively to get 95% participation.

Environment of Trust: Clear Communication, Relationship Building, and Expectations

- Communicates in an open, honest, and direct manner. Demonstrates effective listening skills. Communicates appropriately and effectively (speaking, listening, writing, presenting) for different audiences (Boards, Students, Parents, Staff, Corporate Office).
- Follows through with actions and on all commitments.
- Creates positive, professional and collaborative relationships with all stakeholders (Boards, Students, Parents, Staff)
- Works cooperatively/collaboratively with stakeholders to meet school goals.

Community Relations

- Articulates organizational purpose and priorities to all stakeholders, the community and media (as needed).
- Demonstrates the ability to build consensus among stakeholders.
- Promotes a positive image of the school and online learning in the state.
- Understands his or her role as being part of a variety of internal and external networks for change and improvement.

Standards for Teacher and Administrator Performance

To ensure the highest quality teaching, Reach will set as its goal that the majority of the teachers earn ratings of Effective or higher. The instructional staff will be observed on a regular basis and evaluated using a comprehensive, multi-layered evaluation system. The teacher evaluation system may include the following and will be aligned to Pennsylvania teacher evaluation systems:

- Parent surveys, which may rate such things as the responsiveness, effectiveness, knowledge, and skills of their assigned teacher(s);

- Lead School Administrator evaluations from observations of Learning Coach/student interaction, including LiveLesson sessions, and review of correspondence;

- Peer reviews evaluating the degree of cooperation, support and sharing of knowledge;

- Aggregate performance of enrolled students based on a value-added improvement model and documents by data from Connexus; and

- An annual performance plan created by each teacher incorporating strategies to achieve, measureable school goals.

The school administrator evaluation system will be geared towards evaluating the specific competencies that an effective administrator would display. This may include the following and will be aligned to Pennsylvania administrator evaluation systems:

- **School Development and Leadership**: school culture, creating a commonly owned vision and plan for success, high performing leadership team;

- **Team Development and Leadership**: school team formation, staff performance management, staff satisfaction and retention;

- **Student Achievement/Data Management**: instructional leader, internal/external data to effectively drive student achievement; and

- **Personal Development and Professional Skills** - leadership development of self, judgment and problem solving, knowledge and implementation of key policies and regulations, and an environment of trust which includes clear communication, relationship building and expectations, community relations.

Meeting these competencies may be demonstrated through:

- Parent surveys, rating the responsiveness, effectiveness, and instructional expertise of the school as a whole;

- Aggregate performance of enrolled students based on a value-added improvement model as documented through data captured by Connexus; and

- An annual performance plan detailing his/her strategies to achieve measurable school goals.

Figure 17 provides an example of the types of competencies that may be reviewed during a teacher's evaluation. Reach would incorporate any statutory changes to its internal Teacher Evaluation system if enacted by the General Assembly.

Figure 17. Teacher Performance Review Competencies

Teacher Performance Review Competencies
Ensure High Quality Instruction
• Teacher creates a welcoming environment in their classroom that fosters personalized learning, respect, and communication among students, learning coaches and themselves.
• Teacher knows CA curriculum and how it relates to state standards. Teacher assesses students' learning progress, and develops and implements gap content lessons when standards are missing or lessons are not meeting the needs of students.
• Teacher uses LL in targeted and appropriate ways to improve student engagement and performance, and to give direct instruction to students in targeted areas where the student has not shown proficiency.
• Teacher encourages active learning, higher-order thinking skills, and interaction amongst students. Questions generate classroom discussion and engagement of students.
• Teacher assigns or creates activities that are suitable for students. Lessons are connected to previous learning and relevant to students' lives. Instructional goals are tied to standards and curriculum and needs of the students.
Personalize Students' Programs
• Teacher displays understanding of student differences and applies this knowledge to instruction. Based on student performance and working with LCs and CA tools and resources, the teacher modifies lesson pacing, lesson content and organizational routines to differentiate instruction and meet diverse learning styles.
Monitor Student Performance
• Teacher implements the SSTAIR instructional model in their classroom by continuously monitoring students' academic performance and by evaluating the effectiveness of instruction.
• Teacher uses data (formative and summative assessment data) to monitor student performance and provide multi-tiered intervention to facilitate student learning. Interventions are adjusted based on student responses.
• Teacher grades and returns quizzes and tests within two working days. Portfolio/essays are returned within five working days. Feedback is appropriate with goal of improving student performance.
Monitor Student Participation
• Teacher ensures students adequately participate (i.e. meet attendance requirements, complete lessons and assessments and communicate regularly) in our program. Teacher must be familiar with school's escalation criteria, monitor their student's escalation statuses on a regular basis and work with Learning Coaches to keep students "On Track."
• Teacher involves others (e.g., colleagues, SST, school administration, curriculum and instructional services) as appropriate when students are not responding to interventions and getting back "On Track" or are otherwise beyond the teacher's ability to help be successful.
Communicate, Document, and Contact
• Teacher provides ongoing contact with students and Learning Coaches to build rapport, verify, and assess students' learning, and provide structured and tailored teaching and learning opportunities. (Interactions include WebMail messages, LL sessions, Message Board postings, face to face interaction at field trips and events that take place throughout the state, and phone conversations). These interactions are appropriate, accurate, and timely.
• Teacher completes required phone calls to students and Learning Coaches (Welcome calls, PLP calls, Retention calls, CBAs, End of Year calls). These phone calls must be instructionally focused.
• Teacher logs all contacts clearly and professionally, following CA Log Guides, and in a timely manner.
Collaborate and Develop Professionally
• Teacher completes all required training and professional development sessions to ensure knowledge of the CA program and resources, Connexus, the courses and subjects to be taught, and school management goals.
• Teacher reflects on teaching performance, and seeks out professional growth opportunities to improve his or her instruction with the goal of increasing student achievement.
• Teacher collaborates with colleagues in professional learning communities to use data to drive instruction and increase student achievement.
• Teacher models respect, responsibility, honesty, and integrity.
• Teacher has excellent attendance record. Wherever possible, teacher proactively plans time off.

| C. | *How will your school be accountable to the parents of the children attending your school?* |

School Accountability to Parents

Frequent and purposeful communication with parents and Learning Coaches will help teachers monitor the student's progress, keep parents "in the loop" with current school happenings, and help the school grow and improve from parent feedback. Scheduled phone calls, LiveLesson sessions, WebMail messages, and face-to-face meetings at locations throughout the state will all be used to help conduct parent-teacher conferences. Connections will regularly provide templates for communication and distribute important information in collaboration with the Lead School Administrator through school newsletters, the Connexus home page, and "Must Read" WebMail messages to ensure parents are informed. Teachers will document all communication with parents and/or students in the log section of Connexus, which allows for detailed tracking of interactions as well as seamless support for students and their families from multiple individuals.

Communication outside of Connexus for existing and prospective families and community members will also be important. Drawing on the combined experience of Connections' outreach and technology groups, Reach will maintain a public website that contains all relevant and required information to ensure that all stakeholders are kept informed. The website will include enrollment and school information but will also create opportunities for parent-to-parent communication through Contact-a-Parent. Reach will develop a student information and community education plan to inform potential students, their parents/guardians, and other interested parties about the education program.

On a daily basis, parents will have the opportunity to express their opinions about school matters large and small. Through the five-star StarTrack lesson rating system, they can rate and comment upon every lesson in the curriculum and their entire school experience. The Lead School Administrator may also conduct informal surveys and call for feedback via WebMail.

Survey Results

Parents will participate in a formal annual satisfaction survey to help identify what the school is doing well and how the school can improve. An independent evaluator will conduct an independent parental evaluation that measures such items as parent satisfaction with the curriculum, teachers, and other aspects of the program. The independent evaluation results will be used to ensure effective parent satisfaction with the program. Faculty and administration will use these results to undergo continuous school improvement and focus on areas where improvement is needed. Parent satisfaction is key to monitoring success of the program to maximize each student's potential.

An independent survey conducted in February 2015 of other schools supported by Connections, families reported the following (Figure 18):

- 95% of parents agree that the curriculum is high quality.

- 95% of parents agree that their children are satisfied with the program.

- 96% of parents are satisfied with their teachers' helpfulness.

- 93% of parents are satisfied with the variety of learning activities.

- 93% of parents would recommend Connections to other families.

- 93% of parents agree that Connections' technology tools improve their child's learning experience.

Figure 18. 2014 Parent Satisfaction Survey Results

Connections Academy
2015 Parent Satisfaction Survey Results

95% of parents agree that the **curriculum is high quality.**

95% of parents agree their **children are satisfied** with the program.

96% of parents are satisfied with **teachers' helpfulness.**

93% of parents are satisfied with the **variety of learning activities.**

93% of parents would **recommend** Connections Academy **to other families.**

93% of parents agree that our **technology** tools improve their child's learning experience.

Based on a survey of Connections Academy families conducted in January 2015 by Shapiro+Raj.

Monitoring a Student's Education

The powerful Grade Book, embedded in Connexus, will enable parents to track progress on a daily basis, and to see up-to-the-minute information on grades, assessments, and overall lesson completion.

Connexus will allow parents, counselors, teachers, Learning Coaches, and students to work together in a safe and supportive environment. Connexus will allow communication with teachers and other students and families via secure WebMail messages and message boards. LiveLesson sessions (with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing) will allow teachers and students to interact with one another in real time in a "cyber classroom." Threaded discussions on course-based message boards will also be used as appropriate by grade level to provide opportunities for collaboration and interaction. Curriculum-based assessments (CBAs), via telephone conversation or LiveLesson session, allow a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBA) will pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) will gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.

Teachers will access the Assessment Objective Performance (AOPR) reports which provides real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items and display students' performance against the objectives allowing teachers to identify and react to individual student needs.

| D. | Discuss your plan for regular review of school budgets and financial records. |

Reviewing Budgets and Financial Records

Reach will provide monthly reports to the Board and will have an annual audit conducted by an independent auditor. The audit will be conducted by an independent Certified Public Accountant selected by the Board in accordance with Governmental Auditing Standards and will meet the specific compliance requirements set forth by Pennsylvania and as required by the Annual Report filed August 1 of each year. The date of the annual independent audit will be determined by its by-laws and articles of incorporation's provision for end of fiscal year. The school will be insured as required as per the certificates of insurance included in Appendix E.

Reach intends to use an industry-standard accounting software to gain insight into the school's finances, improve decision-making process, speed up response time to financial situations, and create powerful self-service analysis with business intelligence tools. Reach will use the chart of accounts required by the PDE.

The school and the Board's Treasurer will work together to create monthly and annual financial reports.

| E. | Describe your system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA). |

Maintaining Records as Required Under FERPA

Reach recognizes the need to protect the confidentiality of personally identifiable information in the education records of children. Reach will ensure the privacy rights of eligible children in the collection, maintenance, release, and destruction of records. Reach will follow the provisions of the Regulations of the State Board of Education on Pupil Records (PA Code 22, Ch.12), the Family Educational Rights and Privacy Act of 1974 (FERPA), the Confidentiality Section of IDEA, and the Confidentiality Section of Pennsylvania Special Education Regulations and Standards and other student data privacy laws.

Reach will use Connexus to collect, manage, and maintain student records. The enrollment process will be fully integrated with and supported through Connexus. Reach has contracted with Connections to use the enrollment service center for student placement support, as well as enrollment processing, set up, and support under the oversight of the Lead School Administrator and in compliance with local, state, and federal law. Once the enrollment process is completed and students are placed into courses, the students will appear to the teacher online, and the teacher can begin tracking, verifying, and reporting attendance.

Reach will house and maintain its physical records at its site in Harrisburg. Reach will fully comply with the requirements of FERPA, a Federal law that gives parents/legal guardians and students certain rights regarding the student's education records. Included is the right to the protection of a student's education records and "personally identifiable information" from unauthorized disclosure.

In Connexus, access to student information and data will be controlled by a central team of administrators, trained in FERPA, using a complex system of roles, permissions, and locations. Only users in a particular location, who have permissions at that location, will be permitted to access student data that is permissioned using roles and locations. Data points and reports will be assigned to roles, including Reach vendors who use student data for accounting and billing purposes. Access to the reports and all student data will be controlled by these roles. Only users in a location with the correct roles will meet the requirements to access the data.

All data accessed via Connexus will be accessed through forced SSL for privacy and security purposes. Private data transmitted between systems for data reporting purposes will always be transmitted with secure FTP or over a private VPN that provides encryption.

In addition to the FERPA requirements, IDEA provides additional privacy protections for students who receive special education and related services. Part B of IDEA incorporates and cross-references FERPA. Reach is aware of the cooperation between FERPA and IDEA and will adhere to the requirements of both. The school will also comply with the Protection of Pupil Rights Amendment and the Children's Online Privacy Protection Act of 1998 ("COPPA").

Under FERPA, an enrolling student will fall into one of the certain exceptions that will allow for Reach to receive student education records from a previous school without the prior written consent of parents. However, upon enrollment, administrative personnel will ask parents to provide written consent for the release of their student's education records by signing a Release of Records form, allowing the school to receive the information from the student's previous district. Reach will use the PDE Charter School Student Enrollment Notification Form for notification of a student attending a charter school as required. Per FERPA, there are other exceptions to the release of student education records without the prior written consent of parents. Reach is aware of such exceptions and, outside of these, will require the written consent of parents for the release of their student's education records to a third party.

While FERPA is vast in its discussion of the review, amendment, and privacy rights related to education records, it does not speak to the retention and destruction of such records and does not include a records retention plan. Along with a strict adherence to FERPA, Reach will address compliance with a records management program that addresses the creation, maintenance, storage, and final destruction of records in accordance with Pennsylvania laws and regulations.

Requests to View Files

A parent/guardian 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 18 years of age or attending a postsecondary 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. However, Reach recognizes that those students who remain enrolled at the school past the age of 18 are subject to Pennsylvania's educational age of majority of 21 years of age.

Parent Access Rights

A parent/guardian, eligible student, or designated representative will have access to the student's education records within 45 days of receipt of written request in order to inspect, review or copy education records. A parent/guardian 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 parent/guardian, the Consent to Release Information form must be completed by the parent/guardian.
- 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 parent/guardian has the right to inspect the access record of their child's records.

Maintenance Records

The Director of Special Education will 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 will be in their primary language unless it is not feasible to do so.

- Develop system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, release and destruction.

- Be responsible for ensuring that all faculty and subcontracted agency employees, who collect or use personally identifiable information, receive in-service training regarding the implementation of this policy. In-servicing will consist of providing, at the least, yearly presentation of the information to staff and subcontractors.

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 parent/legal guardian or eligible student. This occurs in two situations: directory Information and situations in which FERPA permits the school to release educational records without consent. 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 as student name, student WebMail address, 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, she/he may prevent the release of this information by indicating so in the FERPA Directory Information section of the Student Information Form. If families do not make a selection, then the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

Release of Educational records without Consent: Legitimate Educational Interest

Reach 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.

Release of Student Records with Consent

With the exception of that information which FERPA and/or applicable state law or court order allows the school to release without consent, as noted above, the school must obtain written consent from the caretaker or eligible student prior to releasing any educational record or personally identifiable information to any third

party. Consent to release this information must be made in writing, be signed by the caretaker or eligible student, and include the following information:

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

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

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

F.	*Describe your system for maintaining accurate student enrollment and withdrawal information as required under Section 1748-A, Enrollment and Notification.*

Maintaining Accurate Student Enrollment and Withdrawal Information

Reach will be open to all eligible students statewide and will not discriminate in its admission policies or practices. Reach will actively work to ensure a statewide racial and ethnic balance in the school; however, in such a manner to ensure nondiscriminatory preference or practices. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process. Through extensive community outreach and full disclosure about the school's program, Reach will attract those students and families who are most committed to student success in a cyber school setting. As part of that process, Reach will be certain to provide parents with a very clear and accurate picture of the cyber learning experience so they can make the most appropriate choices for their students. This will be accomplished through virtual and in-person Information Sessions, Parent-to-Parent Events, and School events. Reach will strongly encourage families to attend an Information Session prior to enrollment, explaining the benefits and importance of attending a session.

Connexus ensures accurate collection and analysis of student information and demographic data. The data collected in this way will then be used to generate reports for the Board and the PDE. It may also be used to evaluate and modify the school's outreach and recruiting strategies when necessary. The Board and all school staff will focus on accountability and abide by student data privacy laws and regulations.

Enrollment Notification

Reach will follow Section 1748-A of the Charter School Law. Within 15 days of enrolling a student, Reach and the parent or guardian, will notify the student's school district of residence of the enrollment through the use of the notification form developed by the PDE.

If the student's school district receiving the notification determines that the student is not a resident of the school district:

- Within seven days, the school district will notify Reach and the PDE that the student is not a resident and provide the basis for the determination.

- Within seven days of receiving the school district notice of non-residency, Reach will provide a response to both the school district and the PDE.

  o If Reach agrees that the student is not a resident of the school district, it will determine the proper district of residence and notify the correct district of residence of the enrollment through use of the notification form developed by the PDE.

  o If Reach reconfirms that the student is a resident of the school district, it will indicate so in the response. The school district may then appeal to the PDE for a final decision.

Reach will also follow Section 1743-A(c)(d) of the Charter School Law. We will make available upon request, electronically via email, the following information to each student's school district of residence:

- A copy of the charter

- A copy of Reach's application

- A copy of all annual reports prepared by Reach

- A list of all students from that school district enrolled in Reach

Reach will, upon request and prior to the student's first day, provide electronically via WebMail, in Connexus, or via the school's website, the following information to the parent or guardian of a student:

- A list and brief description of the courses of instruction the student will receive. The list will be updated annually for each grade level in which the student is enrolled.

- A description of the lessons and activities offered online and offline.

- The manner in which attendance will be reported and work will be authenticated.

- A list of all standardized tests the student will be required to take during the school year and the place where the test will be administered, if available.

- The meetings to be held during the school year between a parent or guardian and a teacher as well as those among other school officials or parents or guardians and the manner in which the parent or guardian will be notified of the time and place for the meeting.

- The address of Reach and the name, telephone number and e-mail address of the Lead School Administrator and other school personnel.

- A list of any extracurricular activities provided to the student.

- The names of the student's teachers, if available, and the manner in which each teacher can be contacted by the student or the parent or guardian.

- A list of all services that will be provided to the student.

- Copies of policies relating to computer security and privacy, truancy, absences, discipline, and withdrawal or expulsion of students.

- Information on:
  - Reach's professional staff, including the number of staff personnel and their education level and experience.
  - Reach's performance on the PSSA and other standardized test scores.

- Information regarding the proper usage of equipment and materials and the process for returning equipment and materials supplied to the students by Reach. A parent or guardian will acknowledge, either in writing or electronically, the receipt of this information.

- A description of the school calendar including, but not limited to, the time frame that will constitute a school year and a school week, holiday, and term breaks.

Enrollment Process

The Founding Board will contract with Connections to implement and conduct the enrollment process on behalf of Reach, in accordance with placement and withdrawal policies and procedures adopted by the Board and reviewed by Board Counsel, which are consistent with local, state, and federal law. The enrollment policies will be reviewed by Board Counsel and approved by the Board as part of the overall school handbook.

Reach will abide by all applicable federal, state, and local statutes, policies, and guidelines for student enrollment and will not impose enrollment requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students. The Lead School Administrator or his/her designee will serve as the liaison for homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents.

Connections' enrollment service center provides student enrollment and placement support in compliance with local, state and federal law, acting as Reach's agent throughout the enrollment process. The enrollment process is fully integrated with and supported through Connexus, which collects and stores student enrollment and withdrawal data and provides status information each step of the way.

- Each year, school personnel review, edit, and approve the enrollment and eligibility requirements via Connexus, in the *Enrollment Project: Review Process for Schools* web page. In this web page, school staff and the Lead School Administrator review, edit, and approve "required" and "requested" information and documentation that can be accepted to satisfy Pennsylvania's enrollment requirements.

- There is comprehensive training program for Connections staff in the enrollment service center that includes instructions for determining valid documentation for enrollment in Pennsylvania (Proof of Residency, Proof of age, Charter Notification Form and Immunization records) as well as requested documentation.

Families may commence the enrollment process online using Connexus or by calling a toll-free number for assistance. Connexus is available to students and their families, and to other authorized users according to their permissions, 24/7/365.

In the initial admission process, parents will complete a simple registration form online or via phone that collects their name, email address, address, phone number, student names, and requested grade levels, although failure to complete this form will not be a condition of enrollment. They will also confirm that they meet the basic eligibility requirements for Reach (e.g., state residency and legal school age, as noted on the school's website and through a link on the enrollment page) and that they have read and understood the program's regulatory requirements.

As per 24 P.S. §13-1301 – §13-1306: "Except when a child is homeless, whenever a child of school age is presented for enrollment by a parent(s), school district resident, or any other person having charge or care of the child, the school district or charter school shall provide that the following information be documented before enrolling the child and allowing the child to attend school":

1. Proof of the child's age (the following are typical acceptable documents for proof of age):

    a. Copy of the official Birth Certificate

    b. Passport

    c. Prior School Record indicating Date of Birth

2. Immunizations as required by law

    a. Per PA Public School Code & 22 PA. Code, Chapter 11: Acceptable documentation includes: either the child's immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered, or that a required series is in progress, or verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.

3. Proof of residency unless the student has obtained a waiver as defined by regulation (the following are typical acceptable documents for residency and students may need to provide one or more of the following forms as proof):

    a. Current Utility Bill (Electric, Gas, Cable, Water or Sewage)

    b. Current Property Deed

    c. Current Mortgage Statement

    d. Current Lease Agreement

    e. Property Tax Statement

    f. Vehicle Registration

    g. Current Credit Card bill

    h. Driver's License or Department of Transportation ID Card

    i. Per PA Public School Code & 22 PA. Code, Chapter 11: A district may require that more than one form of residency confirmation be provided. However, school districts and charter schools should be flexible in verifying residency, and should consider what information is reasonable in light of the family's situation.

4. Parent Registration Statement (Disciplinary History: Suspension and Expulsion information, Safe Schools Affidavit)[38]

5. Home Language Survey

At this point the student is considered enrolled when the five required documents are collected.

The parent will be sent an email with information to complete the process. Failure to provide such information, however, will not act as a barrier to enrollment. Reach will ensure that the process enables a child to normally attend school on the next school day after the day on which the child is presented for enrollment, but no later than five (5) business days after receipt of the required documentation (22 Pa. Code §11.11(b)).

1. *Stage 1:* The family completes key online forms:

    a. Information about the Family

        i. Basic Information: Home/Mailing Address, Phone Numbers, Email, Household PIN, and County/District of Residence

        ii. Household Income Information

        iii. General Household Information

        iv. Materials and Technology Support

        v. Technology & Internet Reimbursement Information

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[38] This is a required document per BEC 24 P.S. §13-1301 – §13-1306

> vi. Emergency Contact Information
>
> vii. Additional Information: Migratory and Referral Information and "How did you find out about us?"

b. Information about the Student

> i. General Student Information: Name, Date of Birth, Location of Birth, Student's Mobile Phone Number, Federal Ethnicity and Race Information Child Custody Information: Identification of Student's Parents/Guardians and Custody Determination
>
> ii. Grade Placement Information
>
> iii. General Academic Information: Academic History information, Placement Testing information, Academic Background information, Special Education information, Standardized State Assessment information,
>
> iv. Previous Schooling Information
>
> v. Primary Learning Coach Info
>
> vi. Student Health Information: Student's Physician and Dentist information and Student's Health Insurance information
>
> vii. Permissions: FERPA Directory information and School Directory information

2. **Stage 2**

a. The family provides additional documentation:

> i. While not required for enrollment, it is helpful to receive academic documentation, including unofficial transcripts, reports cards, IEPs and 504 plans to ensure the optimal personalized education plan for the student. Guidance will be provided to the family throughout the enrollment process in obtaining and submitting academic documentation. Receipt of this documentation during the enrollment process ensures that the personalized course placement is accurate and appropriate for the student at the time of enrollment. This substance of any of the information gathered in this process will not act as a barrier to entry.
>
> ii. To expedite the process, Reach recommends uploading these documents through the Connexus interface. However, parents may also submit documentation through email, fax or delivery on site to the school.
>
> iii. Health and physical examinations

b. Connections' enrollment center works with families to obtain the correct information and will then verify the documents to ensure they meet state, local and federal requirements. Connections' Academic Placement Advisors, working in conjunction with school counselors, will place the student in his/her courses, so that the student is ready to start school, in accordance with Pennsylvania state law.

3. **Stage 3:** In this stage, parents will confirm their student's final placement, address for the shipping of materials and confirm the decision to attend Reach. Parents can complete this online or they may call the Connections enrollment center.

4. **Stage 4:** After parents confirm their decision, students are sectioned into their approved courses.

Withdrawal Process

Students may withdraw from Reach at any time in accordance with the state statute. Prior to withdrawing, the school will encourage the Learning Coach and/or student to discuss with the school staff the reason(s) for withdrawing as it may be possible to address issues so the student does not need to withdraw. Reach will request that the Learning Coach provide evidence of homeschool registration consistent with state requirements or the name and location of another public or private school that the student will attend. This data will be recorded and reviewed by the Lead School Administrator, so school leadership can continually reflect on the school's ability to serve its families and students.

Reach will pursue truancy violations in situations where the student cannot be confirmed as attending as documented by their work product. Reach will follow the compulsory attendance policy.

If a student becomes ineligible or leaves the charter school, Connexus will be updated and Reach will ensure all appropriate paperwork is submitted and/or forwarded to the new school. As per Section 1748-A of Charter School Law, Reach, and the parent or guardian, will provide written notification to the school district of residence within 15 days following the withdrawal of a student.

G.	*Describe plans to evaluate student performance.*

Evaluating Student Performance

The following describes the specific assessments Reach will use to evaluate the progress of students.

- **Assessment Objective Performance Reports (AOPR):** This report provides real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. The report identifies the objectives students should master by the end of that grade level based upon the Pennsylvania Academic Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.

- **Placement:** During enrollment in the program, each new student will take part in a placement process that includes review of previous school records and assessment results, review with parents, and use of placement tests as needed. Academic Placement Advisors from Connections and Counselors at Reach will then determine a grade-level and/or course placement in consultation with parents/guardians.

- **Formative Assessments:** The Longitudinal Evaluation of Academic Progress (LEAP) (a pre-, mid-, and post-test used for students in grades 2-8 for reading and students in grades K-8 for math) provides essential diagnostic information for developing the Personalized Learning Plan (PLP) and planning instruction. It provides an early predictor of performance on mandated tests and reports key accountability data on progress throughout the academic year. DIBELS is used for students in grades K-1 for reading. Reach may use the Scantron Performance Series assessment for students in grades 9-12 for pre-, mid-, and post-testing.

- **Ongoing Informal Assessments:** Students will engage in several formative in-course assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding which require students to apply and integrate new skills in a thoughtful manner, and regular online quizzes and tests to measure understanding of newly presented material.

- **Unit Assessments and Offline and Online Portfolio Assignments:** Throughout each logical unit of study, students will be required to complete a series of offline and online assessments. Offline assessments will include written compositions, science lab reports, short-answer questions and essays, book responses, and a variety of work samples. These assessments will require direct teacher evaluation. Online assessments will include quizzes and a unit test. While the quizzes are brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Online assessments will provide students and families with immediate objective feedback, while offline assessments provide valuable reflection, feedback, and expertise from certified teachers. Student progress reports and grades will include a combination of quizzes, tests, work samples, and teacher feedback.

- **Curriculum-Based Assessments:** Reach will use curriculum-based assessments (CBAs) as a quick and effective way to gather additional information on students' understanding of concepts, through telephone conversation. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) authenticate student learning of concepts previously graded as completed with scores of B or higher.

- **Baseline Achievement Data:** Whenever possible, standardized test results will be integrated into an incoming student's basic information in Connexus. Likewise, results for standardized tests that students take while enrolled at Reach, which are proctored face-to-face at a physical location throughout the state, will be included in Connexus, along with internal pre-, mid-, and post-test data. This data will be used to monitor student progress from year-to-year and within the year and to inform course placement and instructional needs of students.

Scheduled phone calls, LiveLesson sessions, and face-to-face meetings during that may occur throughout the state will all be used to help teachers gauge the student's mastery of concepts and to determine appropriate instructional recommendations. The student's teacher will conduct follow-up conversations by parent-teacher/teacher-student conferences using WebMail messages, LiveLesson sessions, feedback when grading, Message Board postings, and phone conversations.

State Accountability Measures

Reach students will be required to meet the same testing and academic performance standards established by law and regulations applicable to all public school students.

Reach will adhere to the same accountability measures, administer the same state assessments, and follow the same proficiency measures as all public charter schools in Pennsylvania, in addition to using its own internal assessment tools.

Reach will administer the PSSAs and Keystone Exams[39] and all assessments as required by the Pennsylvania state assessment system. In keeping with the school's mission and overall educational priorities, Reach will utilize ongoing online and offline assessments to measure student progress and a technology-based assessment tool to measure and monitor student gains over the school year.

Reach will be dedicated to meeting and exceeding all of Pennsylvania's goals and grade level requirements. Reach understands its obligation to participate in the required system of assessment and accountability for Pennsylvania, and is fully committed to complying with applicable assessment requirements, consistent with law and relevant policies. At in-person, proctored locations, students will participate in proficiency tests such as the Pennsylvania System of School Assessment (PSSA), Keystone Exams, and the Pennsylvania Alternate

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[39] http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/default.aspx#.VcDVJvn-mFs

System of Assessment (PASA). Results of these assessments will be reported through the PDE as well as communicated directly to parents. The school leadership will also include the results of the state mandated testing in the evaluation of the school's overall performance and in its reports to the Board and the PDE.

Reach will participate in the School Performance Profile (SPP) which reports performance for all schools in Pennsylvania using multiple indicators of academic growth and achievement, including the four specific Annual Measurable Objectives (AMOs)[40] included in the waiver and educator effectiveness.

| H. | How will student development toward the school's overall learning goals and objectives be measured? |

Measuring Overall Learning Goals and Objectives

Figure 19 provides a plan that identifies the measures that may be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. This includes assessments through Connections curriculum and current state mandated assessments.

Figure 19. Assessment Plan

Grade Level	Measures Used to Indicate Progress	Frequency of Assessing
K-1 for Reading	DIBELS Next	Fall, Winter, Spring
2-8 for Reading K-8 for Math	LEAP	Fall, Winter, Spring
9+	Scantron Performance Series (SPS)	Fall, Winter, Spring
3-8	PSSA	Spring
9-12	Keystone Exams	Spring

Detailed descriptions of DIBELS, LEAP and SPS were previously provided in this application.

Whenever possible, state standardized summative test results will be integrated into an incoming student's basic information in Connexus. Likewise, results for state standardized summative tests that students take while enrolled at Reach, which are proctored face-to-face at a physical location (throughout the state – tests are not proctored at the school office), will be included in Connexus, along with internal pre-, mid-, and post-test data. This data will be used to track student progress from year to year and within the year, and to inform the course placement and instructional needs of students.

Information from these assessments will be provided to teachers during the school year as an indicator of the possible risk of a student who may be struggling academically.

- In the case of DIBELS Next, student scores that are Below or Well Below Benchmark will be flagged for teachers as indicating a student may be at-risk.

- In the case of LEAP and SPS, Connections conducted an analysis on the relationship between fall and winter assessment scores on these assessments and state test proficiency across multiple states. They identified particular score values which are associated with an elevated likelihood of the student failing a state assessment in the spring. For the LEAP assessment, scores below a 70% correct will be highlighted for teachers as indicating a student may be at-risk. For SPS, scores that fall within the two lower interquartile ranges of normative scores within the fall and winter will be highlighted for teachers as indicating a student may be at-risk. These values will be highlighted separately for teachers for math and reading.

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[40] http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/PAS.aspx#.VcDW-Pn-kgU

As state assessment scores become available, students who have a score on that assessment from the prior year that does not meet established state standards for their grade level and tested subject will also be highlighted to teachers as indicating a student may be at-risk.

I.	*Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.*

Student Evaluation

Formative assessments provide educators with critical information about student progress and can be used to adjust the teacher's approach and the pace of instruction throughout the year. Formative assessments are often used as tools for uncovering opportunities for instructional intervention because they give teachers information about where additional practice and support may be needed. Research has shown that timely and specific feedback from formative assessments can enable teachers to make a significant impact on student learning. In *Formative Assessment in Seven Good Moves* posted to the Association for Supervision and Curriculum Development (ASCD) website, Brent Duckor stated, "The research is clear: What teachers do in their classrooms matters. But which practices really make a difference? John Hattie (2012) conducted an extensive meta-analysis, looking at 800 meta-analyses that focused on locating a specific student achievement outcome and identifying an influence on that outcome. Formative assessment topped his list of the most influential practices that improve student outcomes."[41]

Various assessments combined with top quality curriculum and instruction improves student achievement and maintains a high level of accountability. Reach's assessment efforts begin with a thorough placement process and progress review, including online placements tests when needed, which help to customize the student's academic program and formulate the Personalized Learning Plan (PLP). Reach will also utilize ongoing online and offline assessments to measure student progress on the curriculum, and a technology-based assessment tool to measure student gains over the school year.

I.5   SCHOOL COMMUNITY

Explanation: Describe expectations of family members (or guardians) to be active participants in their children's education and the integration plan of the school to collaborate with other community organizations.

A.	*Describe the relationship of your school with the surrounding community.*

Relationship with the Community

Students will have the opportunity to participate in regular field trips and outings facilitated by school staff and Community Coordinators – parent volunteers whom Reach supports in organizing such activities for families who live nearby. As mentioned previously, field trips may include visits to:

- Everhart Museum – Natural History, Science & Art – Scranton
- Loyola Science Center – Scranton
- Great Valley Nature Center - Devault
- Academy of Natural Sciences – Philadelphia
- State Museum of Pennsylvania – Harrisburg
- Quiet Valley Living History Farm – Stroudsburg

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[41] Dukor, Brent. "Formative Assessment in Seven Good Moves". Educational Leadership, Mar 2014. Available (paywall) at: <http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/Formative-Assessment-in-Seven-Good-Moves.aspx>

- Longwood Gardens – Kennett Square

- Explore & More – Gettysburg

- Carnegie Science Center – Pittsburgh

- National Aviary – Pittsburgh

As part of the planning process for the school, the following community organizations were contacted:

- Dickinson College of Education[42]

- Penn State Harrisburg's Capital Area Institute for Mathematics and Science (CAIMS+)[43]

- Philadelphia School for the Deaf[44]

- Pennsylvania Coalition of Public Charter Schools[45]

- Pennsylvania Chamber of Commerce[46]

- Bartram Gardens[47]

- Harrisburg University of Science and Technology[48]

Information was provided to educate and inform these groups about this unique school model and look for opportunities to work together during the 2016-2017 school year. In addition to program guides, website and contact information were provided. The Board plans on continuing these discussions, after the school has been approved, to identify specific activities in which the school may participate.

B.	Describe the nature and extent of parent involvement in the school's mission.

Parent Involvement

Parent involvement is significant to the cyber learning model. There are many benefits to parent involvement in education. Parent participation in a child's education can lead to improved grades and test scores, higher graduation rates, and greater enrollment in post-secondary education.

Parents are crucial to the planning process of the school, as well as its operation. Interested parents have already played an important role in encouraging the formation of the school and will remain involved leading to the school's opening. Parental feedback is also an important hallmark of the school's outreach and information sessions in the community. The school will take full advantage of this valuable communication with families to ensure that the school reflects their unique needs and creative ideas. Figure 20 lists the information sessions held to inform and engage parents and the community in the school. The Board hosted 22 information sessions prior to submitting the cyber charter school application.

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[42] http://www.dickinson.edu/homepage/34/educational_studies
[43] https://harrisburg.psu.edu/capital-area-institute-for-mathematics-and-science
[44] http://www.psd.org/
[45] http://pacharters.org/
[46] http://www.pachamber.org/
[47] https://bartramsgarden.org/what-to-do/
[48] http://harrisburgu.edu/

Figure 20. Calendar of Parent and Community Information Sessions

Calendar of Parent and Community Information Sessions		
Date	Time	Location
9/8/15	9:00 AM	Cyber Session
9/9/15	11:00 AM	Starbucks, 10000 Roosevelt Blvd., Philadelphia, PA 19116
9/9/15	12:00 PM	Dunkin' Donuts, 2820 Paxton St., Harrisburg, PA 17111
9/9/15	1:00 PM	Cyber Session
9/9/15	6:00 PM	Dunkin' Donuts, Whitman Plaza, 330 W. Oregon Ave. Philadelphia, PA 19148
9/10/15	11:00 AM	Hava Java, 526 N 19th St., Allentown, PA 18104
9/10/15	12:00 PM	Starbucks, 1950 Fruitville Pike, Lancaster, PA 17601
9/10/15	6:00 PM	Dunkin' Donuts, 92 Bridge St., Lehighton, PA 18235
9/10/15	6:30 PM	Cyber Session
9/11/10	10:00 AM	Cyber Session
9/11/15	11:00 AM	Alabaster Coffee Roaster & Tea Company, 400 Pine St., Williamsport, PA 17701
9/11/15	6:00 PM	Northern Light Espresso Bar and Café, 536 Spruce St., Scranton, PA 18503
9/14/15	11:00 AM	Crazy Mocha, 2 E. North Ave., Pittsburgh, PA 15212
9/14/15	6:00 PM	Starbucks, Miracle Mile Shopping Center, 4100 William Penn Hwy., Monroeville, PA 15146
9/14/15	6:30 PM	Cyber Session
9/15/15	11:00 AM	Coffee Culture Café & Eatery, 5761 Peach Street, Erie, PA 16509
9/15/15	12:00 PM	Cyber Session
9/15/15	6:00 PM	Tim Hortons, 209 E 12th St., Erie, PA 16503
9/16/15	9:00 AM	Cyber Session
9/17/15	12:00 PM	Starbucks, 1722 South Queen St., York, PA 17403
9/17/15	6:30 PM	Cyber Session
9/18/15	10:00 AM	Cyber Session

Emails with information regarding the events were sent to parents and community members who expressed an interest in the school and cyber learning.

Parents or other parent-designated caring adults will serve as Learning Coaches and play an active role in the learning process, providing input, and communicating regularly with teachers. Reach will promote the significant role of parents by providing training for parents and multiple avenues for communication.

Learning Coaches will complete an online training designed to familiarize them with the important role they play in supporting their student as a learner. As part of Connections Get Started! and Get Coaching! programs, the Learning Coach Instructional Support Team offers supports for Learning Coaches including:

- **Learning Coach Central** – A page accessed from the Learning Coach Home Page in Connexus that includes links to FAQs, social networking opportunities, and resources to assist Learning Coaches in their role and providing instructional support to their student.

- **Learning Coach Link** – An online monthly communication sent to Learning Coaches with articles on instructional best practices, Connexus updates, tips and strategies for motivating reluctant learners, and information about upcoming Learning Coach Resource sessions.

- **National Learning Coach Resource sessions** – These cyber sessions are designed to assist Learning Coaches with an understanding of their role and responsibilities, and provide strategies for working with and supporting their student. Sample session topics include: Effective Questioning Techniques to Assess Learning, Improving Student Writing Skills, Providing Valuable Feedback, Nurturing Student Motivation and Engagement, and Unlocking Math in a Virtual World.

- **Parent-to-Parent Orientation** – Before the start of each school year, national Parent-to-Parent Orientations led by currently-enrolled parents help families prepare for their first days of school. In addition to open Q&A sessions each week, four different topics are addressed: Virtual School Basics, Understanding Roles and Routines, Getting Acquainted with Connexus, and Tips and Tricks for Success.

Parents may participate in Reach in many ways, including:

- **Parents Involved in Planning the School:** Parents of prospective students were offered multiple ways to provide input on the planning of the school prior to this application being submitted. Parents were invited to attend multiple Information Sessions and to communicate to the Board feedback on the schools emphasis on STEM. They were asked for ways the school can identify opportunities for practical application of STEM near their homes.

- **Parent representation on the Board:** The draft bylaws provide for a minimum of one position to be held by a community leader, an educator, and a parent. The parent position could be a parent or guardian of a student currently enrolled, formerly enrolled, or intending to enroll. These parent members benefit from intensive Board training geared toward making them optimally effective representatives of parent interests. Parent Board members will be encouraged to seek officer positions and may be appointed to provide close review/feedback on key documents such as the School Handbook, Parent/Learning Coach Agreements, and other materials for parents before full Board action.

- **Ad hoc Board Committees:** Parents may serve on ad hoc groups convened by the Board to focus on particular issues such as community partnerships or neighborhood outreach.

- **Public Comment:** Parents may make public comments at public board meetings.

- **Community Coordinators:** The volunteer parent Community Coordinators play a critical role in the school by developing a vibrant and active school community to serve the needs of families distributed across a wide geographic region. In addition to facilitating family get-togethers and formal field trips, the Community Coordinators provide an important communication link between families and the school, ensuring through phone conferences and news updates that school staff are attuned to parent community needs and vice versa. Community Coordinators and staff will reach out to community-based organizations and businesses to coordinate face-to-face community service and field trip opportunities for students.

- **Parent Club:** Parents can also join an exciting club that brings together parents of prospective students who reach out to their local communities to spread the word about Reach and provide support and encouragement to parents.

- **StarTrack and Course Ratings:** As mentioned previously, parent input will be gathered on an ongoing basis via StarTrack ratings for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack rating box inviting ratings on a five-star scale and an opportunity to provide text feedback.

Parents are key components of supporting the mission of Reach. Through formal and informal channels from field trips to surveys, parents have an avenue to provide feedback and input. This ensures that the school will be on a cycle of continuous school improvement and that all stakeholders are valued. The school will draw upon the deep and diverse community connections represented on the Board, whose members represent business and education entities across the state and beyond, to ensure that students have multiple opportunities to benefit.

C.   *Describe procedures established to review complaints of parents regarding operation of the charter school.*

Parent Complaint Process

Reach will be committed to ensuring parent satisfaction and will take its responsibilities for the provision of educational services to students very seriously. These school responsibilities will be set out in the Parent/Legal Guardian Agreement (PLCA) and the School Handbook and include such things as:

- Contacting the family regularly
- Delivering educational materials and equipment
- Providing accessible support

The school will also ensure the family and student adhere to their responsibilities as stated in the PLCA and the school handbook, and when necessary, will discipline a student for, violation of a school policy.

If a parent has concerns, he/she may institute the following proposed grievance process or one that affords appropriate levels of due process to be adopted by the Board once the charter is approved.

- A parent with the grievance must report the dissatisfaction and submit it in writing 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.

- The recipient of the grievance (generally the teacher) must review the issue with his or her supervisor (generally the Lead School Administrator) and respond to the parent within a reasonable time period.

- If the original recipient did not resolve the grievance, the parent should request a meeting with the recipient's supervisor. The supervisor should investigate the matter and schedule a meeting with the parent, the student (if necessary), and any other staff member (if necessary) within a reasonable time period.

- If either party does not resolve this grievance, the parent should then request a meeting with the school administration. School administration will investigate the matter and schedule a meeting within a reasonable time period.

- If a resolution was not reached at the three meetings, the parent may request a meeting with the Board, who will investigate the matter, and arrange a meeting within a reasonable time period. Current contact information for Board members will be listed on the school webpage.

I.6   EXTRACURRICULAR ACTIVITIES (ATHLETICS, PUBLICATIONS AND ORGANIZATIONS)

Explanation: Identify organized activities that complement the mission of the cyber charter school and the programs in the students' school districts of residence.

A.   *Describe the program of extracurricular activities planned for the charter school.*
         Note: Charter schools shall be permitted, if otherwise qualified, to be members of the Pennsylvania Interscholastic Athletic Association.

Clubs and Special Events

As an integral part of the academic program, students will also be offered access to over 25 clubs and special events (e.g., virtual talent shows, virtual art galleries, cards for hospitalized children) through which they can explore interests beyond the classroom, develop leadership skills, and make friends within their program and with students from other schools supported by Connections. An online yearbook allows each student to create a personal page including photos, videos, responses to poll questions, and autographs collected from friends.

The students participate in clubs and events similar to a brick-and-mortar charter school such as First in Math, Day of Code, a student-managed school newspaper, a Stellar Speller spelling bee, and the Appetite for Geography which combines geography with world cuisine. Many clubs have a STEM-focus including:

- Brainteasers Club
- Digital Storytelling Club
- Environmental Club
- Gaming and Computer Technology
- Quiz Bowl

- Math Club I
- Math Club II
- Robotics Club
- Science Club
- Science in the Kitchen

Some of the clubs and activities include, but are not limited to:

- **Art Club** is designed to spark a student's creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6–12)

- **Arts and Crafts** encourages students to create crafts using materials found at home and in nature. Through the topics of culture, science, and math, students work on projects such as a cotton ball lambs, piggy bottle banks, and handprint spiders. (Grades: K–8)

- **Book Club** participants read selected books and share their observations with each other. Students read diverse books, discuss characters and share favorite books during LiveLesson sessions. (Grades: K–12)

- **Brainteasers Club** members solve puzzles, including anagrams, crosswords, and word searches, and other problems – such as crack the code, logic puzzles, and math codes – delivered to them through a weekly newsletter. Students are also encouraged to create their own brainteasers and share them on Message Boards and in student-made publications. (Grades: K–12)

- **Broadcast and Theater Arts Club** students learn about choreography, set design, and tech crew, for on- and off-Broadway productions. Working both individually and collaboratively, students are encouraged to write their own plays and musical scores. Students also learn about the history and trends in broadcast media, exploring the print, audio, and video mediums. LiveLesson session sessions provide opportunities for students to share their theatrical talents as well as segments similar to those on television news magazines. (Grades: 6–12)

- **Career Club** encourages middle and high school students to learn about potential careers and explore fields that interest them. Members identify and develop skills that will help them be successful in middle school, high school, college and professionally. The club enables middle school students to enter high school with more direction in mind, making them more likely to embrace and succeed in a high school program that prepares them for pursuing their career interests. It will allow high school students to better focus on their goals after high school, including applying to appropriate colleges or applying for jobs which align with their interests and goals. (Grades: 6–12)

- **Chess Clubs: Introduction and Advanced** members learn, socialize, and play in an atmosphere of friendly competition using an exclusive gaming site. After completing a tutorial, students are matched with competitors of the same skill level, and the online games begin. There are also monthly presentations by a Grandmaster from the University of Maryland, Baltimore County, and an end-of-year tournament. (Grades: K–12)

- **College Planning Club** is designed for students who are considering college. Members are guided through the college preparation and admissions process including: college planning, building and producing a resume, identifying career interests and potential majors, researching colleges, completing applications, and identifying financial aid and scholarship opportunities. Members develop a portfolio that focuses on elements sought by college admissions committees.
  (Grades: 9–12)

- **Debate Club** members learn internationally-recognized debate procedures and put them into practice during weekly LiveLesson sessions. Members learn the art of public speaking and critical thinking while working in collaborative teams. Research, reasoning, and understanding opposing perspectives form the foundation for weekly moderated debates. (Grades: 6–12)

- **Digital Storytelling Club** provides students the opportunity to use a variety of computer programs to incorporate pictures and audio to tell their original tales. They share their stories through LiveLesson sessions to get feedback from their peers and in the Virtual Library for the community to enjoy.
  (Grades K–12)

- **Environmental Club** members exchange ideas about ways to keep the planet clean and discuss global issues such as alternative energy, trash collection and recycling, and allocating limited resources. Activities show students how they can influence these issues on a local level. Members also hear from experts and professionals who work on environmental issues. (Grades: K–12)

- **First-Generation Club** is for students in grades 9-12 who aspire to be the first in their families to graduate from college. This club provides mentoring, advice, and personal development activities to help members understand, plan, and prepare for the college application and admissions process. LiveLesson sessions and Message Boards support and encourage discussion. Members develop a portfolio that includes elements sought by college admissions committees. (Grades: 9–12)

- **Gaming and Computer Technology** allows students who have an affinity for technology and gaming to explore and discuss gaming styles and genres, careers in the gaming and technology industry, and share their original work in LiveLesson sessions. Individual and collaborative projects may include creating elements of video games and investigating Internet safety and cyber threats. (Grades: 6–12)

- **Leadership and Global Awareness Club** challenges students who are natural leaders in their communities to take on a leadership role at the state, national, and international levels. Students meet regularly to discuss, plan, and share service learning projects and outcomes. Additionally, students learn about various global cultures historically and currently in an effort to better prepare themselves for careers and lives in our global economy. (Grades: 6–12)

- **Math Club I**: First in Math® members take part in a math competition by playing interactive games on the First in Math® website. The online play reinforces a wide range of skills, from simple addition to solving for x- and y-variables. Students work at their own pace, and earn points as they master various concepts and practice test-prep exercises geared to appropriate grade levels. (Grades: K–8)

- **Math Club II:** Math Olympiads welcomes students in grades 4-8 to compete in the international Mathematical Olympiads. These gifted and talented math students meet twice a month: first to review high-level problem-solving strategies and techniques, and next to apply their skills in the official completion and accrue points that will determine annual winners. (Grades: 4–8)

- **The *Monitor*: Student Newspaper** is Connections' student-managed, student-staffed newspaper. The writers and editors work together to write and organize content for sections of the newspaper including news, entertainment, sports, and school happenings. (Grades: 6–12)

- **Movie Club** members learn about film genres, acting, special effects, and musical compositions around monthly themes. Student film buffs gain opportunities to demonstrate their creativity and collaborate with others to create their own movies as part of a virtual showcase. (Grades: K–12)

- **Music Club** is for students who enjoy performing, composing, or listening to music. Members explore various musical genres, lyrics, and instructions and have opportunities to collaborate and exercise their creativity by designing their own musical instruments or participating in a virtual showcase and talent show. (Grades: K–12)

- **Pen Pals** is a classic way to build friendships. Students develop their skills in letter writing, written expression, and penmanship while making friends with other students across the country. (Grades: K–12)

- *Pens and Lens*: Student Literary Magazine is the monthly web-based magazine which recognizes and publishes original student work. This recognition encourages and inspires others to pursue both writing and photography. (Grades: K–12)

- **Poetry Corner** allows middle and high school writers to work together in exploring the language of poetry. Weekly forums are held to share and critique work. (Grades: 6–12)

- **Quiz Bowl** members compete in weekly academic competitions, applying their knowledge of fun facts and trivia. Students with correct answers are randomly selected and recognized in the weekly newsletter and overall winners are named at the end of the school year. (Grades: K–12)

- **Robotics Club** members learn how robots are used in popular culture, scientific studies, and commercial enterprises. Students work together through LiveLesson sessions to program a robot to navigate an obstacle course. Their creativity is encouraged as they plan, design, and submit drawings of their ultimate robots. No previous computer coding experience is required, and no materials are required for participation. (Grades: K–12)

- **Science Club** students work with the scientific method by planning experiments and observing the world. They experiment at home and share the processes and results with their peers. They also predict outcomes and alter variables of experiments conducted in LiveLesson sessions. (Grades: 6–12)

- **Science in the Kitchen** is for elementary and middle school students who want to apply their research skills and scientific knowledge by conducting experiments using household items. Students' kitchens double as laboratories for conducting safe, simple experiments. Club members then discuss their results online with fellow students. (Grades: K–8)

- **Sports Club** students who enjoy athletics explore a variety of sporting activities. Members discuss the similarities and differences of seasonal sports and have the opportunity to learn about training techniques and fitness programs. Students also use Activity Tracker to document personal fitness habits and routines. (Grades: K–12)

In addition to clubs and activities, Reach will produce monthly newsletters that celebrate student and school successes, showcase student work, provide tips from teachers, and highlight upcoming events. Reach will apply for a chapter of the National Honor Society. Of schools supported by Connections nationwide, 19 are members of the National Honor Society and 15 are members of the National Junior Honor Society.

Talent Networks

Students who have demonstrated outstanding talent in the performing arts, competitive sports, or science, technology, engineering, and math will have the opportunity to flourish in the Connections Academy Talent Networks devoted to fostering focused growth. The Connections Academy Talent Networks will give students the opportunity to network with other students in their fields of interest.

Students attending schools supported by Connections will have the opportunity to participate in three different talent networks with a focus on sports, the visual and performing arts, and science, technology, engineering, and math. These talent networks are virtually facilitated programs designed for students enrolled in grades 6-12 who are actively involved in competitive sports, the visual and performing arts, or advanced STEM coursework (science, technology, engineering, and mathematics). These programs provide students the opportunity to network with other students in their fields of interest, meet engaging guest speakers, and take part in projects and competitions to help students excel in their areas of interest.

The Connections Academy Talent Networks are facilitated at a national level and include:

- Exploring college and career options;

- Specialized instruction through student-focused groups and activities;

- Networking and collaboration opportunities between like-minded students;

- Enrichment activities, including presentations by artists, athletes, professionals in the field, and subject matter experts; and

- Lettering opportunities.

STEM Talent Network

As described previously, students who demonstrate talent in science, technology, engineering, and/or math can apply to participate in the Science and Technology Talent Network. Components of the Science and Technology Talent Network include project based learning activities, collaborative projects, competitions, and networking opportunities devoted to fostering growth in the STEM disciplines. Membership is an ideal way for students to cultivate their burgeoning talents, enrich their academic lives, and enjoy opportunities to interact with other like-minded students and professionals, including faculty from higher education institutions such as Harrisburg University of Science and Technology.

B.	*Describe whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district.*

Agreements with Local School Districts

If a student would like to participate in the extracurricular activities offered by his/her district of residence, the district must provide the student an opportunity to participate. This means that if the district holds tryouts for the team, it must allow cyber charter school students the same opportunity to try out for the team. If approved, the Board will create relationships in the form of Memoranda of Understanding with local school districts to ensure adherence to Section 1719-A (14), which states:

> *"Notwithstanding any provision to the contrary, no school district of residence shall prohibit a student of a charter school from participating in any extracurricular activity of that school district of residence: Provided, that the student is able to fulfill all of the requirements of participation in such activity and the charter school does not provide the same extracurricular activity."*

The Board has budgeted to provide some financial support to students who wish to participate in activities beyond what Reach offers to currently enrolled students including activities such as, but not limited to, sports, theater, music, or clubs not currently offered to students. The Board will set a budget for these funds each year. The students must be in good standing from a participation perspective to qualify and must apply to have their activity approved in advance. The Lead School Administrator and/or designee will review each application and determine the amount to contribute to the student's activity in accordance with any Board-adopted policy or guidance. The Lead School Administrator will report annually to the Board on how the money was spent (for example: how many students participated, what types of activities did they participate in, feedback from students, and actual amount spent).

Reach will endeavor to also work with local school districts to promote the district's extracurricular activities to Reach's students. Reach will pay the reasonable incremental costs incurred by these districts if students do participate in order to encourage expansion of the students' community.

I.7   TECHNOLOGY SUPPORT

A.	*Describe how your cyber charter school uses technology to provide a significant portion of its curriculum and to deliver a significant portion of instruction using the Internet or other electronic means.*

Using Technology to Provide Curriculum and Instruction

Reach will use Connections' proprietary Educational Management System (EMS), Connexus, as the foundation for our cyber school. Connexus is a combination of a learning management system, student information system, and communication tool that enhances all aspects of a cyber school from enrollment, curriculum, human resources, teaching/learning, and evaluation. Connexus creates a rich, vibrant cyber classroom experience that allows parents, teachers, and students to work together in a supportive environment. The comprehensive, reliable, and user-friendly system is designed to guide students through a rigorous curriculum in a way that also meets their individual learning needs. Students and parents will be able to access Connexus 24 hours per day from any Internet connection.

Connexus integrates key functions and services that are critical to maximizing the academic experience and performance of enrolled students for both the education program and school operations. Reach will have personalized access to Connexus through the creation of a branded registration page, login page, and Connexus menu bar. Connexus allows teachers, students and parents to:

- View daily, weekly, and monthly schedules at a glance;

- Access all lessons and course assignments;

- Monitor progress through an up-to-the-minute Grade Book;

- Receive alerts and communicate through secure WebMail messages ;

- Communicate with teachers and other students and families via message boards; and

- Provide ratings and written feedback about specific lessons and overall learning experiences.

Connexus allows parents, counselors, teachers, Learning Coaches, and students to work together in a safe and supportive environment.

LiveLesson sessions will allow teachers and students to interact with one another synchronously in a cyber classroom. Teachers will use the LiveLesson tool regularly to convene groups of students together to focus on particular learning topics, and may also use LiveLesson for independent student work groups to collaborate on activities, via chat, electronic whiteboard, and shared web surfing. In addition, teachers will collaborate synchronously with students and Learning Coaches through phone calls to discuss the PLP and conduct Curriculum Based Assessments (CBAs).

Threaded discussions on course-based message boards are also used as appropriate by grade level to provide opportunities for collaboration and interaction among students. In addition, courses will incorporate graded asynchronous online discussions which are required for all students. This tool creates important opportunities for collaboration and interaction among students, increases writing skills, and provides opportunities for a "real-world" audience.

Along with the use of LiveLesson sessions, Teachlet tutorials will dramatically increase the effectiveness of the instructional model. Teachlet tutorials are highly interactive asynchronous tutorials that are incorporated into most lessons and provide students a dynamic, fun and engaging way to learn the concepts they need to complete the lesson. They incorporate graphics, video, and audio to show students the concepts and ideas they will need to complete the lessons.

For the past two years, Teachlet tutorials and other multimedia presentations have been created in HTML5. As current Teachlets (originally created in Flash® to provide maximum media impact for minimum bandwidth) are updated, they will be converted to HTML5 to support iPad and tablet functionality.

While students are required to use the school-issued laptop, the school cannot physically prohibit a Caretaker from permitting a child to use a mobile device to access Connexus. While Connexus can be accessed from mobile device, the experience will vary slightly from laptop to mobile devices for some of the areas within the application but all parts of the application can be accessed. Connections is continuing to make their content mobile friendly, but not all current Connexus pages are designed for mobile devices. Tablets are more likely to behave like laptops while the smaller hand-held mobile devices will see the biggest variance in experience.

To ensure equitable access for students, Reach will provide a laptop for all students.

Given the balance of modes and media for learning at Reach, actual time spent working online for students will vary according to each student's developmental level, learning needs, and learning styles. As illustrated in Figure 21, students in grades K-5 may spend 15-30% of their school day online; students in grades 6-8 may spend about 50-75% of their school day online; and students in grades 9-12 may spend 75+% or more of time online.

Figure 21. Time Spent Online by Grade Span

Grades K-5	Grades 6-8	Grades 9-12
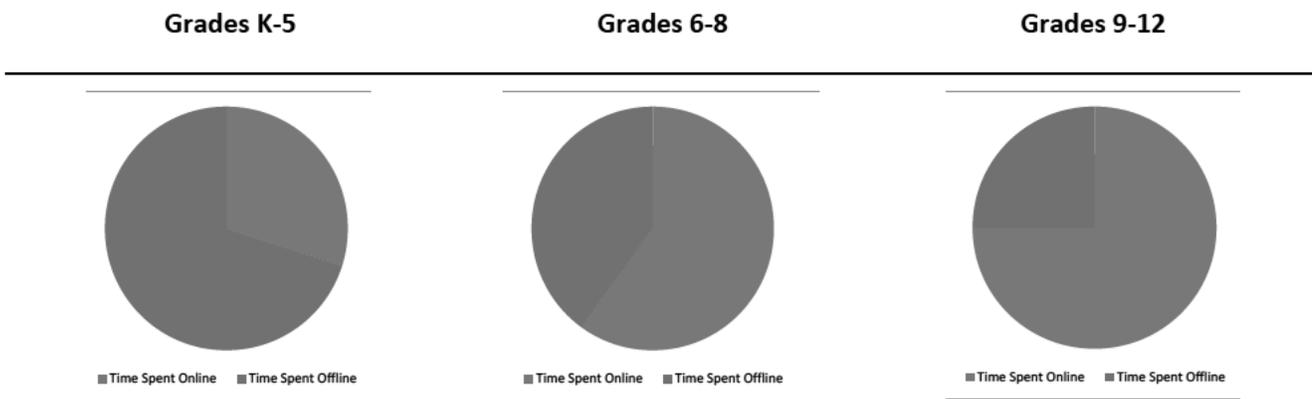
Since the majority of the work is done offline for students in grades K-5 including reading books and writing, students will have a flexible schedule. Although the hours of instruction per week will vary depending on the pacing option chosen, Reach will provide the minimum 900 hours per year of instruction for students in grades K-5. For students in grades K-5, between 15 and 30% of the school day will be centered on interactive online courses.

Students in grades 6-8 will be provided with a prescribed schedule, although students may work with teachers as needed to create more accommodating schedules. About 50-75% of the school day will be centered on interactive online courses. Reach will provide at least the required 990 hours of instruction per year.

When students move into grades 9-12, they will maintain their prescribed schedule. Again, students may work with teachers to create modified schedules. About 75+% of the school day will be centered on interactive online courses. Although the hours of instruction per week will vary based on the pacing option chosen, Reach will provide at least the required 990 hours of instruction per year at the secondary level, and considerably more for 9-12 students who choose the Accelerated Pacing Option.

B.	*Describe how you will improve student achievement through effective uses of technology.*

Improving Student Achievement through Technology

Reach will improve student achievement though the use of Connexus. Intervention Indicators will be displayed in Connexus to facilitate a teacher's identification of students who may be in need of additional differentiated instruction or intervention in math, reading, or both. These indicators are data-driven codes and are the first step of multi-tiered instruction. These indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. These indicators/codes will be displayed on the Teacher Home Page to facilitate the teachers' ability to identify which students may be in need of additional instructional support.

These codes will be used to identify students who may be at risk of failure, assist teachers in determining and implementing appropriate instructional interventions, and monitoring the effectiveness of interventions. Figure 22 illustrates the Intervention Cycle and explains the face codes used to determine a student's status. Face codes for Intervention Indicators are updated during each school year, based on formative assessment.

In addition, at both the section and individual student levels, the Assessment Objective Performance Reports (AOPR) can be generated displaying not only the essential skills and standards for a course, but also exactly where in the curriculum each of these is assessed. The AOPR, shown in Figure 23, will provide real-time student performance on each of the essential skills and standards based upon individual assessment items which measure standards-based objectives that students should master by the end of that grade level. Data

can be sorted to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method accomplishes the following:

- Enhances the multi-tiered instruction model;

- Identifies essential skills and standards by subject/grade level;

- Identifies how and where these essential skills and standards are assessed within the program;

- Provides a Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) model;

- Provides access to and analysis of real-time data to determine mastery/proficiency;

- Incorporates data-driven decisions throughout instruction;

- Maximizes use of the instructional support programs, resources, and data;

- Identifies the need for tiered interventions for non-mastered/proficient skills and standards; and

- Identifies students' response to the implemented interventions.

Figure 22. Intervention Cycle
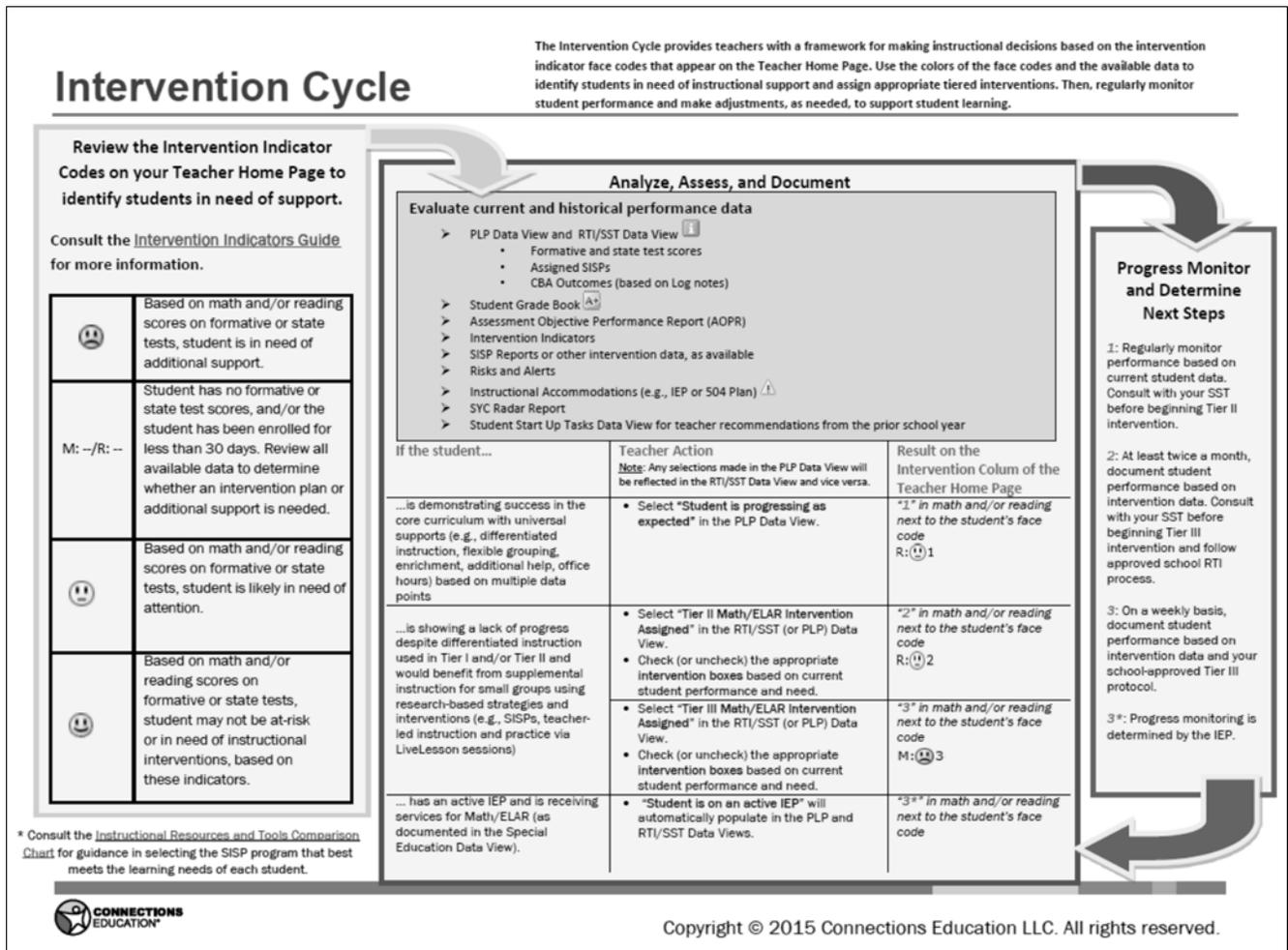
Figure 23. Assessment Objective Performance Report (AOPR) Screen Shot
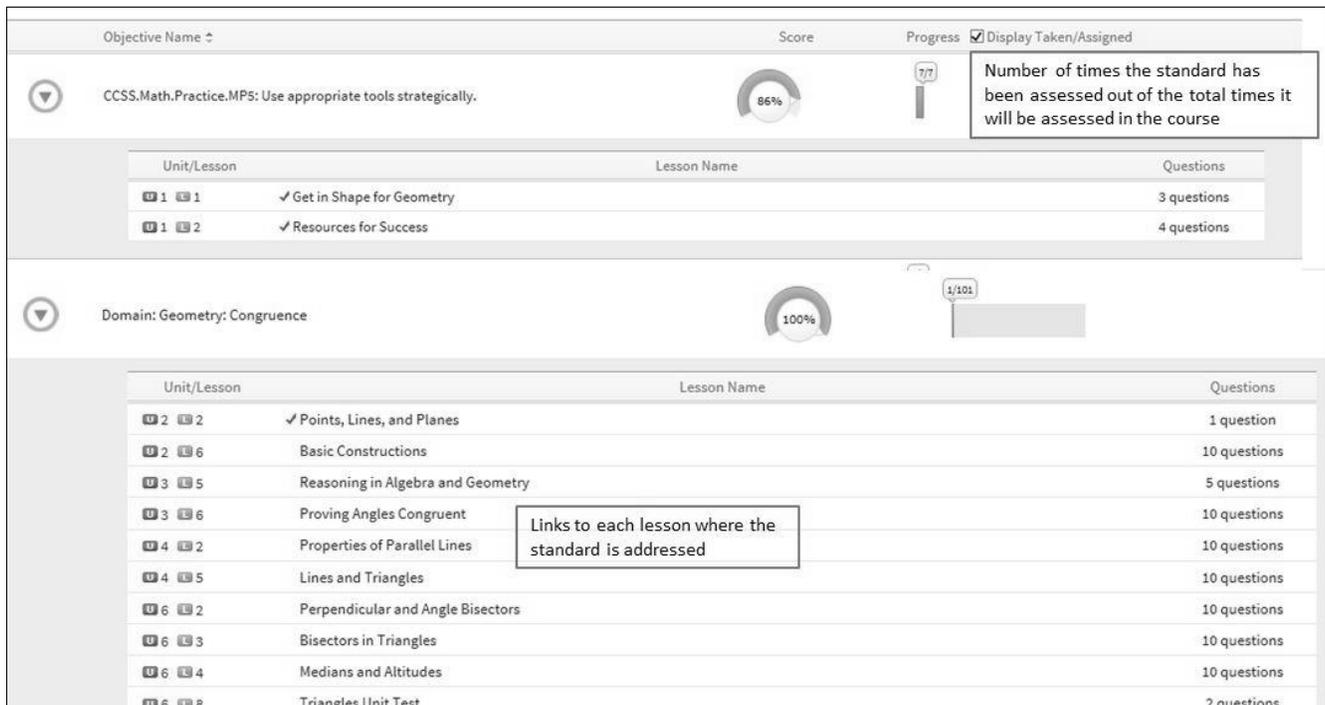
Students who are working below grade level based on mandated assessment results will also benefit from research-based intervention programs focusing on building proficiency in reading and math skills. Parents will be notified if their students qualify for these programs, and their cooperation will be secured for a series of intensive LiveLesson sessions with the student and his or her teacher focusing on areas needing improvement. The student will continue in the regular curriculum while receiving intervention, but the LiveLesson sessions will allow for focused remediation on topics likely to be problematic on the next mandated assessment.

Teachers will also implement the SSTAIR Instruction Model, a systematic approach to instruction, ensuring that all students receive the necessary level of support via technology throughout the cyber learning process. Beginning with identified essential skills and standards based on the Pennsylvania Academic Standards, teachers will be able to easily see what students should know and be able to do by the end of a specific grade in each of the core area subjects.

Multi-Tiered System of Supports/Response to Intervention and Instruction (MTSS/RtII)

Timely intervention is critical, and schools must implement an instructional model that is designed to address both academics and behavior through a systematic problem-solving approach. Reach's multi-tiered instructional model will aim to help all students meet with continuous academic and behavioral success. Reach will use a wide range of evidence-based instructional strategies and resources for all students with fluid movement between the tiers and levels of support. Teachers will increase the frequency and intensity of the intervention, or instructional support, based on students' responsiveness and learning/behavioral needs. Through the use of early identification and implementation of research-based strategies and tools, Reach will reduce the number of students who are at risk for learning and behavioral challenges.

Data provided via Connexus will be used by all teaching staff throughout the school year to implement a structured system of instructional supports, similar to a Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) model. These supports will include curriculum that is based on state and national standards, a high quality core instructional program, use of universal screeners, data-based decisions, tiered supports and services, involvement and engagement of Learning Coaches, and ongoing professional learning for staff.

Students who are struggling with the evidence-based and standards-aligned core curriculum will be identified by teachers as early as possible so that differentiated activities can be assigned and student progress can be monitored closely. For students demonstrating a more intensive need (Tiers II and III), the tiered approach will allow for more instructional support and increased progress monitoring. Decisions regarding students in Tiers II and III will be made in cooperation with the school's Student Support Team (SST). The SST will be part of the multi-tiered system of support, as illustrated in Figure 24, and will be facilitated by Connexus. Teachers will have a great deal of formative data to help identify students' greatest area of instructional need. A teacher's Home Page will show, for each student, an icon indicating if a student is at risk of being below proficient at the conclusion of the school year and if interventions have been identified and provided. The teacher may use his or her professional judgment to override these indicators and log the decision and rationale within Connexus. However, in cooperation with the SST, data will be collected at regular intervals to demonstrate that these student-level decisions are effective for each student. All efforts will be made to meet each student's needs within the general education program.

Figure 24. Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII)
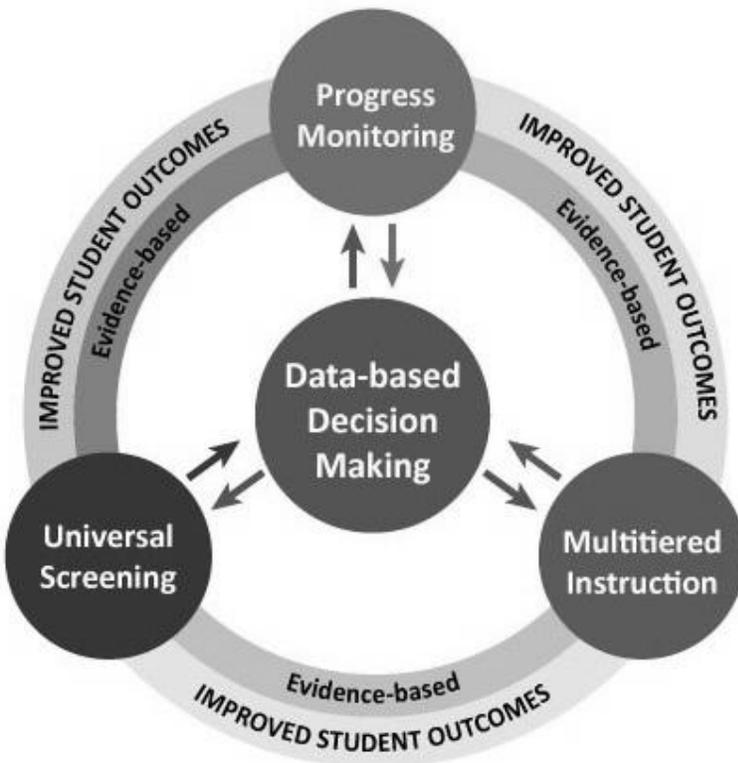
Tier I

Tier I is the first level of a multi-tiered approach to a system of instructional and behavioral supports. The core curriculum refers to the Connections research-based core reading and math curriculum that is aligned with the Pennsylvania Academic Standards. In addition to core coursework, the core curriculum includes teacher use of differentiated instruction that meets the needs of all students throughout the school year. All students have access to the core curriculum; work through their lessons; engage with interactive content such as Teachlet® tutorials, videos, virtual labs, and manipulatives; and demonstrate their understanding through multiple types of assessments. All instructional resources are part of the first level of a multi-tiered approach to support (Tier I). Teachers will regularly use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction. The vast number of approved instructional tools will allow teachers to fill in skill gaps and extend learning while providing additional evaluative data on student achievement.

Differentiation refers to the variety of instructional strategies and lesson modifications that teachers use with students with distinct learning needs or who temporarily need extra support to master a particular skill or concept. On a regular basis, teachers will plan and implement instruction that is differentiated and personalized. Through the use of varied instructional strategies and practices, teachers will engage all students while still holding them accountable for mastering the essential skills and standards. Differentiation involves thoughtful planning for the following:

- Instructional practice used to deliver instruction to students;

- Instructional design used to deliver content to students;

- Assessment used to evaluate student learning;

- Lesson content used to support and extend concepts and skills; and

- Instructional groups to meet the needs of small groups of students.

The goal of differentiation is always the same—making sure all students master essential skills and standards—but teachers may use different instructional methods to help students meet those expectations. When differentiation strategies fail to produce progress, Tier II intervention should be considered.

Tier II

When students do not make progress despite differentiated instruction within the core curriculum used in Tier I of instructional support, teachers will need to consider Tier II support. When moving a student from Tier I to Tier II, teachers may consult with the school's Student Support Team (SST). Areas where students struggle at the Tier I level and require Tier II support may include the following:

- Reading fluency

- Reading comprehension

- Math fluency

- Math computation

- Behavior

Tier II will generally begin after a general education teacher has tried a variety of instructional supports and differentiation strategies over a four-week time frame and has documentation showing that the student is not responding successfully.

Tier II instructional support can use many of the same instructional strategies and/or research-based programs that were used for differentiation as part of Tier I; however, it is the increase in the frequency and intensity of their use that defines it as Tier II. Intervention will be explicit, systematic, and targeted to the greatest area of student learning needs. Frequent and formal logged progress monitoring will be a critical part of the implementation of this tier. Tier II intervention will focus on the greatest area of need so data collection must be detailed, clear, and only regarding one area from baseline (first probe of performance) to progress monitoring. Targeting multiple areas in an intervention cycle makes it difficult to understand the source of learning challenges and collect precise data.

Tier II instructional support is typically provided two to three times a week for 20–30 minutes per session. The support comes from a research-based intervention that is explicit, systematic, and targeted to the student's greatest area of learning needs. Tier II behavior support is provided with the same frequency in cooperation with the Learning Coach.

Tier III

Tier III includes the most intensive and frequent level of instructional support and is the next step in the multi-tiered approach for students who have not been successful in the core curriculum that includes differentiation activities and Tier II supplemental interventions. Tier III interventions are facilitated and monitored by the general education teacher who increases the occurrence of synchronous direct instruction through the extensive use of LiveLesson sessions and other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.

Students enrolled in the Tier III level of intervention receive at least two additional days of 20–30 minutes of instruction for a total of four to five days a week to focus more intensively on skill deficits and areas of concern. Through Tier III interventions, students may be assigned a personalized course of study that allows for increased learning time in their areas of academic need. Time spent on electives and other supplemental courses is often minimized to focus on basic skills. Lessons may need to be skipped and assessments in the language arts or math course may need to be dropped to ensure the student has sufficient time to participate in Tier III intervention activities. Tier III behavioral support will also be provided at increased frequency and intensity. As needed, additional resources such as counseling staff will be engaged. Focused, specific data collection related to behavioral antecedents will be used to inform any referrals for behavioral evaluations.

In addition to an increased focus on core curricular content, Tier III teachers incorporate additional resources to assess and monitor student performance and address students' instructional needs. Tier III fosters a strong foundation in basic academic and behavioral skills and increases self-confidence as the student progresses through the program.

Figure 25 is the teacher's home page where he/she can track if students are on target, if they have overdue lessons, or if they are falling behind (Figure 26). Figure 27 shows a specific student's Grade Book.

Figure 25. Teacher's Homepage

Figure 26. Students with Overdue Lessons

Figure 27. Specific Student Grade Book

C.	*Describe the technical support that will be provided to students and parents.*

Technical Support

Through our agreement with Connections, Reach will provide 24/7/365 technical support through Online Help in Connexus; live phone support via toll-free phone service and email to parents and students Monday through Friday 9 AM–9 PM Eastern Time and on-call support all other times. Technical support will address all hardware, software, networking, and connectivity issues. Technical support will be effective even when supported remotely since both the hardware and technology will be provided by Connections and the support technicians (all Connections full-time and US-based employees) will be familiar with hardware models and custom imaging parameters.

Connections technology support staff members have an expansive knowledge of computer technology and Connexus. They will help troubleshoot any problems students are having with Connexus. The support team members also have remote diagnostic tools that allow them to see a student's school-issued computer and correct problems from afar.

Calls and emails are routed directly to the Technical Support staff on duty. After hours and on weekends, requests for help are recorded and responded to the next business day.

- Support team phone: 800-382-6010

- Support team email: support@connectionseducation.com

Online Resources

Through our agreement with Connections, Reach will provide numerous online resources for parents, students, and staff. The extensive Online Help system is searchable and easy to use. It contains a wide array of how-to topics about the following:

- Using features of Connexus

- Troubleshooting problems with the school-issued computer

- Using the software on the school-issued computer

Connections also provides detailed training online that is interactive and engaging. It covers topics such as:

- Helping students be successful in a cyber school

- Staying organized

- Curriculum differences across grade levels

- Using Connexus

Connections has taken experience and tips from families in schools they support and combined them with the expertise of their staff to create useful examples and scenarios that will help families to be successful.

> *D.* *Describe the policy for ensuring the privacy and security measures that will guarantee the*
> *confidentiality of data gathered online.*

Security Measures for Confidentiality of Data

The Acceptable Use policy for Connexus is provided in Appendix F.

Connexus contains several unique and efficient mechanisms for families and schools to communicate with one another. Since Connexus is a closed system, no communication can be made to or from anybody outside of the system. Parents or legal guardians can control what, if any, of their student's information is posted and accessible to others in the School Directory. To set or modify these options, parents can go to the SIF (Student Information Form) – School Directory Data View to adjust their student's permissions at any time. The SIF School Directory Data View is accessed from the student's Connexus home page under Data Views or though the student's "information" icon.

Connexus maintains a complex system of roles, permissions, and locations to control access to data and files. For example, a user has the teacher "role" in his or her school "location" and therefore is only able to access information about students in his or her school but is not able to access information about students in other schools. Likewise, a Lead School Administrator (role) of a school (location) is only able to access information about students and teachers in his or her school and cannot access information about other locations.

Access to data is controlled by "role" also. In order to perform a particular job, a user has the necessary role(s) that will facilitate doing his or her job. For example, the enrollment staff is able to view, enter, and report on data about students for facilitating the enrollment process. Teachers can view, enter, and report on data to facilitate the learning process.

Data Center

Connexus servers are hosted in an enterprise-class tier 3 data center. This facility is secured electronically with 24 hour guards. Access to the site is strictly controlled by select administrators. All Internet communications to and from the Connexus servers are encrypted. Regular vulnerability scans and a rigorous patching process are in place to identify and address vulnerabilities in a timely fashion. Connections also employs industry standard equipment (e.g., firewalls, intrusion prevention systems), and services to further limit attack vectors.

Network and Systems Operations

Connections' multi-layer network employs a modular, scalable design that provides multiple levels of security, redundancy, and fail-over. The network is built on a platform of redundant routers, firewalls, switches, and redundant content and load-balancing solutions. This design enables Connections to maintain a high-availability network infrastructure while minimizing downtime.

Security Management

Connections has invested significantly in a variety of infrastructure security measures to ensure the safest network transmissions of confidential and sensitive communications and to avoid service disruptions resulting from the accidental or intentional actions of external parties.

Data Backup

To ensure that valuable data is available when needed, Connections has built a quality infrastructure that affordably protects Websites and content.

Site Monitoring & Site Security

Connections' security services provide a complete end-to-end Information Assurance, and Vulnerability Detection solution. Staff members at the Network Operations Center (NOC) monitor the web-hosting environment 24/7/365. In the event that a Website is not meeting the appropriate operating and performance criteria, alerts are sent automatically to the Connections' NOC staff and engineering teams to resolve the issue as soon as possible. Site Monitoring includes:

- Monitor HTTP Service & SSL for HTTP service for availability and response times
- Perform Server PINGs
- Monitor Server URLs for availability, content and response times
- Display current status of all monitored components on a user-authenticated site
- Automatically alert notification if established thresholds are exceeded
- Monitor server CPU Utilization, disk space, memory, services and bandwidth
- Execute SQL queries to ensure databases are functioning properly

Infrastructure Security Components
- Ensure high availability firewalls through a high level of network access and information availability, as well as integrity and privacy with the redundant structure that supports synchronization and automatic failover.
- Operate a corporate VPN to create efficient trust relationships for both site-to-site and desktop-to-host operations.

Fault Tolerance and Redundancy

Connexus has fault tolerance and redundancy built into it at every level. If any one component in Connexus fails, its load is immediately picked up by other components and service is not interrupted. The power system at the NOC, where Connexus technology components are housed, has redundant generators and Internet connections. Multiple systems monitor all components of Connexus, including hardware and software, 24/7/365. Alerts are sent immediately whenever an issue is detected, from a bug in the software or a course to a server failure, and Connections' technology staff responds to every alert with immediate and appropriate action. Regular Connexus releases occur every two weeks and hotfixes when necessary can be applied any time. Operating system, firmware, and service patches are applied to all systems on an ongoing, scheduled basis with patches typically being applied to production systems after a testing period in other environments. From a user perspective, such as students, Learning Coaches, and teachers, should a power outage occur due to inclement weather, Connexus data and features will remain undamaged. The Grade Book, scheduler, course completion data, and other elements will continue to remain updated and will be available when the user re-gains power and logs back into the system.

| E. | Describe the methods to ensure authenticity of student work and the proctoring of exams. |

Authenticity of Student Work

Reach will use CheckMyWork, a plagiarism-prevention tool based on similar programs such as Turnitin, an online plagiarism prevention tool, to help teachers and students identify and correct inappropriate re-use of content. Following established guidelines, students will be required to run their essays and other authentic assessment documents through CheckMyWork before submitting these assignments to the teacher, and attach the CheckMyWork report URL to their submissions. This gives students an opportunity to correct any unintentional plagiarism and allows teachers to see at a glance where academic integrity issues may exist.

Proctoring Exams and Test Security

Reach students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations for state testing. Reach acknowledges that Section 1744-A (2) encourages cyber schools and school districts to work cooperatively to accommodate students' needs in mandated testing. If needed, and where applicable, Reach will work with an intermediate unit or a school district to request reasonable access to facilities for the administration of standardized tests.

The variety of assessment forms also promotes security. A student's work will begin with a placement process, providing the teacher with a solid baseline against which to compare online assessments to follow. Frequent online quizzes, periodic online and offline unit tests, (some of which are randomized and/or timed), CBAs, and the standardized pre-, mid-, and post-tests will be compared against the student's portfolio samples to detect any mismatches. Teachers will be specially trained in telephone and WebMail message questioning techniques to evaluate student mastery of concepts.

Students and parents suspected of inappropriate assessment behavior will be confronted immediately and subjected to standard disciplinary action. All students will be required to sign the Honor Code indicating their understanding of the expectations of academic honesty. Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities—they cheat themselves of the opportunity to fully develop their intellectual abilities. The Honor Code will serve to reinforce students' commitment to academic excellence, and all students must sign this Honor Code.

F.   *Describe equipment such as hardware, software and Internet connections to be provided to students.*

Hardware, Software, and Internet Reimbursements

We have included the technology specifications as they are being filled now in similar schools supported by Connections. When Reach opens in 2016, the makes/models may vary but each unit will have comparable performance specifications. To ensure equitable access for students, Reach will provide each student with the following:

- One laptop computer per student in grades K–12
  - Hardware
    - HP model laptop
    - Intel i-series processor
    - 15.6-inch LCD LED display w/ integrated webcam
    - 4 GB 1600MHz DDR3 (1 DIMM)
    - 500 GB Hard drive
    - 24X DVD/CDRW (fixed)
    - 10/100/1000 NIC
    - Broadcom® 802.11 a/b/g/n Wireless
    - Bluetooth 4.0®
    - 3 USB 2.0
    - Headphone/line out
    - Headset/Microphone combo

- o Software
  - Microsoft Windows 7 Professional
  - Microsoft Office 2010
  - Symantec AntiVirus
  - Ad-Aware SE Anti-spyware protection
  - Other software installed includes: Adobe Acrobat Reader, Flash Player, Shockwave Player, and Windows Media Player
  - CyberSitter® Internet filtering software
  - Unlimited Technical Support

- One printer per household: Each household will be eligible to receive or be reimbursed for one standard HP Desktop printer in the first year of enrollment.

- Student Technology Reimbursement: Families will arrange for Internet service for their students to attend school and will be regularly reimbursed for the full cost of Internet service (and also printer ink). Reach will reimburse the families regularly so as not to cause financial hardship for families and so there is no disruption of schooling for the students. The Board policy for providing Internet and technology to students is provided in Appendix S. The reimbursement schedule will also factor in students enrolled in Reach's various pacing models.

   For students who are unable to arrange for Internet service, Reach will work with them to help with securing high speed Internet access. If the student lives in an area that receives limited or poor Internet connections, the school will work with the family on alternative methods for accessing Reach online. One potential solution is to provide students with an educational Mi-Fi, through our agreement with Connections. Connections has experience with procuring educational Mi-Fi for students in other schools they support through Kajeet, a company recommended by Verizon. Kajeet provides a solution using a Verizon Mi-Fi running on the Verizon 4G LTE network with their Sentinel cloud portal that provides CIPA compliant filtering to keep students on task.

   For students who select the accelerated pacing option or the year-round pacing option which requires participating in the program in the summer, Reach will ensure the families are reimbursed for Internet expenses over the summer months.

Supplying Technology

Through the Statement of Agreement, Reach will contract with Connections to supply technology to students. When a student enrolls, the appropriate equipment and technology will be ordered during the initial enrollment phase. When the enrollment is processed, the system generates an XML file that is sent to the Connections warehouse to expediently fulfill the equipment order. A laptop with preloaded software, necessary to fully access and support the Connections curriculum, is sent to the student's home.

A Computer Setup Guide with instructions, a list of materials, and Technical Support CDs are included in the package. The instructions include contact information for technical support and detailed information regarding the equipment. A friendly technical representative is available to assist the student with setting up the equipment and provide any required logistical support.

In addition, the Computer Setup Guide includes steps for connecting to the Internet, logging into Connexus, and Frequently Asked Questions.

This seamless process allows for an effective and efficient start for the student and family.

Refreshing Student Technology

Reach will contract with Connections, through the Statement of Agreement, to refresh student technology. Connections has extensive experience supplying and refreshing technology for thousands of students in the schools they support throughout the country. Connections will complete an annual student technology refresh campaign where student devices (laptops) that have been with the same student/household for three or more years are eligible to be refreshed. If a household elects to participate in the refresh campaign, they will receive a refreshed device loaded with the most current student image and operating system, which meets technology performance requirements. The laptops will be equipped with Internet security features.

Connections will process all returns from students as well. They work with families to coordinate the return including arranging for pick up from students' homes. The Computer Setup Guide specifically addresses instructions for equipment returns for repair or withdrawal. It also advises the student, upon original receipt of the equipment, not to throw away any equipment boxes or packing materials so they may be used for a return or repair if necessary.

Timing and Process Steps

- The process occurs between October 1 and December 31 each year.

- Connections uses its proprietary asset management system data, AssetAware (AA), to identify eligible computers to be refreshed (laptops that have been assigned to the student for three or more years).

- A WebMail is sent to the parent of the household to alert them of their eligibility; this WebMail links to a Data View in Connexus where they can choose to participate in the refresh campaign.

- The Data View remains open for eligible households for at least two weeks.

- After the Data View is closed, results are pulled to identify which students have chosen to participate in the refresh.

- An order for a refreshed device is placed and sent to the warehouse.

- Return instructions and a pre-paid UPS return label is mailed to each participating household.

- Upon receipt of the refreshed device, the household must return the older device.

- There is no cost to the families for participating in the refresh process (all shipping and handling is paid for by Connections through the Statement of Agreement with Reach).

Repairing and Replacing Technology

Computer risk assumption is covered through the Statement of Agreement with Connections on a limited basis. Connections builds in replacement assumptions as part of their comprehensive technology offering and it is covered in the Student Technology Assistance Services fee.

As Connections provides similar services for cyber schools throughout the country, they have sufficient stock to provide replacement equipment. The mission of Connections is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. Therefore, they strive to minimize any learning downtime for students and will often ship a replacement unit before the repair unit is received.

Connections has developed several proprietary technology workflows to expedite and streamline the process. They have detailed quality assurance policies for new and returned equipment to ensure each student receives

a clean image when his/her equipment arrives. Samples of technology workflows that have been created specifically to meet the needs of students enrolled in schools supported by Connections include:

- Receiving Technology

- Pre-Image Inspection

- Image: Desktop/Student Image

- Image: Laptop/Student Image

- Image: Laptop/Enterprise Image

- Post Test: Desktop/Student Image

- Post Test: Laptop/Student Image

- Post Test: Laptop/Enterprise Image

- Cleaning Unit

- Repair: Post Repair Inspection Laptop

- Packaging

Connections provides all protective packaging and form-fitting foam insulation for all laptop shipments to minimize in-transit damage allowing for round trip protection for equipment.

Connections will maintain sufficient safety stock for exchanges and repairs to minimize downtime for students. Connections currently provides inventory warehouse management services for 30 virtual public schools in 26 states serving approximately 65,000 students. The technology hardware inventory includes:

- Handling all to and from shipping of the inventory to the designated user, as directed by Reach;

- Collection efforts of unreturned inventory;

- Inventory repair (if under warranty) and cleaning; and

- Inventory storage.

II. NEEDS ASSESSMENT

II.1 STATEMENT OF NEED

Explanation: Provide recognition of potential opportunities to improve service and expand choices for students and parents.

A.   Why is there a need for this type of school?

Need for an Innovative Cyber School in Pennsylvania

Students whose instructional needs will be effectively met by an innovative cyber charter school, offering year-round and flexible scheduling and STEM activities and experiences, include:

- Students in need of flexible pacing options for meeting state education standards (Reach will offer multiple calendar options: traditional, year-round, and accelerated);

- Students interested in pursuing science, technology, engineering, and math post-secondary or career options;

- Students pursuing artistic or athletic careers or career development opportunities that require a flexible schedule or specialized coursework;

- Students in need of accelerated or expanded coursework opportunities;

- Students living in rural communities who have limited access to public school options;

- Students not on pace with their peers in school;

- Students coping with social issues who may particularly benefit from personalized instruction;

- Students who are homebound due to illness or disability;

- Students who are homeless; and

- Students with special learning needs.

Other cyber learning options are currently available in Pennsylvania but they lack a flexible pacing option offering students a new way to personalize their education to meet their specific needs.

The additional STEM offerings, especially in the lower grades, will also offer a unique opportunity for both students and teachers to expand their interests and expertise. According to the STEM Education Coalition[49], they are trying to establish, as one of their core policy principles, "…a high-priority for STEM-focused projects, programs, and curricula in education programs that support classroom teaching and learning and out-of-school experiences such as afterschool, co-curricular, and summer programs." At a recent STEM Education Coalition Policy Forum, speakers noted, "Children and their parents are actively pursuing participation in STEM focused informal education activities, and it takes the schools, informal education centers (such as science centers and museums), local business and industry partners, and parents working together in their communities to successfully engage young people in STEM subjects and projects beyond traditional curriculum."[50]

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[49] http://www.stemedcoalition.org/

[50] http://www.stemedcoalition.org/2015/07/08/informal-stem-education-101-what-we-mean-when-we-talk-about-informal-stem-education/

In 2014, the Alliance for Science and Technology in America (ASTRA) highlighted in their *Pennsylvania STEM Report Card*[51] that overall, 30% of Pennsylvania high school students are interested in STEM careers based on their intended college major or career aspiration. When disaggregated by gender, the report reflects that 16% of female high school students and 44% of male high school students in Pennsylvania were interested in STEM careers. The gender gap in interest in STEM Careers in Pennsylvania is a key part of Reach partnering with organizations like Pennsylvania Girls Collaborative Project and the Carnegie Science Center that have experience in increasing female participation in STEM. By race, the gap in interest in STEM exists as well. Though approximately 35% of Asian-American and 30% of White high school students in Pennsylvania are interested in STEM careers, only 24% of African-American and 26% of Hispanic high school students in Pennsylvania are interested in STEM careers.

A 2012 Report by the Pennsylvania Department of Labor and Industry[52] highlighted importance of Science, Technology, Engineering, and Math (STEM) on the state's economy and its impact on annual salaries of those trained in STEM. Per the U.S. Bureau of Labor Statistics, "Pennsylvania alone is estimating that by the year 2018 there will be over 300,000 jobs that will relate to STEM fields – over 50% of which will need some level of post-secondary education."[53]

The average annual salary for a STEM occupation in Pennsylvania was $62,210 while annual salary for non-STEM occupation was $39,650.[54] In 2010, 1-in-5 jobs in Pennsylvania were STEM jobs. Reach will emphasize STEM to prepare students for successful, high paying careers, throughout Pennsylvania.

Reach will exclusively provide cyber education and the faculty will become experts in serving students in this format. Just as specialization occurs in other areas, Reach will specialize in cyber education by leveraging its partner's 13 years of expertise supporting cyber schools across the country, ten of those include supporting a cyber school in Pennsylvania. Teachers will be experts in online pedagogy with experience in STEM, passionate about delivery, skilled in the technology, and excited to personalize instruction to students throughout Pennsylvania.

The growing demand for cyber education is also substantiated nationally by the dramatic growth of cyber charter schools across the country. The most recent available figures count 316,000 students having attended fully cyber schools in the 2013-2014 school year. Thirty states plus Washington DC had full-time cyber schools operating statewide in the 2013-2014 school year.[55] Several statewide cyber charter schools have selected to partner with local school districts to operate. In Colorado, Wyoming, and Oregon, local school districts authorize and oversee statewide cyber schools. Cyber learning opportunities are also now offered in all 50 states, at least for some students.[56]

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[51] http://ostrc.org/stem/documents/PennsylvaniaSTEMReportCard.pdf
[52] http://francis.edu/uploadedFiles/Content/Home/About_Us/Outreach_Centers/Science_Outreach_Center/Past_Events/Ed%20Legge%20Central%20STEM%20BP%2006

1413.pdf
[53] http://www.cpwdc.org/stem/
[54] http://francis.edu/uploadedFiles/Content/Home/About_Us/Outreach_Centers/Science_Outreach_Center/Past_Events/Ed%20Legge%20Central%20STEM%20BP%2006

1413.pdf
[55] http://kpk12.com/states/
[56] http://www.kpk12.com/wp-content/uploads/EEG_KP2014-fnl-lr.pdf

In March 2012, the National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College released a joint statement regarding *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8.* The statement expresses a key message: "When used intentionally and appropriately, technology and interactive media are effective tools to support learning and development."[57]

Reach will also allow students to matriculate at a traditional pace, at a faster pace, or at a slower pace. Reach anticipates that it can help credit-deficient students achieve their goals and be successful. For example, across all schools in the country supported by Connections that have had a high school for four or more years, 30% of students enter the school credit deficient. Students are looking for additional options to help them with their academic goals and prevent them from dropping out. Students enter a cyber school because their current educational environment is not working for them and they seek a more individualized approach. Cyber education is not an appropriate placement for all students but it is another option that is successful for some students. Many students find success in a cyber environment where previously they may have experienced failure. Figure 28 lists the reasons parents considered enrolling their child in cyber schools supported by Connections throughout the country.

Figure 28. Reasons for Attending a Cyber Program Supported by Connections

45%	Want a change from their local school
44%	Require or want greater flexibility
35%	Want a safe learning environment
26%	Of their parents want more involvement with their child's education
14%	Have health concerns
10%	Cited bullying in previous school
5%	Attend to pursue the arts or sports
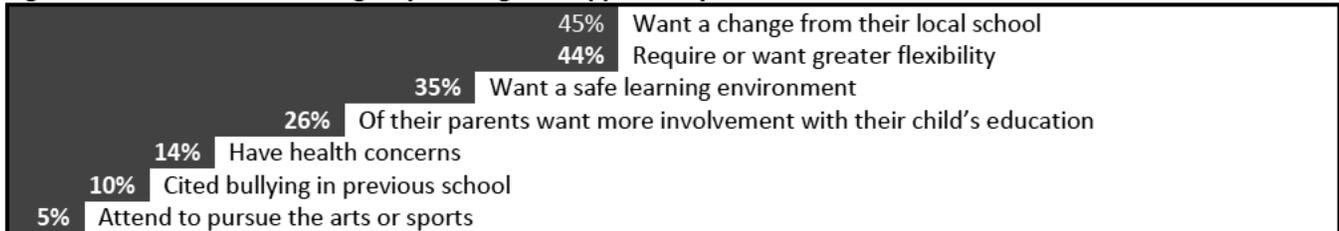
Evidence of Support

The Board has been tracking the interest in cyber schooling expressed by families throughout Pennsylvania. There is great need across the state for additional cyber school schooling options. Our proposed school, Reach, will meet a need that cannot be met by current options. Since January 2013, over 45,000 families have inquired about a cyber school option for students with Connections. Figure 29 illustrates the location of the families who contacted Connections interested in a cyber school in Pennsylvania.

Reach has also demonstrated, through attendance at both online and in-person information sessions throughout the state, and through an online survey, an interest in this innovative cyber charter model. The support for Reach is not only evidenced by the signatures on the petition, but from letters of support from community-based institutions serving both K-12 and higher education (provided in Appendix G).

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[57] http://www.naeyc.org/content/technology-and-young-children

Figure 29. Location of Interested Students and Families
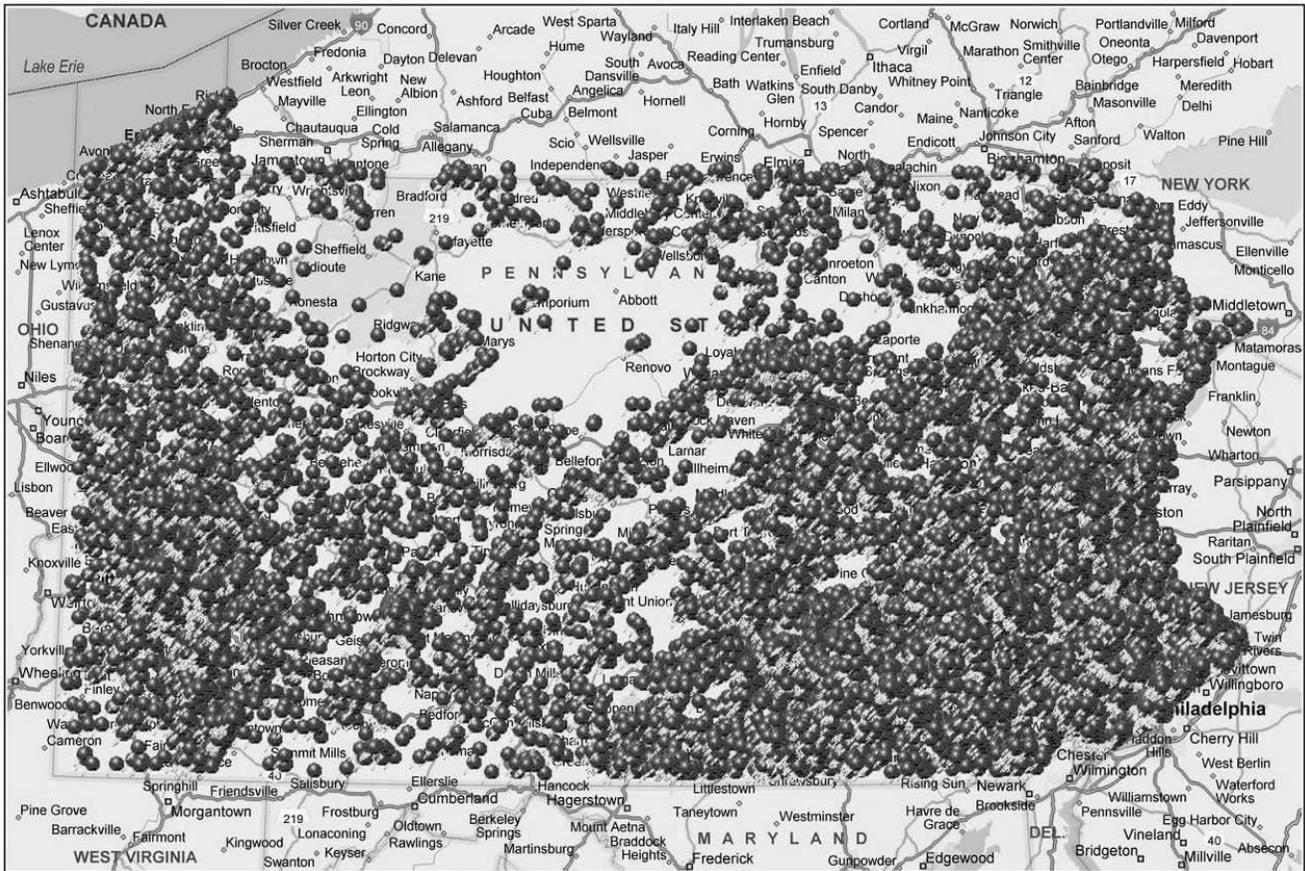
B.   Explain why the cyber charter school model is an appropriate vehicle to address this need.

Cyber School is Appropriate to Address Need

Cyber schools started in the U.S. in the mid-1990s with the widespread use of the Internet. In Pennsylvania, after the charter school law was passed in 1997, the first cyber charter opened its virtual doors in 2000. Enrollment in cyber charters has increased every year from 582 students in the 2000-01 school year to 21,824 students in the 2013-14 school year.[58] Demand for cyber schools has not diminished. With the unique offerings of flexible pacing and STEM-enrichment, Reach will provide Pennsylvania students with an additional educational option that is not currently available. The school will provide flexible scheduling for meeting Pennsylvania Academic Standards. Reach will offer multiple calendar options: traditional, year-round, and accelerated (for high school students). The families interested in taking advantage of the flexible pacing option live in every part of Pennsylvania. Therefore, a statewide cyber school is an excellent way to make a school with flexible pacing options available to them.

The school will add STEM opportunities, activities, and experiences for all grades. The school will employ a STEM Coordinator with a focus on building statewide partnerships with organizations connecting the school and larger Pennsylvania community to expand the school's STEM offerings. As a statewide school, Reach will ensure STEM program availability through both face-to-face events located throughout the state and virtual

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[58] http://www.portal.state.pa.us/portal/server.pt/community/annual_reports/7357/2008_charter_school_annual_reports

experiences allowing students the opportunity to practically apply their learning while interacting with classmates.

The unique cyber school model allows the STEM Coordinator, Board of Trustees, and school leadership to bring family, school, and community together to expand students' awareness, exposure, and participation in STEM-related activities.

Beginning in grade 9, school counselors will work with each student individually on graduation plans with a focus on appropriate courses, credits, and post-secondary planning. Students at all grade levels will participate in clubs, activities, and electives to complete the full-school experience.

Reach can offer students anywhere in the state hundreds of courses, dozens of clubs and activities, and access to resources that will help prepare them for the global economy they will be living and working in as adults. Many of these clubs will provide students STEM experiences and opportunities. The personalized approach of cyber learning will provide important skills to students including independent thinking, problem solving, and collaboration not only with people in their community but potentially across the globe.

II.2 SCHOOL DEMOGRAPHICS

Explanation: Provide a description of the students to be served and the community in which the school will be located.

A. *What are the school's enrollment projections for each of the first five years? What is the school's ultimate enrollment goal? What grades will be served? What is the entry age for kindergarten students and the entry age for beginners? How many students are expected to be in each grade or grouping?*

Enrollment Projections

Figure 30 lists the enrollment projections for the first five years. Per the Charter School BEC, 24 P.S. §17-1701-A, Reach will report to the PDE an increase or a decrease of 30% or more in its anticipated enrollment as set in this application.

Figure 30. Enrollment Projections

Year	Grade	Enrollment
1	K-9	500
2	K-11	1,500
3	K-12	2,500
4	K-12	3,500
5	K-12	4,500

Ultimate Enrollment Goal

Reach's enrollment goal is 4,500 students by Year 5. Reach has a responsible plan for school growth (balancing the desire to serve as many students as possible each academic year with the quality and academic focus of the school) that positions both the students and the school for future success. Reach hopes to responsibly grow from 500 students (Year 1) to up to 4,500 (Year 5) through a combination of parent outreach, comparatively high student retention rates (cyber school retention rates tend to be lower than brick-and-mortar schools), and word- of-mouth recommendations and referrals by current families.

Grades Served

Reach will serve students in grades K-9 in Year 1, students in grades K-11 in Year 2 (with an increase in enrollment to reflect adding the additional two grades), and students in grades K-12 in Year 3 and beyond.

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."*

Students Per Grade/Grouping

Figure 31. Students Per Grade/Grouping

	16-17	17-18	18-19	19-20	20-21
Total	500	1,500	2,500	3,500	4,500
K	35	69	96	134	172
1	36	73	102	142	183
2	39	82	117	164	211
3	40	84	121	169	217
4	43	93	135	189	243
5	46	103	153	214	275
6	51	117	176	246	316
7	60	145	223	312	401
8	67	164	254	355	457
9	83	215	339	474	609
10	0	183	286	401	515
11	0	173	269	376	484
12	0	0	232	324	417
Total	500	1,500	2,500	3,500	4,500

> B.   Describe the community or region where the school, particularly the administrative office, will be located.

Community where Site will be Located

School leadership and staff will be located in the school site in the city of Harrisburg, the capital of Pennsylvania. Harrisburg is only 100 miles from Philadelphia and 200 miles from Pittsburgh.

One of our STEM higher education partners, Harrisburg University of Science and Technology (HU), is located in Harrisburg. Reach has had initial discussions with HU about partnering to enrich the experience of Reach teachers. (Reach understands that dual enrollment and/or concurrent enrollment programs are currently not permitted in cyber charter schools. Reach will not operate a dual enrollment or a concurrent enrollment program with HU or with any of our other higher education partners. References to partnerships with higher education institutions in this application are for the purpose of providing teachers with professional development opportunities and providing students with enrichment opportunities – but not course credit.)

Harrisburg is also home to several colleges such as Penn State-Harrisburg, Dickinson College, Lebanon Valley College, and Elizabethtown College. Initial conversations have begun with several institutions and will continue throughout the planning year to identify and define unique opportunities for both students and faculty.

Penn State-Harrisburg's teacher education programs are accredited by NCATE and offer specialization in elementary education, early childhood education, secondary education, English, social studies, and mathematic. ESL and reading specialty certifications and master's programs in teaching and curriculum and literacy education are also available. Penn State-Harrisburg and the school of Behavioral Science in Education (BSE) sponsor the Capital Area Institute for Mathematics and Science (CAIMS+).[59]

Reach will be serving students statewide. Meeting the needs of both urban and rural students is important to the Founding Board. Almost half of the school districts in the state are rural and over a quarter of the state's population live in a rural county, according to The Center for Rural Pennsylvania.[60] Reaching students who might otherwise not have an opportunity to participate in a variety of enriching experiences is an exciting component of Reach.

C.	*Why was this location selected? Are there other locations suitable to the needs and focus of the school?*

Selection of Location

Reach will serve students throughout Pennsylvania but the location for the school site was chosen in part because Harrisburg is centrally located in the state. Reach is interested in partnering with the numerous higher education, non-profit, government, and community organizations in and around Harrisburg. Locating the school in Harrisburg also affords the school the ability to hire from a pool of qualified teachers.

Because the State Capitol building is located in close proximity to Reach's site, policymakers and other key stakeholders will have opportunities to visit the school and experience firsthand the method of teaching in this unique environment. Harrisburg is also in close proximity to one of our proposed STEM higher education partners, Harrisburg University of Science and Technology (HU), which will be convenient for teachers undergoing professional development at the university. Reach has had initial discussions with HU to enrich the experience of Reach teachers. Reach's Harrisburg-based teachers participating in some of the HU offerings will have access to a state-of-the-art university dedicated to training the next generation of STEM professionals. There may also be opportunities for Harrisburg-based Reach teachers seeking a graduate degree in education or STEM to earn their degree or take classes at HU while teaching full time with Reach.

D.	*Describe any unique demographic characteristics of the student population to be served including primary languages spoken.*

Unique Demographic Characteristics of Student Population

In statewide cyber schools supported by Connections nationally, the demographics of the schools typically mirror the demographics of the states. Of the students who attend schools supported by Connections, over 48.3% met the federal Free and Reduced Meals (FARM) guidelines mirroring the national average of 48.1%.[61] In 2014, the Pennsylvania Department of Education reported that 48.1% of its students were eligible for FARM. Enrolled families will include many of modest means as well as single-parent/dual-working-parent households.

The Kids Count Data Center[62] reported 15.4% of students with disabilities in 2013-2014 school year. Students with disabilities generally require special education through their schools, intermediate units or approved

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[59] https://harrisburg.psu.edu/capital-area-institute-for-mathematics-and-science
[60] http://www.rural.palegislature.us/rural_urban.html
[61] http://nces.ed.gov/programs/digest/d12/tables/dt12_046.asp
[62] http://datacenter.kidscount.org/data/Tables/2724-students-with-disabilities--number-and-percent-of-students-enrolled-in-special-education?loc=40&loct=2#detailed/2/any/true/1249/any/9736

private schools. For 2014-15 school year, schools supported by Connections nationally reported serving an average of 11% of students requiring IEPs and 5% of students requiring Section 504 plans.

Primary Language Spoken

The primary language spoken will be English.

II.3 DISTRICT RELATIONS/EVIDENCE OF SUPPORT

Explanation: Document efforts to foster open communications with local school districts; evidence that the founders inspire the confidence of their targeted community; evidence that the program provides an attractive educational alternative to students and parents; and evidence that the breadth of community support extends beyond the core group of founders.

A.   *Provide evidence that your cyber charter school has the sustainable support to operate.*

Evidence of Sustainable Support

The success of Reach will be founded on its ability to provide its students and parents with a learning environment that meets their individual needs. In this application, Reach has demonstrated support sufficient to sustain and maintain the school as an on-going entity. The Board has demonstrated long-term, sustained support for the school by generating a petition signed by 1,459 residents in Pennsylvania, including 714 parents demonstrating interest pre-enrollment in Pennsylvania. These signatures represent significantly more than 100% of the proposed first year enrollment of 500 students

The Board has prioritized creating and sustaining partnerships with organizations that complement the school's emphasis on STEM. We have attached letters of support from Pennsylvania-based organizations and institutions that Reach will work with during the planning stage to ensure our STEM curriculum is reinforced with extra-curricular activities they provide and that Reach teachers have opportunities for professional development.

Our six-member Board represents a group of passionate education advocates who live across the state. The Board brings a wealth of experiences to Reach and has secured support letters (included in Appendix G) from the following individuals and partners:

- Harrisburg University of Science and Technology
- Carnegie Science Center
- Pennsylvania Girls Collaborative Project
- Pennsylvania Chamber of Business and Industry
- Academy of Natural Sciences, Drexel University
- Bartram Gardens
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> B.   *What efforts have you made to notify the district(s) from which your charter school would draw students?*
> *Note: Please attach letters of intent that were sent to all school districts from which the cyber charter school could reasonably expect to draw students.*

Notifying Districts in Pennsylvania

Reach will be a state-wide cyber charter school open to every school age student in Pennsylvania. The Board has generated and posted a letter to superintendents off all 500 school districts in Pennsylvania notifying them of our application and of our intention to notify them if the application is approved. The letter (attached in Appendix H) also requests the opportunity to partner with the school districts to ensure we best serve the needs of the students from their district who enroll in Reach.

> C.   *What efforts will be implemented to maintain a collaborative relationship with school districts?*

Collaborative Relationships with School Districts

In the letter to superintendents of all 500 school districts, the Board has shared its intention to partner with school districts to ensure students from their districts are best served. For example, Reach may establish relationships with individual school districts on matters concerning students with special needs and students intending to play sports or engage in extra-curricular activities in their resident district.

> D.   *Convey the scope of community backing for the proposed charter school and its founding coalition. Document community support among teachers, parents, students, community members, institutional leaders and others through the use of letters of support, surveys, or other tangible means.*

Scope of Community Backing for the School

The success of Reach and its students is predicated on the support of communities. Support for Reach from individual and organizational partners is reflected in the collected support letters (included in Appendix G). The Founding Coalition includes organizations, institutions, and individuals who supported the development of the charter application and will continue to be a resource throughout the start-up of the school if the charter application is approved. The members of the Founding Coalition will not govern the school. The Founding Coalition includes one parent, two museums, one community-based organization, and one higher education institution.

- Parent - Sarah Cardosi, a parent of two children (Pittsburgh)
- Community Based Organizations - Pennsylvania STEM Girls Collaborative Project (California)
- Museums - Academy of Natural Sciences (Philadelphia) and Carnegie Science Center (Pittsburgh)
- Higher Education - Harrisburg University of Science and Technology (Harrisburg)

III. GOVERNANCE

III.1 PROFILE OF FOUNDING BOARD

Explanation: Describe a group that is composed of people with a range of professional skills capable of the organizational, financial, pedagogical, legal and other skills required to operate a functioning public school.

A.   *Describe the makeup of the group or partnership that is working together to apply for a charter, including the names of the founders, their background and experiences, and references for each.*

The Pennsylvania non-profit corporation, Reach Cyber Charter School, is the applicant submitting this charter application and will govern the school and will hold the charter. Reach Cyber Charter School is incorporated as an independent, public, non-profit corporation and is not a subsidiary of another entity, or in any way connected with, or under the control of another entity. As public officials, members of the Reach Board of Trustees will be subject to the provisions of the Public Official and Employee Ethics Act, 65 P.S. §1101-1113 ("Ethics Act") and will file Statements of Financial Interest & Code of Conduct by May 1 each year. In addition, as members of the Board of Trustees they will have legal obligations under the Charter School Law and the Public School Code. The Reach Board of Trustees will be a good and effective steward of public money and provide independent governance of the school's administrators.

Reach will be capable, in terms of support and planning, to provide comprehensive learning experiences to all its students as an independent public school operating as a non-profit entity with an established and effective Board of Trustees. As evidenced in this application and appendices, the Board has real and substantial authority over educational decisions, the operations of the school, and staff, including teachers.

Makeup of Board

The Board members are parents, educators, and business and community leaders who are committed to bringing an innovative cyber charter school for students in grades K-12 to Pennsylvania. Current Board members have unique skills and expertise in cyber education, technology, internal controls, and financial analysis. Additionally, at least one parent of an enrolled student will be recruited to join the Board. These qualifications will help ensure the success of the school and the effective representation of key stakeholders.

Names of the Founders and their Background and Experience

The Board consists of six members. Each Board member brings unique skills and expertise to support Reach and make decisions regarding the operation of the school, including budgeting, curriculum, and operating procedures. Reach will be a statewide school and as such the Board members have community ties across the state. There is a wide range of expertise on the Board demonstrating the capacity for initial start-up operations and the successful launch of the school for fall of 2016.

- **David Taylor, Board President:** Mr. Taylor is Executive Director and First Vice President of the Pennsylvania Manufacturers' Association (PMA), a statewide trade organization representing the interests of manufacturers in the state's public policy process since 1909. Mr. Taylor is a 1990 graduate of Dickinson College, where he earned Bachelor of Arts degrees in History and Dramatic Arts. He previously worked for the Research Department of the Republican National Committee in Washington D.C., the late state Sen. John J. Shumaker (R-Dauphin), and the Pennsylvania Leadership Council.

    Immediately prior to joining PMA in 1997, he worked in the Washington D.C. office of U.S. Sen. Rick Santorum (R-Allegheny), where he served as the staff writer for issues before the U.S. Senate Armed Services, Foreign Relations, Intelligence, and Veterans' Affairs committees.

    Mr. Taylor serves on the boards of directors of the Pennsylvania Manufacturers' Association, the Lincoln Institute for Public Opinion Research, the Pennsylvania Leadership Council, the Foundation for

Free Enterprise Education, the Pennsylvania eCommerce Association, and the Pennsylvania Business Council Education Foundation. Since 2010, Mr. Taylor has represented the northeast U.S. on the board of directors of the Conference of State Manufacturers Associations. He is also an Advisory Committee member of the Pennsylvania Steel Alliance.

In 2012, Pennsylvania Governor Tom Corbett appointed him to the Governor's Manufacturing Advisory Council. In 2006, the Central Pennsylvania Business Journal named him one of the "Top Forty under 40" business leaders. In 2002, he was appointed by President George W. Bush to serve on a review panel for the U.S. Office of Personnel Management's Presidential Rank Awards program.

In the community, Mr. Taylor serves as President of Gamut Theatre Group, home of the Harrisburg Shakespeare Company and Popcorn Hat Players Children's Theatre. He is also a member of Central Pennsylvania MENSA.

- **Brian Leinhauser, Board Treasurer:** Mr. Leinhauser is a founding partner of the MacMain Law Group, LLC in Malvern. He represents charter schools as a solicitor and special labor counsel, addressing all manner of school issues, including: general contract law and compliance issues; employment matters, special education and charter renewal or revocation before school districts, PDE, and the Charter Appeal Board. Previously, he was an Associate Attorney for Lamb McErlane, PC in West Chester and an Associate for Campbell, Durrant & Beatty, PC in Pittsburgh. He earned his Juris Doctorate from Duquesne University School of Law and a Bachelor of Arts in Philosophy from Villanova University.

  Finance Experience: Mr. Leinhauser has significant experience with managing the finances of organizations. As the Chair of the Board of Trustees for the Community YMCA of Eastern Delaware County, he maintains an annual budget in excess of $8 million. He is responsible, along with the Board, for ensuring the expenditures are in accordance with the guidelines for the spending of a non-profit 501(c)(3) organization. As a founding partner at the MacMain Law Group, LLC, he is responsible for the operations of law practice along with two partners which includes regular review of budgets, profit and loss statements, employee salary and benefit expenses, overhead costs, etc.

  Previously, at Gilbert Robinson, Mr. Leinhauser was the Assistant Kitchen Manager and was responsible for managing food and labor costs within company guidelines. At Villanova University, as the Food Service Operations Manager, he managed an operation with annual budget of more than $2 million for three years. In this role, he was responsible for analyzing profit and loss statements for the operations, maintaining appropriate labor costs, and maximizing the return for the food service operations. He also provided positive cash flow through convenience store and coffee shop operations. He managed a staff of 15 employees including full-time staff and students.

- **Joseph Harford, Board Secretary:** Mr. Harford has over 14 years of experience as an IT data security consultant and business owner. As an entrepreneur, he grew a business from start-up to millions in annual sales through effective business planning, creative sales techniques, and innovation. He has expert knowledge and skills in all facets of Sales, IT Data Security, Enterprise Account Management, Strategic Alliances, and Dynamic Business Presentations. He is recognized by clients and colleagues as a consummate professional with a high degree of personal integrity. He is known for a passion for excellence, a talent for resourceful business solutions, and a capacity for motivational leadership. He has earned two degrees from Pennsylvania State University: a Bachelor of Science and a Master of Science. He is also currently enrolled as doctorate student at Penn State studying Workforce Education and Development.

- **Paul Donecker:** Mr. Donecker has earned several professional certifications including: a Supervisor School Psychological Services K-12, a School Psychologist K-12, and a Comprehensive Social Studies. He is a licensed psychologist by the Commonwealth. He previously worked in the School District of Lancaster for 37 years until retirement. He has taught a variety of subjects in the area of social studies. He has earned two degrees from Millersville University, a Bachelor of Arts and a Master of Science.

- **Gail Hawkins-Bush:** Ms. Hawkins-Bush is the Founder, President, and Director of the Overbrook Educational Development Corporation. This educational consulting firm collaborates with community organizations and public and charter schools to foster systemic school reform. She is the former Chief Administrative Officer of Hope Charter School founded by the Juvenile Justice Center and located in the West Oak Lane section of Philadelphia. Previously, Mrs. Hawkins- Bush held the position of Chief Operating Administrator and Director of the Alliance for Progress Charter School founded by the Women's Christian Alliance in North Philadelphia. Before this undertaking, she was Co-Director of the Philadelphia Education Summit, an initiative of former mayor Edward Rendell, former Mayor John Street (then City Council President) and Ernest Jones, President & CEO, Private Industry Council that was designed to involve the public in dialogue around systemic school reform and public engagement.

  As a former consultant for the Philadelphia Education Fund and Temple University, she worked with numerous groups to develop and conduct programs that have benefited public schools in the North Philadelphia area. Mrs. Hawkins-Bush has completed all of the necessary coursework toward a Ph.D. in Urban Education and is a Doctoral Candidate at Temple University. Before returning to school to finish her Ph.D. studies, she was Dean of Student Services at Harford Community College in Bel Air, Maryland. Before this endeavor, she held three major positions at Comm1ity College of Philadelphia. Ms. Hawkins-Bush is also a member of several organizations, such as The Coalition of 100 Black Women and the National Political Congress of Black Women and Blacks for Educational Options. She has received numerous awards, including the Image Award from the Black Women in Sports Foundation.

  She attended Central State University in Ohio and Cheyney University in Pennsylvania where she earned a B. A. in Education. She also earned her M.Ed. in Counseling Psychology from Antioch University in Yellow Springs, Ohio. She received a Fellowship to the Graduate School of Education at Harvard University in Cambridge, Massachusetts where she was awarded a Certificate in Educational Administration.

- **Dr. Alex Schuh:** Dr. Schuh is the founder and Director of FRONTIER 21 Education Solutions, an education research and evaluation firm in Bala Cynwyd, PA. He holds a Ph.D. in Educational Psychology from the University of Pennsylvania, where he studied in the Policy Research, Evaluation, and Methods program. His graduate work included policy research and evaluation, test construction and administration, collaborative learning, and uses of computer media for learning. Dr. Schuh earned his B.A. from Yale University in Anthropology.

  Dr. Schuh is an experienced educational evaluator, directing evaluation research projects for a wide variety of government agencies, schools and community based organizations. He has conducted both qualitative and quantitative evaluations of many local and national education programs, including Children's Scholarship Fund programs in multiple states, federal Enhancing Education through Technology (EETT) grants, 21st Century Community Learning Centers, distance education programs, museum-school partnerships, after-school programs, reading programs, technology integration programs, charter schools and teacher training projects.

Since 1997, Dr. Schuh has helped to design and establish more than 40 charter schools across the country, including the first residential charter school, a bilingual (English/Spanish) virtual school, and a charter school based on the ideas of emotional intelligence. Under his Direction, FRONTIER 21 has helped to support the implementation, turnaround and improvement of dozens of charter schools, through fundraising and grant writing, curriculum writing and program development, strategic planning, and assessment implementation and analysis.

References for Each Trustee

Figure 32 includes references for each Trustee.

Figure 32. Trustee References

Name	References
David Taylor, Board President	• Hon. Rick Santorum, c/o Matt Beynon, National Communications Director -- Santorum for President, 703-307-8633 • Frederick W. Anton III, Chairman, Pennsylvania Manufacturers' Association, 717-232-0737 • Hon. Samuel E. Hayes, House Majority Leader/Republican Whip, Secretary of Agriculture, 814-632-6390
Brian Leinhauser, Board Treasurer	• Carlos Lopez, 46 Arrow Court, Jonestown, PA 17038, carloslopezmilan@gmail.com, 610-419-3120 • Lisa Pluchinsky, Principal, Lehigh Valley Dual Language Charter School, lpluchinsky@lvdlcs.org, 610-419-3120 • Don Asplen, Achievement Charter School, 484-615-6227, dasplen@achievementcharter.com
Joseph Harford, Board Secretary	• Carl A. Marrara, Director of Government Affairs, PA Manufacturers' Association, marrara@pamanufacturers.org • Kevin Shivers, Executive State Director, NFIB/Pennsylvania, Kevin.Shivers@nfib.org • Jason E. High, Chief of Staff, State Senator Scott Wagner, jhigh@pasen.gov
Paul Donecker	• Dr. Kirk Fisher ▉ 717-892-3988 • Dr. John Tardibuono ▉ 717-371-3123 • Dominic DeFilippo ▉ 717-606-6724
Gail Hawkins-Bush	• Ernest Jones Esquire, Former President of Urban Affairs Coalition, 2405 North 52nd Street, Philadelphia, PA 19131 • Dr. Denise Wing, Public School Administrator , 2412 North 54th Street, Philadelphia, PA 19131 • Nancy Kirby, Assistant Dean at Bryn Mawr College , 429 Montgomery Avenue, Apt. C-204, Haverford, PA 19041
Dr. Alex Schuh	• Ed Poznek, CEO, Maritime Academy Charter School 215-535-4555 • Jennifer Faustman, CEO, Belmont Charter School, 215-386-0703 • Ann Waiters, CEO, Education and Community Services, Inc. 215-219-1901

> B.   *Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups. Provide information on the manner in which community groups are involved in the charter school planning process.*

Founding of the Board

As an experienced cyber charter board member previously, David Taylor, Board President and President of the Pennsylvania Manufactures Association, has seen firsthand the need for other educational options for students to be prepared for today's jobs. Mr. Taylor acted as the incorporator in August 2015. He was involved in the writing of this application for submission. Mr. Taylor has continued to gather other interested Pennsylvanians who want to bring this innovative educational option to students in the state. These individuals offer qualifications and skills that will result in an independent and effective Board, as illustrated by their resumes in Appendix I.

Community Groups Involved in Charter Planning

At the direction of the Founding Board, representatives engaged with a number of community based institutions throughout Pennsylvania during the planning process including higher education institutions like Harrisburg University of Science & Technology (HUST) and the Academy of Natural Sciences of Drexel University. During this process, these institutions were helpful in identifying potential professional development opportunities for Reach teachers and also enrichment opportunities for Reach students. In particular, HUST has committed to providing faculty and resources to support Reach teachers with professional development, to support Reach students with live synchronous online career exploration sessions, and to provide HUST faculty as guest speakers in Reach's STEM Talent Network. In addition, students will have the opportunity to participate in HUST STEM Exploration Camps including "Exploring LEGO Robotics," "Nanobiotechnology Explorations," and "Exploring Computer Coding."[63] Reach understands that dual enrollment and/or concurrent enrollment programs are not allowed in cyber charter schools. Reach will not operate a dual enrollment or a concurrent enrollment program with HU or with any of our other higher education partners. References to partnerships with higher education institutions in this application are for the purpose of providing teachers with professional development opportunities and providing students with enrichment opportunities – but not course credit.

The Academy of Natural Sciences of Drexel will work with school leadership and the Founding Board during the planning year to develop a program which would provide discounted access to the their facility, assistance in organizing Family Nights for Reach students, and student participation in their annual Science Fair. Reach teachers will benefit from The Academy of Natural Sciences of Drexel University professional development in areas of Habitats, Paleontology, Plants, Ecosystems, and Biodiversity. The university will collaborate with Reach teachers to align their lessons plans with student visits to their facility.

The Pennsylvania Girls Collaborative Project supports programs that promote gender equity and access including "Science Cheerleader," "Science Exploration for Girls," and "Sisters in STEM". The Pennsylvania Girls Collaborative Project will provide support to Reach students and faculty throughout Pennsylvania through programs, training, and access to STEM-related events and programs in their community through access to the largest STEM database directory in the United States.

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[63] Per the Basic Education Circular 24 P.S. §17-1741-A, #18 Providing College Courses states, "Charter schools may contract with post-secondary educational institutions to provide course work as part of their curriculum. However, charter schools may only grant their students high school credit for such courses, and may not award post-secondary credit for those courses." Reach will follow all state regulations, including those in the Basic Education Circulars for Cyber Charter Schools. Should the regulations change, Reach will work to make the necessary modifications to its program.

The Carnegie Science Center, through their Chevron Center for STEM Education and Career Development, will help Reach foster high-quality teaching through professional development, provide opportunities to apply STEM curriculum in their Center, and give Reach students access to programs including, "Fab Lab," "CanTEEN" career exploration for girls, and summer camps. Carnegie Science Center will also collaborate with Reach teachers to align their lessons plans with student trips to the Center.

Bartram Gardens has committed to partner with Reach to help parents and students apply Reach's STEM curriculum during Parents Nights, individual visits, and summer camps. Bartram Gardens will support professional development of Reach teachers in the area of Botanical Science as well as collaborating with Reach teachers to align their lessons plans with student trips to the Gardens.

C.   Include any plans for further recruitment of founders or organizers of the school.

Recruiting Board Members

The Board will recruit additional members as necessary to form a diverse and well-balanced Board. Any member of the greater Pennsylvania community may seek appointment to the Board, with the exception of employees of Reach and Connections or any person who has been convicted of a felony. The Board will aim to have a parent of an enrolled student on the Board once the school is open.

III.2 GOVERNANCE

Explanation: Describe the effective governance model; consistency with the mission; clearly defined roles of the Board of Trustees; teacher, student and parent input in school decision-making; and the well-developed, viable management structure.

A. *Describe the proposed management organization of the school, including the following requirement: An affirmative vote of a majority of the members of the Board of Trustees of the cyber charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:*

- *School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6]. School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturdays unless Monday is the weekly holiday for the entire school year)*

- *Adopting textbooks*

- *Appointing or dismissing charter school administrators*

- *Adopting the annual budget*

- *Purchasing or selling of land*

- *Locating new buildings or changing the locations of old ones*

- *Creating or increasing any indebtedness*

- *Adopting courses of study*

- *Designating depositories for school funds*

- *Entering into contracts of any kind where the amount involved exceeds $200*

- *Fixing salaries or compensation of administrators, teachers or other employees of the charter school.*

- *Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.*

Management of the School

The Pennsylvania non-profit corporation, Reach Cyber Charter School, is the applicant submitting this charter application and will govern the school and will hold the charter. Documentation confirming the filing for the school's non-profit corporation status is provided in Appendix J. The Board of Trustees currently consists of six members, representing education, business, and the community. The Board will employ all staff including the Lead School Administrator and teachers. In Year 1 and Year 2, the Principal will be considered the Lead School Administrator. As the school enrollment grows, the Board will hire a School Executive Director/CEO who will be considered the Lead School Administrator. The Principals will report to the School Executive Director/CEO.

The operating structure of Reach will be similar to a traditional educational environment, with the Lead School Administrator implementing the policies and procedures of the Board while supervising the teaching staff. The Lead School Administrator will be responsible for the instructional leadership, curriculum implementation, personnel decisions, facilities management, and any special staffing needs. The Lead School Administrator will manage the teachers ensuring that each student successfully completes his/her instructional program. The Lead School Administrator will be responsible for the overall school operation working with parents, students, support staff, and highly qualified teachers who virtually facilitate the student instructional program. In addition, through a Professional Learning Community (PLC), the Lead School Administrator will have access to the experience, expertise, and best practices of his/her colleagues leading schools supported by Connections throughout the nation. Curriculum development will be contracted to Connections.

Figure 33 is a staffing plan for Year 1 through Year 5.

Figure 33. Staffing Plan

Position	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Total Number of Students	**500**	**1,500**	**2,500**	**3,500**	**4,500**
School Executive Director/CEO (Lead School Administrator)	0	0	1	1	1
Principal (Lead School Administrator)	1	1	2	2	3
Business Manager	1	1	1	1	1
Assistant Principal	0	2	1	3	3
Administrative Assistant	1	4	7	10	13
Director of Special Education	1	1	1	1	1
Manager of Special Education	0	0	1	1	2
Manager of Counseling	1	2	2	2	2
STEM Coordinator	1	1	1	1	1
Gifted & Talented Coordinator	0	1	1	1	1
Teacher (K-5)*	6	13	18	26	33
Teacher (6-12)	6	27	50	74	99
Counselors	1	4	6	9	12
ELL Lead Teacher	1	1	1	1	1
Special Education Teacher	3	10	17	24	31
Student-to-Teacher Ratio	31:1	29:1	29:1	28:1	27:1

Figures 34-38 show the anticipated organizational charts for Reach for Year 1 through Year 5 with staffing and positions to support enrolled students. The Board will employ the Lead School Administrator and all employees on the organizational chart. The Board will maintain proper independent governance of the school and will have appropriate control over the operations of the school. Figure 33 lists all staff members who will be employed by the Board/school. Figures 34-38 show the staff employed by the Board/school and also list the services provided by the school's two proposed contractors, Connections and Charter Choices. The Statement of Agreement with Connections is provided in Appendix N and the agreement with Charter Choices is provided in Appendix W.

Figure 34. Organizational Chart for Year 1 (500 Students)
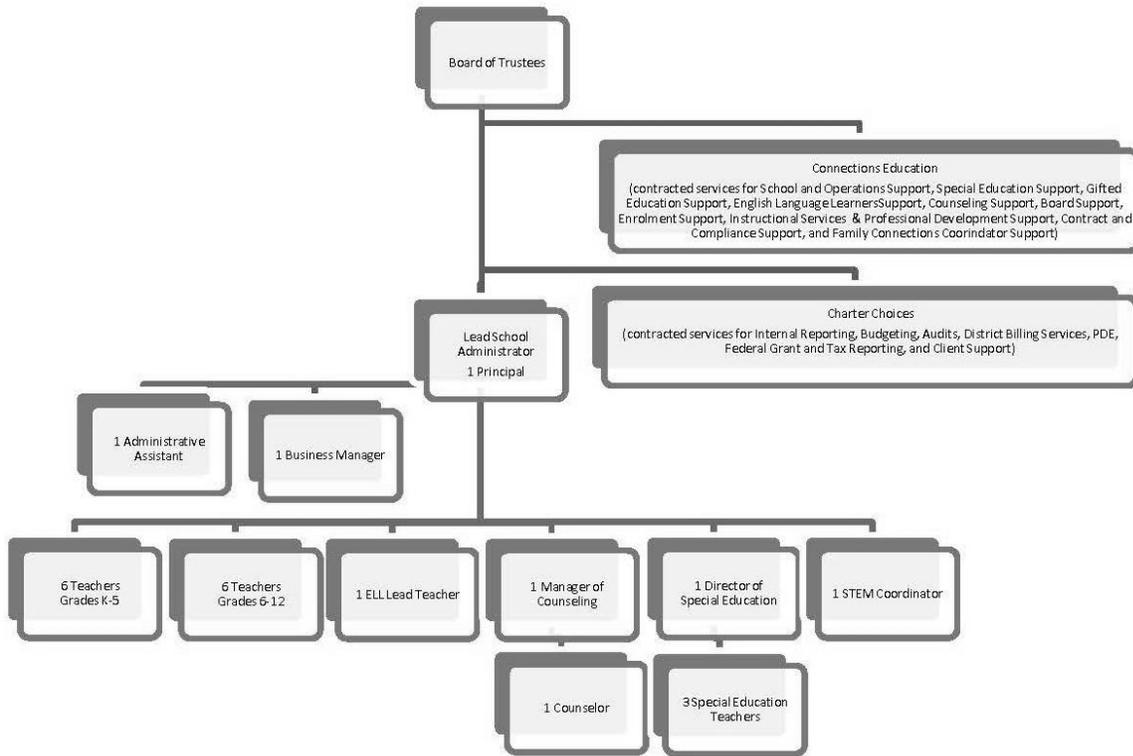
Figure 35. Organizational Chart for Year 2 (1,500 Students)
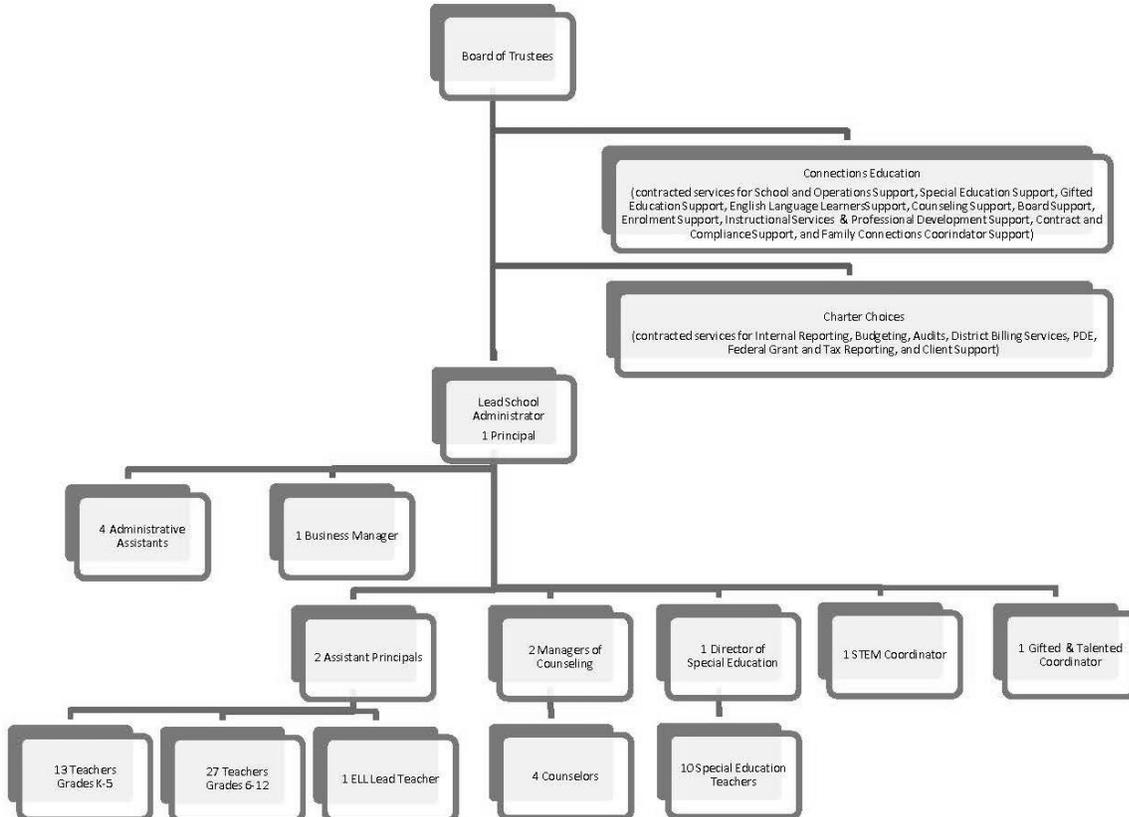
Figure 36. Organizational Chart for Year 3 (2,500 Students)
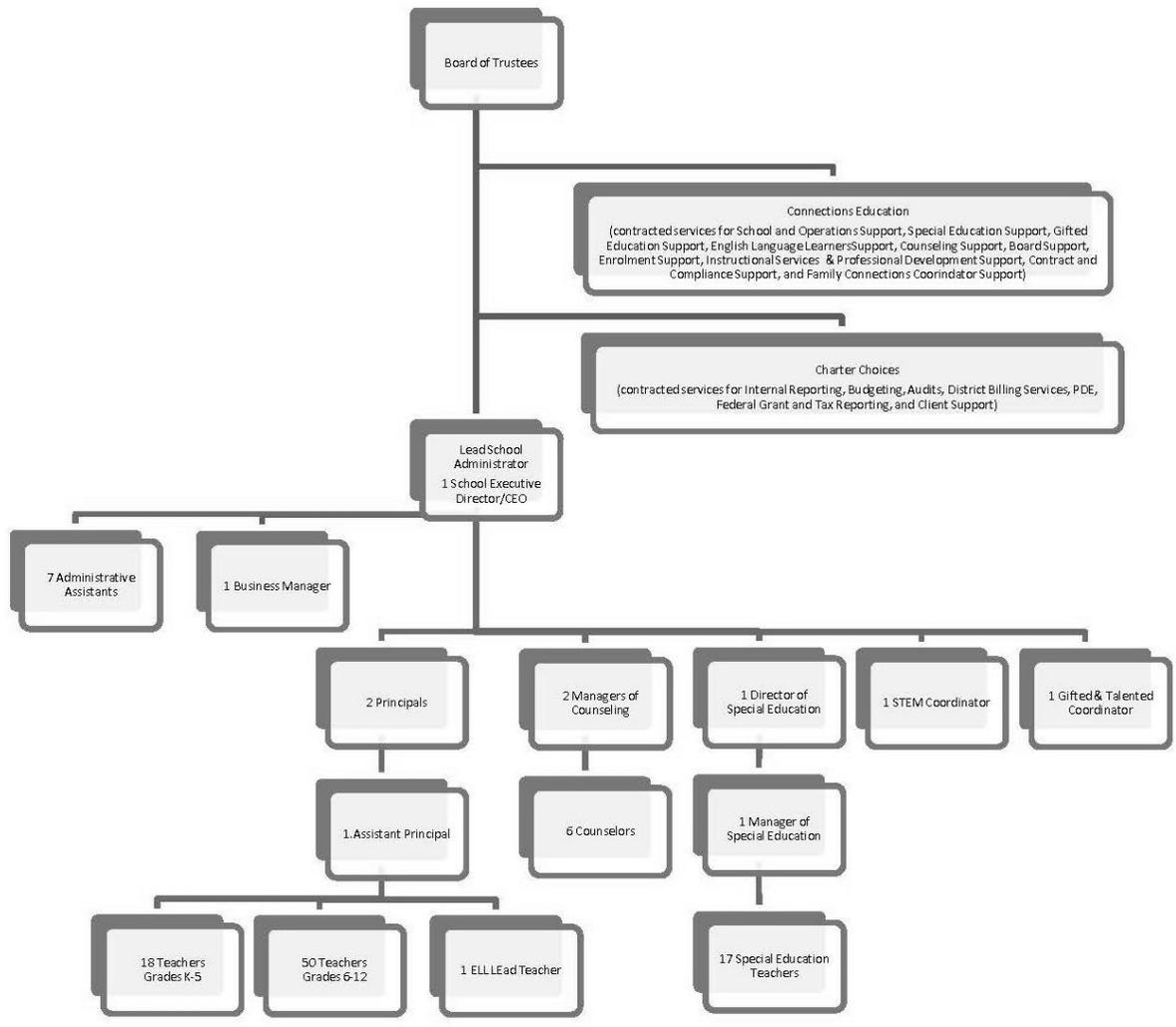
Figure 37. Organizational Chart for Year 4 (3,500 Students)
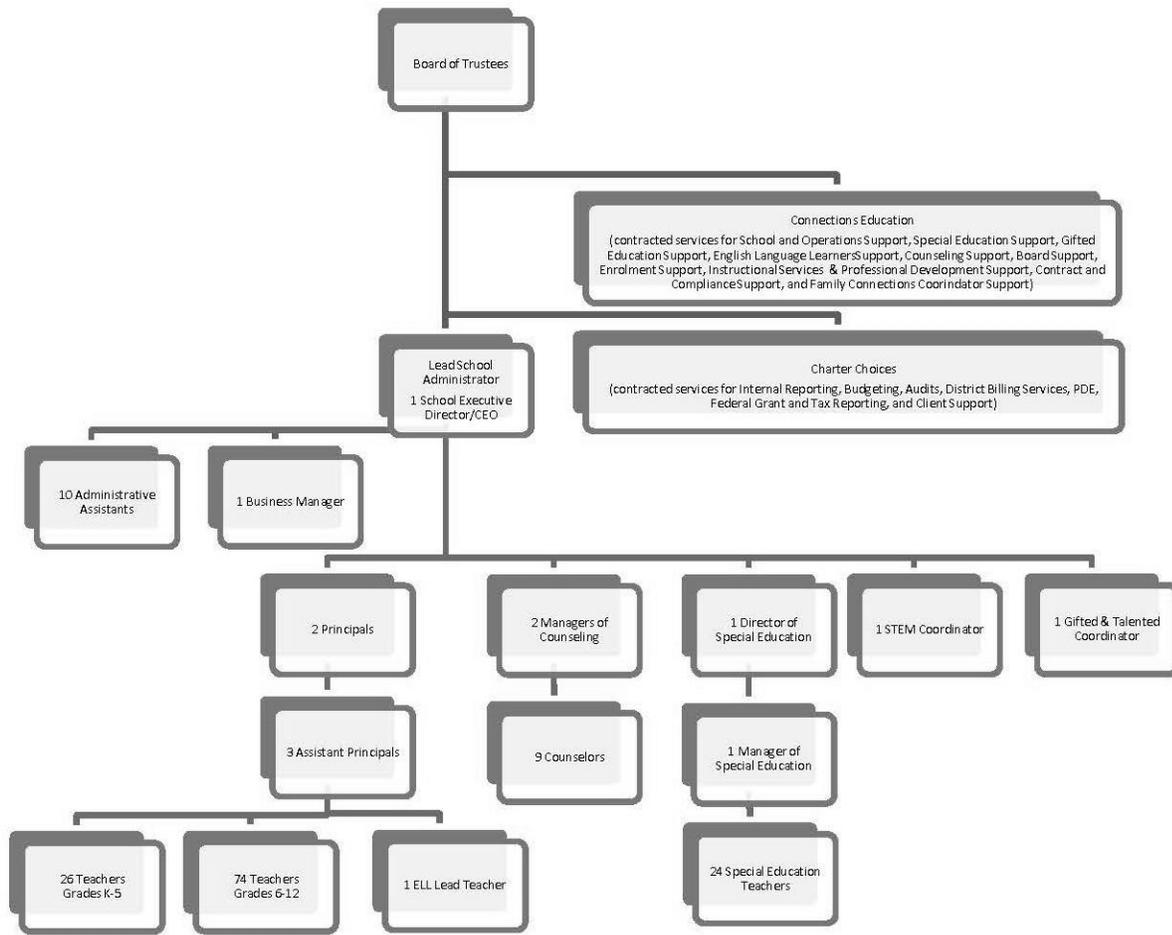
Figure 38. Organizational Chart for Year 5 (4,500 Students)
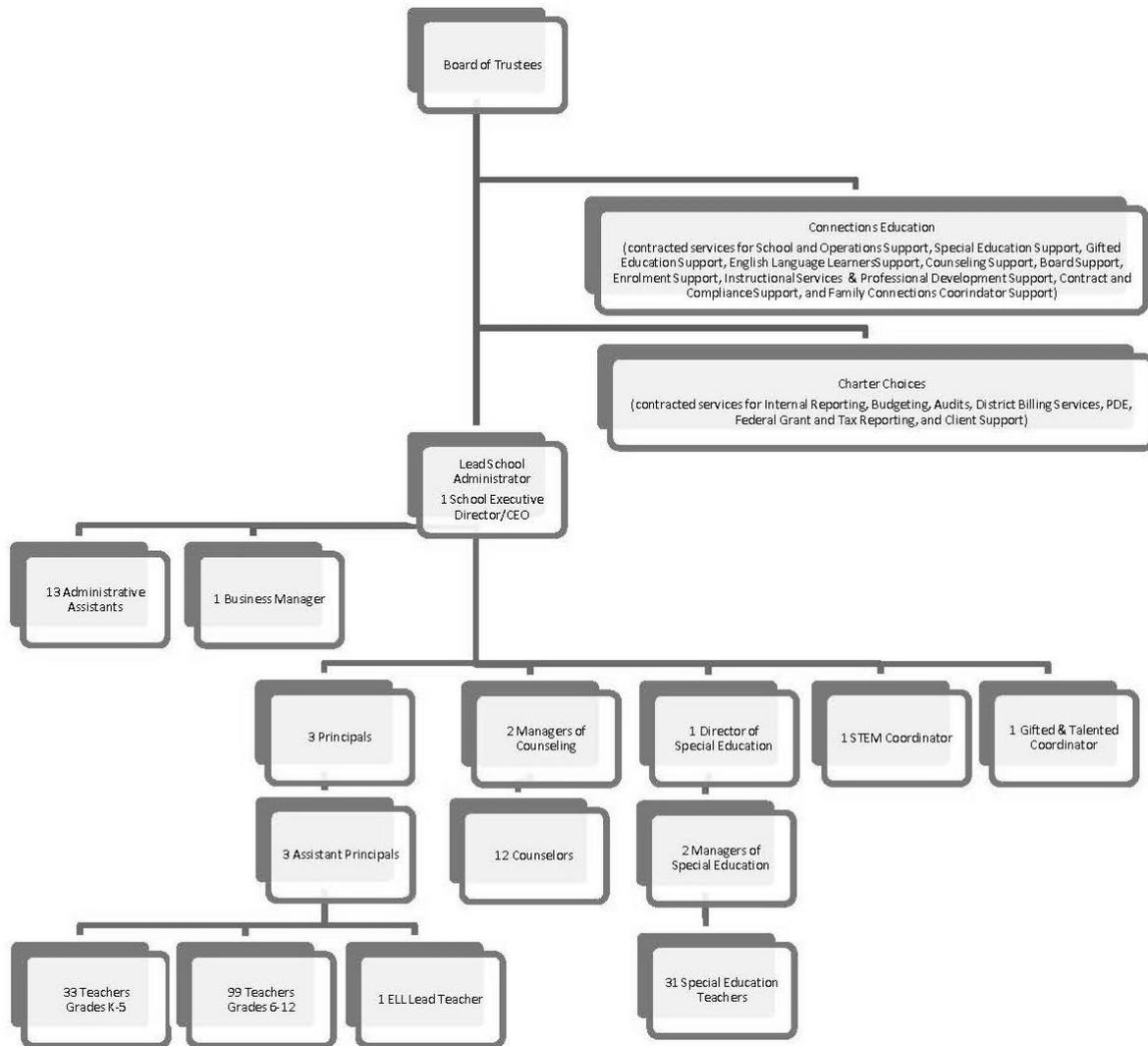
Support from Connections Staff

Reach anticipates contracting with Connections to provide the educational products & services the Board has agreed on and described in the Statement of Agreement (Appendix N). Reach's Board of Trustees will maintain ultimate control of the cyber charter school. The Statement of Agreement also details the respective roles of the Board and Connections and the services provided. The Board will employ all staff, including the Lead School Administrator. The Lead School Administrator and the Board have the authority to hire and terminate employees or contractors and the Lead School Administrator has the responsibility to provide the day-to-day direction and supervision to all employees of the cyber charter school.

Connections is our partner, and as such, provides services that the school's administrators and faculty utilize. Connections reports to and supports the Board and the Board will exclusively manage the relationship and contract with Connections.

Key Connections staff supporting Reach include:

- **School and Operations Support –Rachel Graver (Pennsylvania resident)**
Rachel Bailey Graver, as the Director of Schools at Connections, supports cyber charter schools. She began her educational career as a Teacher in the Commonwealth Connections Academy (CCA). After teaching for four years, Mrs. Graver became the Elementary Assistant Principal of CCA. She then became the Senior Manager of School with Connections, holding this position for almost two years before becoming the Director of Schools. Mrs. Graver earned her Bachelor of Science in Elementary Education and Teaching from Lebanon Valley College and her Master's in Educational Leadership and Administration from Edinboro University of Pennsylvania. She has lived in Pennsylvania for 23 years, giving her a uniquely thorough perspective of the Commonwealth to bring to Advance.

- **Special Education Support –Shana Hollman (Pennsylvania-licensed)**
Shana Hollman currently serves as the Senior Manager of Special Education for Connections. She previously led the California Connections Academy Student Services department for three years. Prior to that, she served as the Assistant Manager of Special Education at Commonwealth Connections Academy (CCA) in Pennsylvania. When she first joined CCA, Shana served as a certified special education teacher. To support the growing population of students with disabilities, she then earned her Pennsylvania Supervisor of Special Education certificate from the University of Pittsburgh and became part of the school's leadership team. Shana began as a Special Education teacher in Oregon, after earning her Master's Degree in Special Education from Portland State University. She worked in a variety of teaching capacities in different states, including residential treatment and life skills.

- **Gifted Education Support – Gintas Bradunas**
Before serving as the Manager of Gifted Education for Connections, Mr. Bradunas was a *Teach for America* corps member and also taught middle school English language arts in Baltimore City. He received his master's degree in Education from Johns Hopkins University and his B.S. in Economics and International Studies from Northwestern University. He is a licensed educator and holds a current Maryland Educator Certificate in Secondary Education.

- **English Language Learner Support – Kimberly Sorlin**
Kimberly Sorlin is the ELL Manager at Connections. She supports ELL programs and compliance regulations in 28 states and coordinates ELL professional development for teachers and administrators. Prior to her role at Connections, Ms. Sorlin served as the Assistant Director of Training and Education at MEDEX Assistance Corporation, where she coordinated and conducted corporate trainings in Baltimore and the United Kingdom. Her roles in education have included: serving as an ESOL Teacher, ESOL Registrar, professional development instructor, French teacher, and French curriculum writer in Harford County (Maryland) Public Schools. She holds a MAT degree in TESOL from Notre Dame of Maryland University and a Bachelor of Arts degree in French and Political Science from Lynchburg College in Virginia. She is committed to serving students at all levels of second language acquisition while working with teachers to provide effective instruction in a virtual environment.

- **Counseling Support – Tisha Green Rinker**
Tisha Green Rinker has been a school counselor since 2002. She currently serves as director of the counseling team for Connections. In this role, she supports, mentors, trains, and monitors lead counselors in all full-time cyber schools supported by Connections across the country. She attended The Ohio State University for her undergraduate and graduate studies in Psychology, Counselor Education, and School Leadership. Ms. Rinker has presented at iNACOL, the USDLA conference and a Pearson webinar on School Counselors. She is continuously developing professional learning topics for the 100+ counselors she supports, as well. College and career awareness and education are a central focus of the Connections Counseling program.

- **Board Support – Megann Arthur (Pennsylvania resident)**
Megann Arthur is a relationship manager and governance advisor with over nine years of experience as the primary intermediate support for the Boards of Directors in schools supported by Connections throughout the country. Currently, she is the Assistant Director of Board Relations for Connections. For the past six years, Mrs. Arthur has worked closely with numerous charter schools in her positions as Board Relations Associate and a Board Relations Manager. She has worked with both for-profit and not-for-profit entities in her professional career. She has a Bachelor of Arts in English from the Pennsylvania State University. She is a Pennsylvania resident and has lived in the state for 26 years; as such, she is able to provide the Board with specific local and state knowledge.

- **Enrollment Support – Ben Petersen**
Ben Petersen will serve as the senior level point of contact for enrollment support for Reach. He currently oversees Enrollment Operations for Connections, providing school, student, and family enrollment services and support. With seven years at Connections and over 10 years of management experience, Mr. Petersen is an expert in working closely with high-profile charter schools and managing transition activities for new relationships. He graduated from Towson University with a Bachelor of Science degree in History, and a minor in Political Science.

- **Instructional Services & Professional Development Support – Elizabeth Zoltan**
Elizabeth Zoltan serves as Senior Director of School Support at Connections. The School Support team provides school-based personnel with support, training, communication, advocacy, and performance-monitoring services so that they can deliver a high-quality learning experience for students. Ms. Zoltan's prior experience includes serving as the Chief Learning Officer for 1st Mariner Bank in Baltimore, Maryland, where she oversaw employee recruitment, retention, development, and training and Vice President for Learning and Provost at Frederick Community College. As Provost, Ms. Zoltan led the academic, workforce, student development, student engagement, extended-education (including home-schooling), and customized training offerings of the college.

  Prior to relocating (back) to Maryland, she was Dean of Business and Social Sciences at Foothill College (Los Altos Hills, CA). During her tenure at Foothill, Ms. Zoltan was responsible for initiating online learning programs at the college including a new Geographic Information Systems program; Cyber Teacher's Institute; six online degree programs that include an online physical science laboratory course (Anthropology, Economics, Geography, History, Psychology, and Social Sciences); and the Institute of Certified Travel Agents Destination Specialist program. Prior to Foothill, she was an Associate Professor in both the Department of Psychology and the Department of Computer and Information Systems Engineering at San Jose State University. Before relocating to California, she was Associate Professor of Psychology and Associate Dean for the College of Liberal Arts and University Undergraduate Studies at Towson State University (Maryland). Ms. Zoltan earned her bachelor's and master's degrees concurrently and Ph.D. in engineering psychology three years later from the Johns Hopkins University. Her research and publications are in ergonomics, computer interface design, natural-language processing, and education.

- **Contract and Compliance Support – Nikki Francis**
Nikki Francis is the Manager of Regulatory Compliance for Connections with over six years of experience as the liaison between schools supported by Connections and the School Legal Affairs group. In this role Ms. Francis supports schools all across the country in navigating challenging day-to-day issues to include Right to Know and student records requests, student data privacy and student records retention concerns, enrollment issues, sensitive school/parent relationships, and a variety of other school policy and procedural questions. In support of the schools, she also works in collaboration

with key departments across Connections and is, therefore, an excellent resource and partner. Prior to her employment with Connections she worked as a relationship manager and legal analyst for over ten years. She has had extensive legal studies training at the George Mason University School of Law and holds a Bachelor of Arts in Telecommunications Management and Business.

- **Family Connections Coordinator Support – Laura Johnson**
  As the Vice President of Enrollment, Laura Johnson oversees and directs all national and international enrollment services and enrollment data management activities for Connections. She is responsible for proactively identifying and integrating best practices, with full ownership and accountability for current and future growth while managing the ongoing day-to-day operations for schools supported by Connections. Previously, Ms. Johnson worked for ICON Development Solutions in several key management positions including Senior Vice President of Global Clinical Pharmacology Operations, Vice President and General Manager, and Head of Business Development. She earned her MBA in Finance from Loyola University Maryland and her Bachelor of Science from Virginia Polytechnic Institute and State University.

Affirmative Vote

In Appendix K, we have included the minutes from the meeting during which the Board approved by affirmative vote the Statement of Agreement with Connections. The Board of Trustees will record each affirmative vote of a majority of the members showing how each member voted in order to take action on the following subjects (as noted in the By-Laws attached as Appendix L):

- Approving the school calendar;
- Adopting textbooks;
- Appointing or dismissing charter school administrators;
- Adopting the annual budget;
- Deciding matters related to the operation of the school, including, but not limited to, budgeting, curriculum, operating procedures, and determining general, academic, financial, personnel, and other policies subject to the school's cyber charter school charter and applicable law;
- Employing, discharging, and contracting with necessary professional and nonprofessional employees subject to the school's cyber charter school charter and the provisions of applicable law;
- Approving the hire or termination of contractors and determine the terms and policies under which contractors shall provide services;
- Approving the adoption of courses of study;
- Approving the appointment or dismissal of school staff;
- Approving the creation or increase of indebtedness and designate depositories of school funds;
- Approving contracts;
- Determining the salary, compensation, and all terms and conditions of employment of school administrators, teachers and other staff; and
- Approving the entry into contracts with intermediate units, school districts or area vocational/technical school for the cost of services provided or to be provided by the foregoing entities.

The Board has contracted with Connections for the benefit of a smooth school start up, quality academic materials for students, and national best practices expertise and guidance. Connections has a proven record of success collaborating with public cyber schools and consistently strong ratings from parents.

The Board has also contracted with Connections for special education instructional support due to its experience and positive track record working with and supporting students with disabilities, gifted and talented students, and English Language Learners.

Open Meetings Act

The Board will meet at least eight times per year, but will meet more often if needed to conduct school business in a timely fashion. The regular Board meetings will typically be held at the school site and according to the schedule that will be set by the Board at their Annual Meeting and as set forth in the Open Meetings Act annual resolution. All public board meetings will be advertised as mandated by law in publications of general circulation at the beginning of each school year and posted on the school's website. Board members will be allowed to attend telephonically, according to the limitations of the Open Meetings Act. The agenda for all meetings will be posted at the location of the meeting in accordance with Open Meeting laws and will also be posted on the school's website or any other location identified in the annual resolution to ensure reasonable notice to the public and the school's constituency. The public may directly address the Board at meetings, and members of the public, including parents, will also be able to attend Board meetings via teleconference upon advance request in a manner set by the Board. All Board members will be provided training on compliance with the Open Meetings Act.

B.	How will the Board of Trustees be selected?

Selecting the Board of Trustees

Trustees will be elected at a duly organized meeting of the Board by a majority of the Trustees hen in office. Members will take office immediately at the annual meeting, or other meeting, at which they are elected. Vacancies on the Board will be filled by a majority vote of the remaining members of the Board, or by a sole remaining Trustee, and each person so elected will serve for the balance of the unexpired term. Trustees will be divided into three classes, each class consisting of, as nearly as possible, an equal number of members. The members of the first class will hold office for an initial term of one year; the members of the second class for an initial term of two years; and the members of the third class for an initial term of three years. At the close of each annual meeting, the successors to the class of members whose terms expire that year will commence to hold office for a term of three years or until their successors have been identified. In the event of an increase in the number of Board members, the remaining members will assign the newly created position to the appropriate class or classes so that the three classes continue to consist of, as nearly as possible, an equal number of members.

Once the new Board is seated, the Board members will choose officers as per the bylaws. The officers of the Board will be a President, a Treasurer, and a Secretary.

After the initial Board is selected, the Board will also develop a Nominating Committee which will bear the responsibility of recruiting and interviewing prospective Trustees.

| C. | What steps will be taken to maintain continuity between the founding coalition's vision and the Board of Trustees? |

The Founding Board and Founding Coalition are related but separate entities for the purposes of this application and school start up.

Founding Board: Upon approval of the charter, the Founding Board consisting of six members will become the governing Board of Trustees with the responsibilities of governing the school.

Founding Coalition: The Founding Coalition includes organizations, institutions, and individuals who supported the development of the charter application and will continue to be a resource throughout the start-up of the school if the charter application is approved. The members of the Founding Coalition will not govern the school. The Founding Coalition, as stated previously, includes one parent, two museums, one community-based organization and one higher education institution.

- Parent - Sarah Cardosi, a parent of two children (Pittsburgh)

- Community Based Organizations - Pennsylvania STEM Girls Collaborative Project (California)

- Museums - Academy of Natural Sciences (Philadelphia) and Carnegie Science Center (Pittsburgh)

- Higher Education - Harrisburg University of Science and Technology (Harrisburg)

Maintain Continuity between Founding Board and Board of Trustees

The current Founding Board intends to transition to the Board of Trustees upon approval of the cyber charter application. Trustees will serve staggered terms ensuring the Board will not have all members terms end simultaneously.

Sustaining the continuity of the vision of the Founding Board requires careful scrutiny of prospective Trustees' commitment to the school's mission as well as continually educating Trustees as to the scope of their legal responsibilities such as duty of loyalty, obedience, and faithfulness to the school's mission. To that end, Reach will hold annual Board retreats centered on effective Board development.

As initial Trustees leave the voting Board, Reach will establish an Advisory Board to provide non-binding strategic advice with greater flexibility in structure. The Advisory Board would not have authority to vote on official matters or bear legal fiduciary responsibilities.

In addition, Reach will actively seek to recruit educators, stakeholders, and professionals to become members of the Board.

Board Training

Board members plan to attend all required governance trainings to ensure that we have ongoing knowledge about governance, oversight requirements, department rules, policies, and procedures. In addition, the Board will allocate funds to attend trainings sponsored or certified by the PDE.

Additional training may also be acquired to ensure smooth operations and effective board practices conducted by a reputable third party vendor. Other trainings may include Effective Board Governance of Public Charter Schools online training module series as well as specific training provided in person, via the Internet, and in print. Training topics may include charter school basics, responsibilities, conflict of interest, effective meeting management, quality Board leadership and policy development. In addition, Board members will have the opportunity to participate in various regional and national conferences to network with other charter board members and further their development as effective board members.

D.	Describe the roles and responsibilities of the board.

Roles and Responsibilities of the Board

The roles and responsibilities of the Board include, but are not limited to, the following:

- Protect the legal interests of the charter school and adhere to all applicable laws,

- Develop and prepare the school budget,

- Practice financial management strategies,

- Act as fiduciary of the school,

- Provide academic program approval,

- Establish a framework for the budget process,

- Authorize major expenditures, substantial program changes, etc.,

- Elect the officers of the corporation and determine their terms,

- Ensure that the charter is achieving its vision and mission,

- Set Board policy,

- Evaluate and monitor the activities and success of the Lead School Administrator and other members of the school leadership team,

- Govern the operations of the school but leave daily operations to the Lead School Administrator,

- Exercise sound legal and ethical practices and policies,

- Manage liabilities wisely,

- Advocate good external relations with the community, school districts, media, neighbors, parents, and students,

- Hire and evaluate the Lead School Administrator annually,

- Hire contractors, negotiate service agreements, and hold contactors accountable for performance under such agreements,

- Review and renew the contract with the cyber educational services provider,

- Comply with state and federal reporting requirements,

- Practice strategic planning,

- Ensure adequate resources and manage them effectively,

- Assess the organization's performance including monitoring achievement of accountability framework,

- Attend mandatory training annually that is relevant to effective leadership of the charter school,

- Act as tribunal for disciplinary hearings,

- Approve real estate transactions, and

- Negotiate and enter into a charter with PDE.

E.   What steps will be taken to facilitate a productive relationship between administrators and teachers?

Facilitating a Productive Relationship between the Lead School Administrator and Teachers

Reach will take the following steps to facilitate a productive relationship between administrators and teachers.

- Weekly meetings

- PLCs

- Open communication

- Training

- Evaluations

F.   Discuss the nature of parental and student involvement in decision-making matters where appropriate.

Parent and Student Involvement

Parents and students will provide leadership and input in school decision-making where appropriate. The Board will meet approximately eight times per year in open, public session to ensure transparency in operation.

Parents actively participate in the school and with the Board. The Board may create ad hoc parent/Learning Coach advisory groups to provide guidance on particular subjects such as community partnerships and neighborhood outreach. Parents will also be encouraged to be involved with the Board's activities. The schedule and agenda for all Board meetings will be posted to the school website. Reach will make all Board minutes available to families on request and will report on Board activities in the newsletter. The Board will aim to have at least one member of the Board be the parent of an enrolled student. The Board will also have a public comment policy to support parent interaction.

As stated previously, parents may participate in Reach in many ways, including:

- Parent representation on the Board

- Board Committees

- StarTrack ratings

- Community Coordinators

- Club ORANGE

Students provide feedback on courses and teachers. As stated previously, input will be gathered on an ongoing basis via StarTrack. A StarTrack box requesting text feedback and ratings on a five-star scale is embedded in virtually every lesson in the curriculum and on the home page for each Learning Coach. Data gathered from this feedback is examined carefully and acted upon by school staff and Connections. For the 2014-2015 school year, 913,103 lesson ratings were submitted by currently enrolled parents and students attending schools supported by Connections, with an average rating of 4.21 out of five stars.

G. Submit copies of the school's Articles of Incorporation, by-laws and contracts, and other documents required by applicable law. Requirements for the bylaws are as follows:

- *The bylaws must contain a provision for "failure to organize or neglect of duty". Specifically, the bylaws must outline a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter School Law.*

- *No board member shall, as a private citizen, engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.*

- *A charter school Board of Trustees shall have a designated treasurer who shall receive all funds including local, state and federal funds and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts, which shall previously have been approved by the Board, and by which prompt payment the charter will receive a discount or other advantage.*

- *Procedures for dismissal of an employee must be contained in the by-laws.*

By-Laws

The by-laws for the Board of Trustees which outline the number of members, length of terms, offices, committees, grounds for removal, and relationship with school administration are provide in Appendix L. Upon approval of the charter, the by-laws will be reviewed for adoption by the Board.

The bylaws contain a provision for "failure to organize or neglect of duty." The bylaws outline a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter School Law. No board member will, as a private citizen, engage in any business transaction with Reach or Connections, be employed in any capacity by Reach or Connections, or receive from Reach or Connections any pay for services rendered to Reach or Connections. The Board of Trustees will adopt a conflicts of interest policy as well as a Code of Ethics for compliance with the Ethics Act as well as its obligations as a non-profit corporation under state and federal law (particularly for the 501(c)(3) status).

The Board has a designated a Treasurer, Brian Leinhauser, who will receive all funds including local, state, and federal funds and privately donated funds. The Treasurer will also make payments out of the same on proper orders approved by the Board, signed by the President or Vice President of the Board. The Treasurer may pay out funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts, which will previously have been approved by the Board, and by which prompt payment Reach will receive a discount or other advantage.

The by-laws also contain procedures for dismissal of an employee. The Board is mindful as well of its obligations as a Board of a non-profit corporation.

The IRS has determined that the school is exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3) effective September 15, 2015. The school will be providing the IRS with notice of the school name change to Reach Cyber Charter School. A letter of intent to lease a school site in Harrisburg was included in Appendix R. Once the lease is fully executed, the school will update the IRS with the facility address within the Commonwealth of Pennsylvania. The IRS determination letter is included with the 501(c)(3) documentation in Appendix J.

Articles of Incorporation

The school's Articles of Incorporation are included in Appendix M.

H.	Submit board members' names, addresses, phone numbers and resumes.

Board Member Contact Information

Figure 39 includes trustees' names, addresses, and phone numbers. Resumes are included in Appendix I.

Figure 39. Trustee Information

Name	Address	Phone Number	Resume (in Appendix I)
David Taylor, Board President	3715 Roundtop Road Elizabethtown, PA 17022	(717) 649-6980	√
Brian Leinhauser, Board Treasurer	101 Lindenwood Drive, Suite 160 Malvern PA 19355	(484) 318-7802	√
Dr. Joseph Harford, Board Secretary	10808 Conestoga Court Huntingdon, PA 16652-7002	(814) 599-0242	√
Paul Donecker, Trustee	1300 Pennscott Dr. Landisville, Pa 17538	(717) 898-3415	√
Gail Hawkins-Bush, Trustee	5111 Dakota Street Philadelphia, PA 19131	(215) 878-7494	√
Dr. Alex Schuh, Trustee	178 Summit Lane Bala Cynwyd, PA 19004	(610) 771-0108	√

I.	Submit copies of the school's management contracts, if any.

Contract with Service Provider

The Statement of Agreement between the Board and Connections is included in Appendix N. A letter from the Board regarding provider selection is included in Appendix O. The Statement of Agreement represents the final agreement between the Board and Connections. The Board will sign the Statement of Agreement upon the issuance of a charter from PDE (without a charter, Reach would unnecessarily be binding itself to the agreement). Additionally, the Board agreed to the Statement of Agreement per resolution in the Board meeting on September 17, 2015. The Statement of Agreement is unsigned as this also allows feedback from PDE. The Board and Connections have agreed to further negotiate language based on feedback received from PDE.

Reach has contracted with Connections Academy of Pennsylvania, LLC, to provide the cyber educational program outlined in this charter application. Reach's Board of Trustees will maintain ultimate control of the cyber charter school. The Statement of Agreement details the respective roles of the Board and Connections and the services provided. The Board will employ all staff, including the Lead School Administrator. The Lead School Administrator and the Board have the authority to hire and terminate employees or contractors and the Lead School Administrator has the responsibility to provide the day-to-day direction and supervision.

The Board will maintain responsibility for ensuring that Reach meets all educational, fiscal, and programmatic goals outlined in the charter. The Board will regularly review the services and will set expectations for reporting from Connections to the Board. Under the Statement of Agreement, Connections will be subject to a performance review, conducted at the Board's discretion. The Board will have the right to terminate its contract with Connections if performance obligations are not met and Connections is unable to cure such deficiency after being given reasonable notice, as more fully described in the Statement of Agreement.

IV. FINANCE AND FACILITY

IV.1 FINANCING

A. *Develop a preliminary startup and operating budget.*
Use the Pennsylvania Department of Education budget templates available at http://www.portal.state.pa.us/portal/server.pt/community/general_fund_budget/12777/pde-2028/606285; draft a preliminary operating budget covering all projected sources of revenue, both public and private, and planned expenditures.

Preliminary Startup and Operating Budget

The preliminary startup and operating budget using the PDE template is provided in Appendix P. It is carefully aligned to the mission of the school and demonstrates a school with sound financial planning. A detailed narrative regarding the budget is also provided in Appendix P, along with the Connections Fee Schedule.

Start-up expenses, such as facility and administrative staff, have been budgeted and will be funded through an interest-bearing loan from Connections. This loan is anticipated to be repaid in full with interest by the end of the second year of operation as shown in the budget. A letter from Connections is provided in Appendix Q.

B. *Develop a purchasing procedure that addresses a competitive way to purchase goods and services. Note: For additional financing procedures see Section 1725-A of the Charter School Law.*

Competitive Purchasing Procedure

Reach will follow all financing procedures in Section 1725-A of the Charter School Law. Reach will follow the requirements of the Charter School Law, specifically § 17-1715-A(10) charter school requirements for all construction projects and construction related work.

Reach will adhere to or fall within the parameters of the following process:

A. Seek informal price quotations on purchases that are under $5,000 except in cases of emergency or when the materials purchased are of such a nature that price negotiations would not result in a savings to the school.

B. Whenever possible, obtain three competitive price quotations on purchases that are over $5,000 for a single item, or $10,000 in aggregate.

C. Purchase student equipment via RFP, in aggregate, prior to each school year, in order to provide students with the most recent technical advancements, as available and if applicable. This is done in relation to best practices rather than required by law.

D. This will not apply to those purchases exempted from bidding requirement, as described in 16 Pa.C.S.A. sec. 1802(h).

Bids will be obtained and opened by the school. All orders or contracts should be awarded to the lowest responsible bidder; however, consideration can be given to:

A. The quality of the item(s) to be supplied

B. Its conformity with specifications

C. Suitability to the requirements of the school

D. Delivery terms

E. The past performance of vendor

In addition to these factors, the Board may consider and provide a preference to bidders:

A. Which use a Pennsylvania-based business as the primary contractor

B. Which use one or more Pennsylvania-based business as subcontractors

The Board reserves the right to reject any and all bids.

The school is authorized to purchase all items within budget allocations that have been previously approved.

The Board will be advised, for prior approval, of all purchases of equipment, materials, and services when the purchase exceeds the function. In the event when an emergency purchase is required in order for the school to maintain its current level of operation, the purchase will be brought to the attention of a designated member of the Board and will subsequently be ratified by the Board at the next regular meeting.

In order to promote efficiency and economy in the operation of the school, the Board requires that the school periodically estimate requirements for standard items or classes of items and make quantity purchases on a bid basis to procure the lowest cost consistent with good quality.

Whenever storage facilities or other conditions make it impractical to receive total delivery at any one time, the total quantity to be shipped, but with staggered delivery dates, will be made a part of the bid specifications.

Before placing a purchase order, the school shall check as to whether the proposed purchase is subject to bid, whether sufficient funds exist in the budget, and whether the material might be available elsewhere in the school. All purchase orders shall be numbered consecutively.

All services/products purchased by the school will be confirmed as received prior to any payment being released to a vendor.

In the interests of economy, fairness, and efficiency in its business dealings, the Board may require that:

A. Opportunity be provided to as many responsible suppliers as possible to do business with the school.

B. A prompt and courteous reception, insofar as conditions permit, be given to all who call on legitimate business matters.

C. Where the requisitioner has recommended a supplier, the school may make alternate suggestions to the requisitioner if, in his/her judgment, better service, delivery, economy, or utility can be achieved by changing the proposed order.

D. Upon the placement of a purchase order, the school will commit the expenditure against a specific line item to guard against the creation of liabilities in excess of appropriations.

Employees may be held personally responsible for anything purchased without a properly signed purchase order or authorization.

The Board may acquire office equipment as defined in law by lease, by installment payments, by entering into lease-purchase agreements, or by lease with an option to purchase, provided the contract sets forth the terms of such a purchase.

C.	What fund raising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?

Fund Raising Efforts

The Board does not anticipate relying upon fundraising efforts to generate capital or to supplement the per pupil allocations (PPA). The Board will focus the school's greatest level of attention on instructional activities and will evaluate any need to pursue fundraising opportunities in the future.

D.	Describe the implementation of the following required financial procedures:
	The treasurer of the charter shall deposit the funds belonging to the charter school in a depository approved by the board and shall at the end of each month make a report to the charter Board of the amount of funds received and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The Board of Trustees of a charter school shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be:

- United States Treasury bills.
- Short-term obligations of the United States Government or its agencies or instrumentalities.
- Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.

Note: All investments shall be subject to the standards set forth in 24 PS 4-440.1 of the Pennsylvania School Code.

The school treasurer shall settle his or her accounts annually with the Board of Trustees for each school year. Pursuant to 24 P.S. §4-437, the accounts of the cyber charter school treasurer shall be audited annually.

Financial Oversight

The Board is responsible for the oversight and approval of school financial policies and procedures and possesses the necessary experience and financial expertise to fulfill its financial oversight duties. The Board has a contract with Charter Choices, a Pennsylvania-based company with experience working with charter schools since 1997. Charter Choices will provide financial advice and support effective decision-making, independent of Connections. The Board's agreement with Charter Choices is provided in Appendix W.

The Board will ensure that Reach will establish systems and controls that will result in the timely completion of financial reporting as required by law, regulation, or the charter, including a report of budgeted and actual expenses. The Board will provide any information required by the PDE.

Once the charter is approved and the Board finalizes the Statement of Agreement (Appendix P), the Board will also be responsible for managing the contractual relationship with Connections.

Depositing Funds

The Treasurer of the Board will deposit funds belonging to the school in a depository account approved by the Board. Reconciliation of this account will be performed monthly and transactions will be reviewed to ensure funds have been deposited in a manner consistent with the policies of the school. Reach will maintain its accounts at a federally insured banking institution within the state in compliance with applicable state laws.

Investing Funds

Based upon the cash balances of the school, the Board may invest school funds in a savings account at a federally insured banking institution. The Board will ensure that any investment of school funds will be maintained in an authorized account.

The Board will invest charter school funds subject to the standards set forth in 24 PS 4-440.1 of the Pennsylvania School Code. Example investments include:

- United States Treasury bills.

- Short-term obligations of the United States Government or its agencies or instrumentalities.

- Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.

- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.

- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.

Financial Processes

Reach will follow a financial and accounting plan that is compliant with generally accepted accounting principles (GAAP) and will provide an accurate accounting of all of its finances, ensure sufficient information for audit purposes, and provide data in the format needed for accurate and timely reporting.

The Board will use a sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue. Developing the annual budget will be an iterative process incorporating input from key stakeholders, including the Lead School Administrator, Business Manager, and designated members of the Board with consultation from Charter Choices (see Appendix W for a complete description of services). A preliminary budget based on initial assumptions will be presented to the Board and will be approved by the Board before the start of the school year. This budget will then be compared to the actual and forecasted results on a monthly basis.

The Business Manager, employed by the Board, will perform the following duties:

- Monitor and track all school-based assets

- Manage the school budget and oversee any work performed by Connections relating to the budget

- Oversee pupil accounting functions including:

    o Enrollment requirements

    o Maintenance of student records

    o District billing

Reach will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures will be approved by a designee of the Board. The designee will review the proposed expenditure for approval and to determine whether it is consistent with the Board's adopted budget. Supporting documentation will be required for all expenditures.

Reach will use industry-standard accounting software to ensure proper bookkeeping. The school will maintain detailed accounting records consistent with the accounting and financial reporting manuals prescribed by PDE.

Financial Reporting

Each month, Reach will produce a set of detailed financial statements that include a statement of activities, a balance sheet, bank reconciliations, invoice detail, payroll registers, any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity. The Treasurer of the Board will be provided with access to such financial documents for review as an increased measure of oversight and governance. Charter Choices will review monthly financial statements and support effective decision-making.

During the Board's regularly scheduled meetings, a financial report will be presented that will include the current results of the school's financial activities along with a comparison of projected annual costs and the annual approved budget. Budget variances and matters of financial significance will be discussed with the Board and necessary actions and Board approvals will be taken.

Annual Report

The Treasurer will settle the accounts annually with the Board for each school year. Pursuant to 24 P.S. §4-437, Reach's accounts will be audited annually. Charter Choices will work with the school to support the preparation of audit work papers for the fiscal year end and work with auditors to complete the audit engagement.

Once Reach's charter is approved and prior to the end of the first fiscal year, the Board will enter into a contract with an independent Certified Public Accounting firm chosen by the Board to conduct an audit of its annual financial statements. The annual financial report (PDE-2057) will be completed and filed with the PDE by October 31, beginning with October 31 after the first year of operations. The audit will be conducted in accordance with Governmental Accounting Standards and will meet the specific compliance requirements set forth by Pennsylvania.

IV.2 FACILITY

Explanation: Describe progress toward identifying and acquiring a school facility, with a back-up plan considering alternative facilities.

A.   *Provide descriptions of and addresses for the physical facilities, including the administrative office, and the ownership of the facilities and any lease arrangements.*

Address of Physical Facilities

Reach will lease permanent space for administrative and teaching staff located at Governor's Plaza North, 2101 North Front Street, Harrisburg, PA to serve as the main site where administrative and teaching staff will work. Student records will be maintained at this location. The site will be available for PDE staff to visit when the school is in operation and interacting with students.

The initial physical facility will need to be flexible for growth and future needs. The site will include at least one conference room with doors for use in IEP conferences and other special education related activities. To the extent that the site will be used for student support, the site will be used only for testing, tutoring, and supplemental services related to special education.

As the school grows, the Board may explore additional satellite facilities throughout the state. Reach understands that facilities will be for auxiliary services and not to act as brick-and-mortar schools. Students will be at physical locations only for the time needed to participate in these services and activities. As suggested in the Basic Education Circular from 2013 and revised in 2015, Reach will utilize any satellite sites for standardized and/or other testing, tutoring, and/or supplemental services such as special education services.

At least 60 days prior to opening any additional facilities, Reach will provide the PDE the following:

- The name and description of each individual activity and service to be provided at the facility.

- The identification of necessary background and clearance records for the individuals providing services at the facility.

- An explanation of whether the facility is necessary for providing the service and, if so, why.

- A description of alternatives in place for providing the services at locations or in methods other than at the facility to ensure equitable access to the services by students who are not able to travel to the facility.

- Copies of policies concerning student presence at a physical facility, including:

  o Policies for when student presence at the facility might be required, such as for standardized testing or for student and/or parent meetings with school staff.

  o Policies on how presence at the facility is monitored.

- Any additional information requested by PDE.

Through an area survey of Harrisburg, potential types of site locations were evaluated during the summer of 2015. In Appendix R, we include a letter of intent between the Board and the owner to lease a property located at Governor's Plaza North, 2101 North Front Street, Harrisburg, Pennsylvania. Morgan Manor Residence, Inc. is the landlord of the property. Morgan Manor Residences is owned by El Realty, a professional landlord with a dozen properties. Gaetano P. Cipriano, Principal of El Realty, signed the Letter of Intent to Lease included in Appendix R on behalf of Morgan Manor Residences. Once the charter is finalized, Reach will follow a specific, fast-paced process for securing this lease, or locating comparable space and also conducting start-up procedures.

This process includes:

- Initial requirements reviews
- Site inventory (space) surveys
- Down-selection of spaces for physical review
- Physical on-site space reviews
- Down-selection of spaces for competitive proposal process
- Proposal and Best-and-Final submissions
- Selection of spaces
- Lease negotiations and execution
- Landlord demos and build-outs
- Installment of Tenant improvements
- Occupancy

The facility selected by the school will be approximately 6,000 rentable square feet depending upon community, site availability, and needs of the school. The facility will be located in standard office space. The school will enter into a five-year lease with extension options at the school's election. Key factors considered in the selection process that will be included:

- ADA compliance
- Suite layout
- Stability of landlord
- Ability of landlord to provide a turn-key solution
- Cost on an annual and a full term basis
- Security for both the facility and the surrounding area
- Safety for teachers and staff
- Ease of access (location) for teachers and staff
- Special termination provisions in the event of charter suspension or revocation
- Technology availability, including bandwidth for school operations
- Lighting (natural and otherwise)

The school will tailor the build out of the facility to meet the specific needs of the school. During the search for a facility, the Board will identify locations which already have an existing build out close to what the school's facility needs will be to minimize build out costs.

Figure 40 is a sample layout/floor plan for a 6,000 square foot facility which will include:
- Reception area
- 33 workstations and 5 offices
- 1 LiveLesson Room and 1 Conference Room
- IT/MIS Room
- Storage
- Kitchenette area
- Bathrooms in common area of building

Figure 40. Facility Floor Plan

Ownership of the Facilities

In Appendix R, we include a letter of intent between the Board and the owner to lease a property located at Governor's Plaza North, 2101 North Front Street, Harrisburg, Pennsylvania. Morgan Manor Residence, Inc. is the landlord of the property. Morgan Manor Residences is owned by El Realty, a professional landlord with a dozen properties. Gaetano P. Cipriano signed the Letter of Intent to Lease included in Appendix R on behalf of Morgan Manor Residences. The formal lease has not yet been signed since the charter has not yet been approved. The Board will do so once the charter is approved. Once the charter is finalized, Reach will follow a specific, fast-paced process for securing this lease, or locating comparable space and also conducting start-up procedures. Certain key terms are included in the lease. These include, but are not limited to:

- Early termination provision in the event of charter revocation or non-renewal;

- Turnkey demo and build-out of space by landlord at landlord's expense;

- Options for renewal;

- Rights of First Offer or First Refusal, when possible, on contiguous space;

- Inability of landlord to re-locate the premises;

- Rent abatement in the event of diminution of space;

- Insurance terms consistent with Reach's policies;

- Pre-approval for tenant's improvements (voice/data/electric); and

- Financial terms.

> B. *Explain how this site(s) would be a suitable facility for the proposed cyber charter school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.*

Site Suitable for Cyber Charter School

The site for the school's administrative offices is identified in the Letter of Intent to Lease. This building will include administrative offices and infrastructure for school operations. The site will be in compliance with the necessary building and zoning codes as well as accessible to individuals — including staff , parents and students — with disabilities.

Having the teachers located in the physical center allows for expanded professional development opportunities, ensures quality control and visibility into the teaching process by school administration, and promotes collaboration amongst teachers to excel student achievement. The site can also host parent teacher conferences as needed. As previously stated, students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations for state testing throughout the state based on the geographic location of the student population. Reach wants to make clear that any school sites will be for auxiliary services and not primary locations as brick-and-mortar schools. The Board is aware and will follow the Basic Education Circular (BEC), "Cyber Charter School Operations and Proper Use of Physical Facilities" issued July 2013.[64] As is required by the BEC, Reach will be able to function and provide all curriculum and instruction to all of its students without the need for students to attend any physical facility. Reach will only use its physical facility as an administrative office or a resource center providing no more than supplemental services to students. Reach will provide equitable access to services for all enrolled students.

Reach has analyzed several locations, including potential shared/joint use facilities, based upon criteria needed to run an effective cyber school. Reach has also considered potential regional locations throughout the state to be responsive to families including families from disadvantaged and rural areas, while complying with Charter School Law. Cyber education requires minimal build out and can be accomplished in the timeframe needed. Criteria used to analyze facilities include:

- Central location — easy access from major roadways, allowing students and staff from various areas to reach the facilities easily. The facilities will have adequate space for teacher cubicles, a Lead School Administrator's office, a conference room, and a break room/kitchenette.
- A certificate of occupancy, air-conditioning, heating and illuminated fluorescent lights, male and female bathrooms, parking, handicapped accessible, and fully equipped with sprinklers and other fire safety equipment.
- Necessary infrastructure to support the computer network and phone system.
- In compliance with or capable of modification to bring them into compliance with all local building, zoning and health and safety requirements.
- Meet all local minimum Americans with Disabilities Act (ADA) standards.
- Ample parking accommodations.
- Comprised of approximately 20% office space and 80% open area for cubicles.
- Secure location for storing testing materials and protected student data.

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[64]
http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/Purdons%20Statutes/Cyber%20Charter%20School%20Use%20of%20Physical%20Facilities.pdf

Reach will take the necessary steps to secure the Certificate of Occupancy for the school site.

Renovation to the Facility and Compliance with Applicable Building Codes

Reach's space demolition and subsequent build-out, performed by the landlord, will result in a typical office environment. The landlord will provide turnkey solutions with standard building finishes, pursuant to a Computer Aided Design (CAD) test fit provided to the landlord by Reach. This method of securing space – with the landlord responsible for demo and build-out enables Reach to mitigate risk in standing up the workspace and take advantage of the landlord's experience in meeting local building codes. Reach will provide the space layouts to guide the landlord's efforts and then establish and understand the landlord's amortization schedule for tenant improvements.

Accessibility for Individuals with Disabilities

The site will meet all local minimum Americans with Disabilities Act (ADA) standards. It will include at least one conference room with doors for use in IEP conferences and other special education related activities. The facilities will comply with all applicable state and local health and safety requirements. Reach will follow applicable city planning review procedures.

Services of the Facility

Heating, ventilating, lighting, and water will be supplied to the premises by the landlord as part of the lease agreement. Janitorial services may be provided by the landlord or Reach will need to contract for services to maintain a clean environment within the premises (as stated herein).

C.   *Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).*

Maintaining Facility on a Daily Basis

The lease for the site will provide for necessary repairs and for janitorial service.

In the event the lease for the site does not provide janitorial services, then Reach will source and contract with a reputable janitorial service for its cleaning needs. To the extent that the landlords are not required in the lease to maintain the equipment in the premises (e.g., HVAC), then Reach will source and contract with reputable contractors and enter into service agreements.

Maintaining Facility on an Extended Basis

The selected facility will have a full service management group under contract by the landlord to handle maintenance, repairs, and necessary improvements to the space. If the chosen facility does not have a management team then Reach will contract with a reputable management company to maintain the property on an extended basis throughout the lease term.

Reach will take the necessary steps to secure the Certificate of Occupancy (CO) for the site. Depending on local protocols, the CO may be for the entire facility inclusive of the site.

D.   *Discuss any progress, partnership developments or other future steps towards acquisition of a facility/land.*

Acquisition of a Facility/Land

The school's cyber education model requires only leased office space as the school site for both the teachers and administrators to conduct school operations. This significantly reduces financial risks associated with large debt obligations that are often assumed by traditional schools.

E.   *Describe facility financing plans.*

Facility Financing Plans

With the anticipation of utilizing leased facilities, the Board does not intend to secure any long-term debt to finance the purchase of a school facility.

Our build-out will be an office environment suitable for optimizing site operations. The landlord will provide a turn-key solution with standard building finishes based on our CAD test fit. We anticipate capital outlay to occupy the leased space to be fairly minimal and limited to furniture and equipment, not Leasehold Improvements.

IV.3 LIABILITY AND INSURANCE

Explanation: Provide evidence of insurability in all areas identified above.

A.   *Describe the proposed cyber charter school's insurance coverage plans, including health, general liability (including school operation, extracurricular activities and parent volunteer activities), property, and director and officer's liability coverage (see Section 1727-A of the charter school legislation).*

Health Insurance Benefits

Per charter school law, Reach will offer a health care benefit package similar to that of an aggregate of local school districts. The comprehensive package will include a choice of major medical plans, vision coverage, dental coverage, life and disability insurance, as well as paid sick leave.

An amount equaling 20% of employee payroll has been allocated for these benefits, an amount sufficient to provide for a competitive package of health benefits. Data from the National Compensation Survey indicate that in 2010 only 25% of employers that offer health benefits allocated in excess of 18.6% of payroll for the coverage.[65]

Insurance Coverage

The school will have a comprehensive insurance program in place as dictated by applicable laws and the approved charter. The insurance program will include, but is not limited to Commercial General Liability, Sexual Abuse and Molestation, Educator's Legal Liability, Employment Practices, Liability, Crime (Employee Dishonesty), Property, Automobile, Workers Compensation, and Directors & Officers Liability. The policies will cover the school's operations, extracurricular activities, and volunteer activities. Copies of the certificates of insurance listing Reach Cyber Charter School as an insured on the policies and evidencing ability to provide coverage are included in Appendix E.

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[65] http://kff.org/health-costs/issue-brief/snapshots-employer-health-insurance-costs-and-worker-compensation/

Through its Statement of Agreement with Connections, Reach will be included under the existing comprehensive Connections' insurance program and able to take advantage of the efficient pricing available due to competitive national pricing. The insurance program will include the following policies and limits and include the school's operations, extracurricular activities, and volunteer activities.

- Commercial General Liability - $25,000,000 total limit

- Sexual Abuse and Molestation - $10,000,000 total limit

- Educator's Legal Liability - $10,000,000 total limit

- Employment Practices, Liability - $10,000,000 total limit

- Crime (Employee Dishonesty) - $5,000,000 total limit

- Property - Insured to replacement cost value

- Automobile Liability - $25,000,000 total limit

- Workers' Compensation - Statutory

- Directors & Officers Liability - $1,000,000 total limit

Should the school need to obtain any other appropriate and additional insurance for the Board or employees, the Board will reach out to Connections and a Pennsylvania-based insurance broker to provide quotes. The Board will select the appropriate provider.

IV.4 CHILD ACCOUNTING

Explanation: Cyber charter school funding is based on enrollment; therefore, a totally accurate child count is necessary to meet audit standards.

A.   *Describe the proposed cyber charter school's enrollment and attendance procedures. Note: State child accounting procedures must be followed. (24 PS 13-1332)*

Enrollment Procedures

Equal Opportunity Student Recruitment Plan - Student recruitment and enrollment policies need to be balanced with the mutual goals of ensuring that families are aware of their choices with the Board's need to be fiscally conservative. Enrollment will follow all Pennsylvania rules and regulations generally beginning in March for the school year starting in September.

Through its recruitment/marketing and application guidance activities, Reach will regularly disclose full details about its program and encourage families to carefully consider its academic and parental involvement demands before applying. Reach will also provide tools (such as contact with other parents, with permission, and contact with a Connections counselor, if desired) to help parents decide whether Reach is truly the right fit for their children and themselves.

As stated previously, Reach will contract with Connections to implement and conduct the enrollment process on behalf of Reach, under the oversight of the Board and in accordance with placement and withdrawal policies and procedures adopted by the Board and reviewed by Board Counsel, which are consistent with local, state, and federal law. The enrollment policies will be reviewed by Board Counsel and approved by the Board as part of the overall school handbook.

Connections' enrollment service center provides student enrollment and placement support, as well as enrollment processing, set up, and support in compliance with local, state, and Federal law, and acts acting as Reach's agent throughout the enrollment process. The enrollment process is fully integrated with and supported through Connexus.

Families may commence the enrollment process online using Connexus or by calling a toll-free number for assistance. Connexus is available to students and their families, and to other authorized users according to their permissions, 24/7/365.

A detailed description of the Enrollment Procedures is provided in Section I.4.F of this application.

Reports of Enrollment and Withdrawals

Reach will follow Section 1748-A of the Charter School Law. Within 15 days of enrolling a student, Reach and the parent or guardian, will notify the student's school district of residence of the enrollment through the use of the notification form developed by the PDE.

If the student's school district receiving the notification determines that the student is not a resident of the school district:

- Within seven days, the school district will notify Reach and the PDE that the student is not a resident and provide the basis for the determination.

- Within seven days of receiving the school district notice of non-residency, Reach will provide a response to both the school district and the PDE.

    o If Reach agrees that the student is not a resident of the school district, it will determine the proper district of residence and notify the correct district of residence of the enrollment through use of the notification form developed by the PDE.

    o If Reach reconfirms that the student is a resident of the school district, it will indicate so in the response. The school district may then appeal to the PDE for a final decision.

If a student becomes ineligible or leaves the charter school, Reach will ensure all appropriate paperwork is submitted and/or forwarded to the new school and Connexus will be updated. As per Section 1748-A of Charter School Law, Reach, and the parent or guardian, will provide written notification to the school district of residence using the Charter School Notification form within 15 days following the withdrawal of a student. The Charter School Notification form includes the student's name, last known address, and withdrawal date.

Attendance Procedures

Students in a cyber school program will not have physical classrooms but still must meet all regulatory requirements for attending public schools. Attendance will be tracked and reported through Connexus. Learning Coaches will ensure that students meet their school's attendance requirements and that the student's attendance is properly documented within Connexus.

While students will have a great deal of flexibility regarding when and where they complete their coursework, they will nevertheless be held fully accountable for meeting all state-mandated attendance requirements. Attendance recorded by the Learning Coach and verified by teachers will ensure Reach is properly calculating and adequately monitoring that students complete 30 instructional hours per week and 180 instructional days per school year.

Entering attendance is expected to be taken seriously as a regular part of the school day for the Learning Coach. Reach will verify that the attendance records are accurate, which includes not only the attendance hours recorded by the Learning Coach, but also the lesson and assignment completion rates and the amount of communication the student has with the teacher. During course design and alignment, lesson and assignment completion times are estimated, thus student lesson and assignment completion can be used to estimate amount of student time spent on learning.

Student attendance will be verified by both teachers and Learning Coaches and logged within Connexus. All students must complete assigned lessons and submit assessments. Students and/or their Learning Coaches must also participate in/respond to telephone calls, WebMail messages, and/or web conferencing (LiveLesson sessions) contacts, as well as in-person contacts (if required) with a teacher during the school's regularly scheduled school hours.

Teachers also verify attendance records on a regular basis. If a teacher has concerns about the validity of a student's attendance records, he or she may revise the student's recorded hours of attendance based work completion rates and/or contact the school's Attendance Coordinator for further assistance. A Learning Coach will be notified if attendance records are changed. Therefore, even if a Learning Coach records a high number of instructional hours in the attendance records, if a student's work completion rates are not on track and/or if he or she fails to communicate on a regular basis with the teacher, he or she will be flagged for review using an Approaching Alarm or Alarm status. This Approaching Alarm or Alarm status is displayed in Connexus and will require follow-up action from the school to ensure that the student completes his or her lessons, assessments, and required weekly hours of attendance. In reviewing attendance documentation, teachers must determine that each student has met or exceeded the required amount of instructional time stipulated by state regulations.

Reach's administration will monitor and review attendance records on a weekly basis. After a predetermined amount of time (usually 10 days) or as of a specific date (per state regulations), Connexus will no longer allow a teacher or Learning Coach to edit past attendance records. Any requests for adjustments to the "locked" records must first go to the Family Connections Coordinator (in writing via WebMail or email) for review and approval and then to the Attendance Coordinator for adjustment.

While schools will not be kept open for students or staff on weekends and select holidays, students may record attendance hours on Saturday and/or Sunday to meet their weekly requirements. However, if a student does not participate in school activities on any day Monday through Friday, his or her Learning Coach MUST enter 0 hours on this day.

These expectations and procedures for attendance will be documented in the School Handbook, alongside the state requirements for weekly and annual hours of instruction. Parents must agree to the policies in the Handbook when completing enrollment. Attendance procedures will be addressed in trainings for all stakeholders (Learning Coaches, students, teachers, and administrators). If a student accrues too many unexcused absences, Reach will follow state law in reporting non-attendance and truancy.

Unexcused Absences and Truancy

Per section 2E of the Basic Education Circular, Compulsory Attendance and Truancy Elimination Plan (24 PS 13-1332), in order to actively engage in cases of habitual truancy, Reach staff will report cases when a student has been absent three days, or their equivalent, without a lawful excuse. If a pattern of truancy develops, Reach will initiate a systemic response to address student attendance. Reach will engage with parents neglectful in providing written excuses or written excuses in a timely fashion.

Regular attendance is imperative to maximize student learning. Reach will offer flexibility regarding how many hours each day students spend on school work and which days of the week they complete that work. Due to this flexibility, Reach will have a zero tolerance policy for truancy. Parents will be held legally responsible for ensuring that their students are fully participating in school, even if they have designated another adult as their student's Learning Coach.

In order to avoid truancy, the parent must ensure that the following activities take place:

- Learning Coach enters attendance hours each day of school;

- Student completes all assigned lessons and assessments;

- Student participates in educational activities for an appropriate number of hours, as outlined in the school handbook;

- Student is available for regularly scheduled telephone calls with teachers;

- Student attends all assigned LiveLesson® sessions;

- Student demonstrates that he/she is doing his/her own schoolwork;

- Student attends mandatory state testing; and

- Learning Coach communicates with the Family Connections Coordinator in advance if student needs to deviate from the regular school calendar (for example, switching a vacation and school day).

If a student's teachers become aware that the student is not fully participating in school as required by state law and Board policy, the student may be marked with an unexcused absence at the teacher's discretion. In addition, the Attendance Coordinator may override the number of attendance hours previously entered by a Learning Coach by entering the code for an unexcused absence (U) if the student's teachers believe the student has not participated as required. The final decision about whether an absence is considered unexcused will be made by the Lead School Administrator.

Missing a day of school will be defined as missing a day's worth of hours in one week.

Child Accounting

When billing resident school districts for local revenue, charter schools are required to calculate Average Daily Membership (ADM) for each student. Reach will use the policies listed herein to establish the First Day Educated and Last Day Educated for each student. The Board will seek to contract with a Pennsylvania-based third party to provide district billing services. The Business Manager will be responsible for overseeing child accounting and the services provide by the third party.

V. ADMINISTRATION

V.1 RECRUITING AND MARKETING PLAN

Explanation: Develop a solid plan to attract sufficient students to operate a cyber charter school; publicize the cyber charter school; and ensure a match between the cyber charter school program and applicants' educational and personal needs.

A. Demonstrate how you will publicize the cyber charter school to attract a sufficient pool of eligible applicants.

Publicizing the School

Reach will publicize to attract a sufficient pool of eligible students, including students with special needs and ELL students in the following ways. Marketing will include broad reach media channels covering all geographies as well as reaching out to diverse students and families in the state.

- **Direct mail:** Reach will conduct direct mail campaigns announcing the school to families with students throughout Pennsylvania. In a typical mailing, a postcard will be sent out inviting parents to attend an Information Session, visit the website, and/or contact the call center.

- **Website:** Connections will create and maintain a website with a special link to Reach. The website will contain information about Reach, its approach, its curriculum, and FAQs and their answers. The site will also include enrollment information and procedures, information sessions schedules, and other useful tools for prospective students and their families.

- **Media outreach:** Reach will make use of diverse paid media, for example, advertisements in local newspapers, radio, and online media. Reach will also make use of non-paid/earned media, primarily to shape public opinion, raise awareness of the school and share family/school news.

- **Referrals/word of mouth:** As Reach grows, it anticipates that an increasing number of families who come to the school will enroll due to positive feedback received from their friends, community members, traditional school leaders and family. In schools supported by Connections nationally, 93% of parents say they would recommend the Connections program to parents whose children are not enrolled in the program.

- **Search Engines and Social Media:** Reach will be linked to leading Internet search engines with local reference capability to help Pennsylvania families looking for a cyber school option to find this high-quality school. In addition, Reach benefits from Facebook, Twitter, and other social media outreach conducted by parent advocates.

Connexus will allow for accurate collection and analysis of the school's demographic data. The data collected in this way will then be used to generate reports for the Board and the PDE. It may also be used to evaluate and modify the school's outreach and recruiting strategies when necessary. The Board and all school staff will focus on accountability and abide by student data privacy laws and regulations. Figure 41 provides a sample calendar of recruitment activities.The calendar will be revised and finalized once the school is approved.

Figure 41. Calendar of Recruitment Activities to Open in Fall of 2016

Recruitment Activities Calendar	
August 2015 – January 2016	• Work with Connections to select locations and finalize schedule of activities • Face-to-face Information Sessions hosted at locations throughout the state and Virtual Information Sessions provided online
January 2016	• PDE approves charter application
March 2016	• Launch school website • Issue press release announcing Reach's approval • Begin advertising (broadcast and online) • Email and call prospective families • Mail postcards to prospective parents • Attend targeted community events • Re-launch school's Facebook page
April 2016	• Continue advertising (broadcast and online) • Email and call prospective families • Attend targeted community events • Pitch stories and promote information sessions through local media • Begin information sessions (online and in-person)
May 2016	• Continue advertising (broadcast and online) • Email and call prospective families • Attend targeted community events • Pitch stories and promote information sessions through local media • Continue information sessions (online and in-person)
June 2016	• Continue advertising (broadcast and online) • Email and call prospective families • Attend targeted community events • Pitch stories and promote information sessions through local media • Mail postcards to prospective parents • Continue information sessions (online and in-person)
July 2016	• Continue advertising (broadcast, print, and online) • Email and call prospective families • Attend targeted community events • Pitch stories and promote information sessions through local media • Continue information sessions (online and in-person)
August 2016	• Continue advertising (broadcast and online) • Email and call prospective families • Attend targeted community events • Pitch back-to-school stories and promote information sessions through local media • Back-to-school parties • Continue information sessions (online and in-person)
September 6, 2016	• First Day of School
September 2016	• Continue online advertising • Email and call prospective families • Pitch stories promoting school staff and interesting family stories to local media • Continue online information sessions
October 2016	• Email and call prospective families • Pitch stories promoting school staff and interesting family stories to local media • Continue online information sessions
November 2016	• Email and call prospective families • Pitch stories promoting school staff and interesting family stories to local media • Continue online information sessions
December 2016	• Email and call prospective families • Pitch stories promoting school staff and interesting family stories to local media • Continue online information sessions
January 2017	• Email and call prospective families • Pitch stories promoting school staff and interesting family stories to local media • Continue online information sessions

Recruitment Activities Calendar		
	•	Build local content on website (student and staff profiles)
February 2017	•	Begin online advertising for the 2017-18 school year
	•	Email and call prospective families
	•	Pitch stories promoting school staff and interesting family stories to local media
	•	Continue online information sessions
March 2017	•	Begin advertising (broadcast, print, and online) for the 2017-18 school year
	•	Email and call prospective families
	•	Mail postcards to prospective parents
	•	Attend targeted community events

B. *What type of outreach will be made to potential students and their families?*

Outreach to Students and Families

Upon approval of the charter, Reach will actively recruit families that represent the full cultural, demographic, and socioeconomic range of Pennsylvania. Reach will use a variety of means to inform families about its services and provide them an opportunity to enroll, including:

- **Information sessions**: Reach will conduct multiple information sessions across Pennsylvania to assure that families from a variety of communities are able to participate. Information sessions may be online, and families may attend the session from home via their computers. Reach will educate families about the school and provide a complete array of information, including its curriculum, teaching methods, technology resources and testing requirements. The Board hosted 2 information sessions, both virtually and in-person, prior to submitting the charter application. Sessions were held on the dates/times listed previously in Figure 20.

- **Telephone and e-mail outreach:** Reach will contact families who request information by telephone, electronic mail, and postal mail in order to provide literature and other valuable program information that prepares families for a successful cyber school experience.

- **Telephone/e-mail information service:** Reach will launch and maintain a toll-free information line and an email information service to answer parents' questions.

- **Community and youth services partnerships:** As part of its outreach process Reach will provide information about the school to the community that may include: youth-serving organizations such as Boys and Girls Clubs, parent groups, health-related organizations, and organizations for young actors, dancers, and athletes.

V.2   ADMISSIONS POLICY

Explanation: Establish consistency with the mission of the school and the non-discriminatory policies for timely and realistic procedures for admitting students in accordance with charter school law (Section 1723-A).

A. *Describe the admission methods and eligibility criteria you will use to select students.*

Admission Methods

Reach will be open to all eligible students statewide and will not discriminate in its admission policies or practices. The Admissions Policy is included in Appendix S with the Board Policies.

Reach will actively work to ensure a statewide racial and ethnic balance in the school; however, in such a manner to ensure nondiscriminatory preference or practices. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process. Through extensive community outreach and full disclosure about the school's program, Reach will attract those students and families who are most committed to student success in a cyber school setting. As part of that process, Reach will be certain to provide parents

with a clear and accurate picture of the cyber learning experience so they can make the most appropriate choices for their students. This will be accomplished through virtual and in-person Information Sessions, Parent-to-Parent Events, and School events. Reach will strongly encourage families to attend an Information Session prior to enrollment, explaining the benefits and importance of attending a session.

Connexus ensures accurate collection and analysis of student information and demographic data. The data collected in this way will then be used to generate reports for the Board and the PDE. It may also be used to evaluate and modify the school's outreach and recruiting strategies when necessary. The Board and all school staff will focus on accountability and abide by student data privacy laws and regulations.

No tuition: As a public school, Reach will not charge tuition or any prohibited fees. Outreach communications and the school handbook will inform families that the school is tuition-free.

Non-sectarian: As a public school, Reach will be non-sectarian in its programs, admission policies, employment practices and all other operations.

Place of residence: Admission to Reach will not be determined according to the place of residence of any pupil, or his or her parent or guardian, within Pennsylvania, except for such restrictions or preferences that are required or allowed by law. However, the school's enrollment process will include rigorous screening for verification of residency (address check, etc.). This important process will ensure that only Pennsylvania residents are allowed to enroll in the school.

Reach will abide by all applicable federal, state, and local statutes, policies, and guidelines for student enrollment and will not impose enrollment requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students. The Lead School Administrator or his/her designee will serve as the liaison for homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents.

At various times during the school year, to comply with state regulations and reporting, and/or testing processes and requirements, Reach may temporarily "freeze" enrollment. Students can continue to register and submit documents during this defined "enrollment freeze". Once the temporary "enrollment freeze" is over, students will again be able to complete the enrollment process. The Board will delegate to the Lead School Administrator the authority to define and implement these temporary "enrollment freeze" periods. Students and families will be notified of these dates.

Eligibility Criteria

As per Section 1723-A, Reach will be open to all students statewide on a space available basis and will not discriminate in its admission policies or practices on the basis of intellectual ability, athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal if used by a school district.

Students must meet minimum/maximum age requirements and will be subject to Pennsylvania current age restrictions for public school admission and funding or qualify for an exception as noted in state regulations.

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."*

Reach supports the school age requirements for admission as specified by the resident school district of the student. This varies by school district. Figure 42 illustrates the different Kindergarten and Beginners requirements in three different school districts.

Figure 42. Kindergarten and First Grade Requirements

LEA Name	Kindergarten Cut Off	Beginners Cut Off
North Clarion County SD	4 years old by 7/1	6 years old by 9/1
Bethlehem Area SD	5 years old by 10/1	6 years old by 9/1
Yough SD	5 years old by 9/1	5 years old by 9/1

As per 22 Pa. Code Section 11.12 the maximum age for high school students is 21 years of age.

Specific state requirements for enrollment eligibility will be available for interested families on the school's website. The school will abide by all federal, state, and local policies and guidelines for student admission and will not impose admission requirements that are inconsistent with these policies and guidelines.

The school will comply with the McKinney-Vento Act regarding homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents. The Lead School Administrator will serve as the liaison for homeless students.

B.	Explain administrative procedures to ensure compliance with laws pertaining to special education.

Compliance with Special Education Laws for Admission

Open and Fair Admissions Process: Reach admissions procedures will comply with IDEA 2004 and Civil Rights protections. Reach will comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act and will comply with the same Federal and State audit requirements as do other public schools in in Pennsylvania.

The Special Education policies, including non-discrimination policies, are included in Appendix C.

C.	Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

Timetable Used for Admitting Students

Tentative Enrollment and Lottery Dates (Subject to Change) Enrollment Dates:

- Enrollment begins: Tuesday 3/1/2016

- Lottery Determination Date/Close of Open Enrollment: Friday 4/1/2016

- Lottery If Needed: Monday 4/11/2016

Lottery Procedure (if required)

Reach is committed to admitting as many students in grades K-12 by Year 5 as possible and does not envision holding a lottery. Should there be the setting of firm enrollment limits and projected grade levels served, the following procedure will be implemented:

> Reach will hold an annual open application period during the spring semester of each school year for the following school year. During this period students who are interested in enrolling must begin and complete the enrollment process through Stage 2, with the exception of course placement. No student will be admitted during the application period.

> For the first year, as per Section 1723-A, after accounting students of parents or guardians who actively participated in the development of the school, if there are more students that have completed the process through Stage 2 (with the exception of course placement) than the enrollment cap allowed for the school year, a random lottery will be conducted to determine who is eligible to enroll.

> If the school is not oversubscribed and no lottery is needed, students will be enrolled on a first come/first serve basis as they complete the enrollment process.

> If a random number lottery is needed, Reach will post the date, time and location of the lottery on its website Enrollment page. The lottery will be open to the public but attendance is not required. The lottery may or may not be conducted in grade clusters. The grade order in which the lottery is drawn and the total number of students selected may vary each year depending on the number of students who receive an enrollment preference.

> Reach will use an electronically generated random number lottery to determine who can attend. The lottery will be open to the public but attendance is not required. If a random number lottery is needed, Reach will post the date, time, and location of the lottery on its website enrollment page.

> When all slots are filled via the lottery, students not selected will be placed on a waiting list in the order of their lottery number and made an offer to enroll in descending order as space becomes available. The waiting list is for one school year only and will not carry over from school year to school year. A new application must be submitted each year.

After Reach's first year, the school will give enrollment preference to:

(1) Students who have been admitted to the school through an appropriate admission process and who remain in attendance through subsequent grades;

(2) Siblings of students already admitted to or attending Reach; and

(3) Children of those actively involved in the development of the cyber charter school, including children of Board members. The spaces will be reserved until a published date and will be released if not filled.

Students selected in the lottery will be provided an offer of enrollment. The offer of enrollment must be accepted within a specified period or the student will forfeit his/her space to the next student on the waiting list. After an offer of enrollment has been accepted, students will have a designated period of time to complete all enrollment requirements or forfeit their space to the next student on the waiting list.

As previously stated, Reach does not anticipate an enrollment cap and therefore does not foresee the need for a lottery.

D.   Explain how these policies further the mission of the school in a non-discriminatory fashion.

Enrollment Policies Further the Mission

Reach's mission is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

Through its partnership and outreach efforts, Reach hopes to ensure a statewide racial and ethnic balance in the school. Through extensive community outreach and full disclosure about the school's program, Reach will have broad outreach throughout the state and parents will have a clear understanding of the cyber learning experience so that they can make the best choices for their students. Reach will therefore attract those students and families who are most committed to student success in a cyber school setting from across the state.

Through Reach's enrollment process as described in Section I.4.F and the Admissions and Eligibility Criteria set forth in Section V.2.A of this application, students will be admitted in a non-discriminatory manner, yet provided with a Personalized Learning Plan to maximize individual achievement. Connections provides dedicated teams to support the families extensively throughout the enrollment process to ensure that they are supported and understand the cyber school model.

With the goal of serving as many students as possible, Reach hopes not to have to limit its enrollment through the imposition of a cap and lottery. However, should a cap be imposed, Reach's lottery selection process allows for fair and equitable selection of students in the event that more students apply than can be accommodated. Preferences in the lottery process for children of parents/guardians who have actively participated in the development of Reach, students are already enrolled and their siblings will help committed families handle the logistics of successful participation in the cyber school.

V.3   HUMAN RESOURCE INFORMATION

Explanation: Establish high professional standards for teachers and other staff; commitment to professional development of staff; and working conditions and compensation packages that will attract and retain quality staff as per compliance with labor laws.

A.   Describe the standards to be used in the hiring process of teachers, administrators and other school staff.

The Board will employ all staff of the school including the Lead School Administrator and teachers. The Board has chosen to partner with Connections via the Statement of Agreement to provide human resource services, including recruiting, to ensure Reach is staffed by well-trained and effective cyber learning professionals. Connections has extensive experience in recruiting, screening, and qualifying staff for high-quality cyber schools. Connections serves and reports to the Board.

Hiring a Lead School Administrator

In Year 1 and Year 2, the Principal will be considered the Lead School Administrator. As the school enrollment grows, the Board will hire a School Executive Director/CEO who will be considered the Lead School Administrator. The Principals will report to the School Executive Director/CEO. Through the Statement of Agreement with the Board, Connections will provide administrative support to the Board as it recruits the Lead School Administrator and then provides administrative support to the Lead School Administrator as he/she recruits the staff. However, the Lead School Administrator is responsible for the daily oversight and hiring/firing of school staff with the approval of the Board. It is anticipated that the recruiting of the Lead School Administrator will begin immediately upon charter approval, as the Lead School Administrator needs to be hired prior to teacher and staff recruitment.

The search process will begin with posting the job and advertising for the position through multiple avenues.. The Board will review the job description to ensure it is clear about expectations and delineation of roles. Strategies to attract highly qualified staff will be implemented to include posting on Career Builder as well as post on the professional and institutional websites which may include iNACOL, National Charter School Association, National Association of Secondary Principals, and PA REAP. Additionally, job fairs will be attended throughout the state. The Board will interview, select, and hire the Lead School Administrator.

The Lead School Administrator will ideally hold an advanced degree with a minimum of five years teaching experience and some management or administrative experience. A former principal who is technologically proficient with good communication skills is ideal. The Lead School Administrator will build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school. The Lead School Administrator will be responsible for the overall school operation working with parents, students, support staff, and teachers who virtually facilitate the student instructional program.

Ideally, the Board anticipates hiring a candidate in the spring of 2016. In addition, all candidates will undergo thorough screening procedures including background checks, comprehensive reference checks, a technology skills assessment, and a social media background check, as well as others checks as required by state law.

Daily management of the school will be the Lead School Administrator's responsibility while overall governance will be the responsibility of the Board. The Board will annually evaluate the Lead School Administrator based upon performance. Annual performance will be based upon meeting school goals, evaluation of assigned competencies, and input from other key stakeholders like Connections staff that interact with the Lead School Administrator. The Board will adopt pay scales, performance criteria, a performance appraisal system, and disciplinary policies for all employees, including the Lead School Administrator. Explanation of such policies will be integrated into the Employee Handbook adopted by the Board. A draft Employee Handbook is included in Appendix T.

Hiring Teachers

Cyber learning requires an additional skill set and professional development. A focus on individualizing education for students and a high level of comfort with technology will be included in screening candidates for positions. In partnering with Connections, high quality teachers knowledgeable in their content areas will be attracted to join the team. With their solid content knowledge and passion for individualizing instruction, the Board will engage Connections' professional development services to provide them with the necessary skills and pedagogy to teach online and maximize their skill set statewide.

The school will recruit staff through a variety of channels, including traditional methods for posting job opportunities, plus networking with educational organizations; outreach via enrolled families; and special outreach to teachers and administrators who are seeking an alternative environment. Ideally, teachers will be hired at least 30 days prior to the start of the school year. In addition, all candidates will undergo thorough screening procedures including background checks, comprehensive reference checks, a technology skills assessment, as well as any additional checks as required by state law. Details of the background check clearances, standards, and requirements are located in sections (F) and (G). The school's background check and clearance policy, which includes the employment history review, is attached in Appendix S with Board Policies.

Employment history reviews will be conducted for applicants who will be employed in positions involving direct contact with children. Employees of independent contractors must participate in the employment history review prior to the start of employment with a new school entity even though they remain employed by the same independent contractor (24 PS 1-111.1.)

These additional steps will be followed for all applicants who are educators even if the applicant is not being hired for a position for which certification is required.

Even though the Board has plans to retain Connections for staff recruitment, the Board will be responsible for approving all school positions.

B.	What is the targeted staff size and teacher/student ratio?

Targeted Staff Size

The staffing plan in Figure 43 promotes low student-to-teacher ratios, appropriate instructional support, and resources allowing teachers to teach and students to learn. The staffing needs are aligned with the mission and vision of the school supporting the breadth and depth of the cyber school environment. Connexus and the additional support through lessons plans, curriculum, educational resources, staff, professional development, and technology support provides the school staff and leadership the opportunity to focus on the personalized learning experience of each student. The Board will consider this experience and the needs of Reach in determining future staffing needs.

Prior to Year 1 starting, the Board anticipates hiring the following staff in the spring of 2016 to prepare for start-up and school launch in fall 2016. The Board will hire the Lead School Administrator first. Then the Lead School Administrator will hire the remaining staff.

- Lead School Administrator
- Administrative Assistant
- Director of Special Education
- Manager of Counseling
- STEM Coordinator

Figure 43. Staffing Plan

Position	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Total Number of Students	**500**	**1,500**	**2,500**	**3,500**	**4,500**
School Executive Director/CEO (Lead School Administrator)	0	0	1	1	1
Principal (Lead School Administrator)	1	1	2	2	3
Business Manager	1	1	1	1	1
Assistant Principal	0	2	1	3	3
Administrative Assistant	1	4	7	10	13
Director of Special Education	1	1	1	1	1
Manager of Special Education	0	0	1	1	2
Manager of Counseling	1	2	2	2	2
STEM Coordinator	1	1	1	1	1
Gifted & Talented Coordinator	0	1	1	1	1
Teacher (K-5)*	6	13	18	26	33
Teacher (6-12)	6	27	50	74	99
Counselors	1	4	6	9	12
ELL Lead Teacher	1	1	1	1	1
Special Education Teacher	3	10	17	24	31
Student-to-Teacher Ratio	31:1	29:1	29:1	28:1	27:1

Student-To-Teacher Ratio

The student-to-teacher ratio decreases from 31:1 in Year 1 to 27:1 in Year 5. Cyber learning allows for a flexible staffing plan that can grow, retract, or expand with the enrollment of the school and is not limited by facility space. Since classroom management, lesson plan development, and scheduling issues are minimized in a cyber classroom, slightly higher class ratios than a face-to-face classroom are warranted.

C.   What professional development opportunities will be available to teachers and other staff?

Professional Development Plan

Reach has engaged Connections, through the Statement of Agreement (Appendix N), to provide training and professional development for teachers. Training is integrated into the Connections program and aligned with the student curriculum, student pedagogy, student information system, data, evaluation systems, and other services.

Teachers will benefit from ongoing and effective professional growth. The training begins with an initial teacher orientation course and several days of face-to-face pre-service training. Teachers will be provided with an interactive program manual as a resource to training course segments and specific Connections professional development courses. Teachers will build a strong foundation for teaching in the cyber environment with student success as a focus. Graduate courses in cyber learning, professional learning communities, and weekly teacher updates will keep teachers up-to-date and on the road to being experts in cyber learning.

In April 2015, the Connections Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). This prestigious award recognizes organizations that have designed and delivered outstanding and comprehensive

best practices in distance learning programming, including program content and delivery, integration of technology, presentation, and impact on participant learning. The USDLA International Distance Learning Awards are presented to five major sectors of distance education and training and include the Pre-K - 12, Higher Education, Corporate, Government, and Telehealth markets.

Teacher professional development is critically important in ensuring that the staff is optimally effective at teaching in a cyber environment and addressing the Pennsylvania Academic Standards in their daily instructional practice. The school will use the *National Standards for Quality Online Teaching* published by the International Association for K-12 Online Learning (iNACOL)[66] and the Connections *Core Standards for Facilitating Student Learning*, as guides for pinpointing necessary teacher skills and professional development requirements.

The *Core Standards for Facilitating Student Learning* are:

- Provide high quality instruction resulting in student learning,

- Personalize student programs,

- Monitor student performance and provide timely feedback and intervention,

- Monitor student participation,

- Communicate frequently,

- Document and review all interactions, and

- Collaborate and develop professionally.

Reach will provide its teachers with a comprehensive teacher training and professional development program to equip them with the following:

- A working knowledge of the curriculum and Pennsylvania Academic Standards,

- Strategies and best practices for cyber learning and instruction,

- The ability to utilize and navigate the tools of Connexus,

- The ability to develop Personalized Learning Plans (PLP),

- Information on the forms of assessment and how to utilize test results to guide instruction and monitor student progress,

- Knowledge of program processes and policies, and

- Information on how to foster a cyber school community.

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[66] National Standards for Quality Online Teaching, iNACOL, www.inacol.org,
    http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf

With the approval of the Board, the Connections Professional Development team will focus on coordinating, planning, delivering, and continuously supporting professional learning initiatives through a systematic and comprehensive multi-year professional development plan. The Professional Development team provides educators with professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. In addition, Connections will support specific professional development needs as determined by the Lead School Administrator and in alignment with school goals.

Teacher Induction Program

During the 2016-17 school year, Reach will identify an Induction Coordinator and form a council to develop an induction program for new teachers and education specialists in accordance with the requirements established by Title 22, Chapter 49, Sections 49.16 and 49.83 of the Pennsylvania Code. The council will:

- develop the goals and competencies for the induction program,
- determine how the needs of new teachers will be assessed,
- define the role of new teacher mentors and the process for selecting mentors,
- identify monthly activities/topics to support new teachers,
- identify how teacher participation and program completion will be documented, and
- define the metrics that will be used to monitor and evaluate the induction program.

The Reach Teacher Induction Council will submit their induction plan for state approval prior to 8/1/2017.[67]

The scaffolded, supportive, and intensive training and professional learning sessions delivered by Connections, and described herein, along with additional training from Reach staff and collaboration with mentor teachers, will support first year and novice teachers as they develop their skills and become high quality educators and reflective practitioners.

Professional Learning

Connections will provide teachers with ongoing professional development activities throughout the year, delivered by the Connections' Professional Development team. (The list herein does not include training from Human Resources or any professional learning provided by School Support Operations or School Year Cycle training, which may also be provided by Connections should the Board request those trainings). Presenters with various backgrounds and areas of content expertise will conduct live sessions on a rotating basis. Teachers will be required to attend sessions virtually on topics such as:

- Implementing specific research-based instructional strategies,
- Using effective teaching practices and communication skills for a cyber environment,
- Utilizing the state and national standards to inform instruction,
- Using technology to engage students in collaborative learning activities, and
- Using data to guide instruction.

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[67] https://www.psea.org/uploadedFiles/TeachingandLearning/Certification/InductionGuideLines5%2003%5B1%5D.pdf

The Lead School Administrator will develop a systematic approach to professional development for all staff. Topics for trainings will be selected based on school goals, student performance data, national initiatives in education, and research-based best practices. Connections offers monthly trainings for all schools. The annual professional development series focuses on:

- Making data-driven instructional decisions,

- Identifying risk factors that may require more intensive instructional interventions,

- Monitoring student performance based on data available at different points in the school year, and

- Providing strategies for giving effective feedback to students and evaluating evidence of learning.

Foundations for Teaching at a School Supported by Connections

Research on effective professional development indicates that professional development must be intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Reach staff will participate in Connections' Foundations for Teaching program to transition from teaching in a brick-and-mortar school to teaching in a cyber school. Teachers will learn about the school year cycle and associated tasks, and become familiar with instructional tools and resources used to engage learners.

Professional learning sessions will use evaluation surveys and collaborative tools to elicit teacher and administrator feedback. Audits, evaluations, and site-visits will be used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Professional Learning will be:

- **Intensive** – Participants will identify the purpose of educational practices and examine how they can be implemented in the cyber environment. Participants will collaboratively discuss strategies that can be implemented with students.

- **Ongoing** – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effective instruction. Further discussion and exploration at the school level will strengthen these connections.

- **Connected to Practice** – Following each session, participants will apply what they have learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, a cyber portfolio which allows them to document their attendance and upload resources related to their professional learning.

Teachers may also attend "open office hours" with the Connections' Professional Development for individualized assistance and guidance with school year cycle tasks, planning and implementing instruction, determining the best supplemental instructional support for students, and creating a nurturing learning environment.

Teaching in a cyber environment offers flexibility and allows for a greater level of professional learning throughout the school year. Although designated professional development days will have a specific focus, additional professional learning support will be available on a daily basis. Teachers will have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient

manner. Reach will receive multiple levels of support from the Connections' Instructional Services Department, including the School Support Teacher Help Desk. Connections will provide a team of specialists dedicated to meeting the needs of the school.

Figure 44 lists the training and professional development programs and initiatives that will be facilitated throughout the first school year. It provides a sample of the types of professional development and instructional support that is typically provided to teachers and staff during their first year working at a school supported by Connections. Each session is one hour in length.

Figure 44. Sample Professional Learning Schedule and Topics–Year 1

Topic and Timeframe	Activity
First 8 Days (prior to students starting school) Preparing for a Successful School Year	The Lead School Administrator, along with members of the Connections' Instructional Services department, will plan and facilitate learning and collaborative activities around the topics listed below. • Welcome, Ice Breaker, and Team Building • Story 4 • Review of school mission, vision, goals, policies, and procedures • Teacher Orientation Course • Introduction to Connexus • Demo accounts • Core Standards for Facilitating Cyber Student Learning • School Year Cycle • Students in Distress • Student Start-up Tasks, Welcome Calls, and Logging • Teacher Start-up Tasks • Personalized Learning Plan (PLP) • Effective and Collaborative Communication • Planning for a Successful First Week • Professional Learning Communities • Serving Special Education Students Online • Adobe® Connect™ • Grade level meetings • Curriculum Based Assessments (CBAs) • Giving Feedback to Students
Exploring Your Courses	This training will be completed by content-area teachers within the first 30 days of employment or when assigned this specific role. The training will be completed in Connexus and the topics covered are included below. • Welcome to the Connections Education Family • Exploring a Course • Supports to Enhance and Facilitate Instruction • Beyond Your Course: Instructional Services • Additional Supports
September 2016	Introduction to the School Year Cycle

Topic and Timeframe	Activity
How is teaching online different from teaching in brick-and-mortar?	- Monitoring Formative Assessments and Encouraging Student Participation - Welcome Calls, Curriculum-Based Assessments (CBAs), and Escalation - Monitoring and assisting students with attendance, participation, and contacts - Using the School Year Cycle Radar Report to monitor escalation - Response to Intervention: Using Intervention Indicators to review, identify, and implement interventions - Role of a facilitator of learning and analyzing data to deliver targeted instruction - Synchronous targeted instruction using Adobe Connect - Using the Reach Teacher ePortfolio to capture attendance and participation in all training and professional learning
October 2016 Assessing and analyzing student performance data	Using the Section Performance Report - Accessing and using the report to monitor student participation and performance - School Year Cycle Radar report - Accessing and using the report to monitor students' attendance, contacts, and participation - Assessment Objective Performance Report (AOPR) – real-time data showing student mastery of essential skills and standards - Differentiating learning using resources from the Instructional Support database and Shared Content Using LiveLesson Session Tools to Engage Students - Polls, Applets, and Pods – tools within Adobe Connect for keeping students engaged in learning and assessing understanding
November 2016 Higher-level questioning and data-driven decisions	Curriculum Based Assessments (CBAs) - Analyzing and making instructional decisions for personalizing instruction - Strategies for increasing rigor through the use of higher level questions - Planning targeted instruction for groups of students - Assessing mastery and providing opportunities for practice - Aligning curriculum to national and state standards
December 2016 Preparing for the end of the first semester	Setting Section Stages Complete - Reviewing student grade books to determine when they are ready to have Section Stages set to Complete - Completing the process of setting Section Stages to Complete - Making changes after Section Stages have been set to Complete Marking Lessons at Midyear - Fall Preliminary Retention Data View - Identifying the purpose of this Data View - Completing the Fall Preliminary Retention Data View
January 2017 Preliminary Promotion and Retention	Setting Section Stages Review Preliminary Promotion/Retention Recommendations in Part B - Identifying promotion criteria - Using the School Year Cycle Radar to identify a student's recommendation status - Reviewing Connexus suggestions and inputting recommendations - Conducting follow-up phone contacts and WebMail messages - Pulling individual teacher radar data for review Formative Assessment Midtest - Motivating students to participate - Encouraging Learning Coach training and participation - Sample questions, student expectations, and preparing students for next generation assessments
February 2017	Helping Students

Topic and Timeframe	Activity
Helping Students Succeed and Preparing for High Stakes Assessments	• Reviewing best practices for intervening with students in Approaching Alarm or Alarm status • Reviewing best practices for ensuring high levels of student engagement Preparing for High Stakes Assessments • Review of sample questions, student expectations, and strategies for preparing students for next generation assessments • Continuing to use the AOPR for to analyze academic progress • Continuing to differentiate using resources from the Instructional Support database and Shared Content
March 2017 Engaging Students in Learning	Engaging Students in Learning • Developing grit and persistence, maintaining engagement, and understanding learning styles
April/May 2017 Closing Out the School Year	Reflecting on the First Year • Developing professional learning goals for the next school year • Introduction to the Professional Learning 100 Series Overview • Recommendations for the next teacher

To support the STEM focus of Reach, the professional learning sessions described in Figure 45 will also be offered to all teachers of STEM subjects during the 2016-17 school year.

Figure 45. Professional Development to Support Numeracy

1, 2, 3: Developing Number Sense Series (Audience: Teachers K-2)	
Session 1:	Session 1 focuses on strategies, resources, and activities designed to promote student engagement and exploration with whole numbers. Teachers will investigate what number sense is, what is looks like in a variety of contexts, and how to best develop number sense with their students.
Session 2:	Session 2 will focus on developing communication in mathematics. During the session, participants will discuss ways that encourage students to communicate their ideas about numbers, apply key facts to novel contexts, and identify how to create useful representations that can be applied to solving problems.
½, 1/3, ¼: Developing Number Sense Series (Audience: Teachers grades 3-5)	
Session 1:	Session 1 focuses on developing strategies, resources, activities designed to promote student engagement and exploration with fractions and decimal numbers. Teachers will spend time exploring the essential components needed to help students evolve into confident mathematicians.
Session 2:	Session 2 will focus on developing communication in mathematics. During the session, participants will discuss ways to provide learners opportunities to make sense of, and reason about, numbers. Teachers will work collaboratively to develop strategies that encourage students to communicate their ideas about numbers, apply conceptual understanding to novel contexts, and identify how to create useful representations that can be applied to problem solving.
Unlocking Math	
Session 1: Helping Parents Understand the Shift in Mathematics	Session 1 will focus on helping teachers develop a plan for sharing the shift in standards with parents. Teachers will investigate the changes in standards and the accompanying shifts in instructional practices before drafting a plan to share that understanding with parents.
Session 2: Multiplication/ Division	Session 2 will focus on developing teacher understanding of the algorithms, as well as alternatives to the standards algorithms. Time will also be spent on developing understanding of the relationship between multiplication and addition, division and subtraction, and multiplication and division.

Session 3: Decimals	Session 3 will focus on increasing teacher understanding of the place value system. Teachers will spend time investigating the base-ten system, multiplying and dividing by powers of tens and finding real-world applications to use with students.
Session 4: Fractions	Session 4 will focus on deepening teacher understanding of fractions. Teachers will spend time investigating unit fractions, common denominators, concepts of equivalency and games that increase conceptual understanding of fractions.
Unlocking the Power of Science: Engaging Students in Online Science Instruction	
Session 1	Labs, dissections, and experiments: Oh my! Science naturally lends itself to making real world connections, collaboration, and questioning. But how can science teachers incorporate all of these aspects of science in the online environment? Join us as we focus on making online science instruction engaging, and utilizing the Assessment Objective Performance Report (AOPR) to help with assessing student progress and mastery of core science concepts and skills.

Beginning with the 2017-18 school year, and after completion of the foundational topics covered during the first year, Reach teachers will participate in Connection's systematic multi-year professional development plan. Connections takes a "flipped learning" approach to professional development which requires teachers to view a video and/or read an article or complete a pre-session activity prior to attending the synchronous professional learning session. This "flipped model" approach provides teachers with background on the session topic so that the actual session can focus on practice and application of new skills and concepts. After each session, teachers will upload an "artifact" to their professional learning e-portfolio demonstrating how they are using their professional learning to personalize instruction, implement new instructional strategies, make data-driven decisions, and reflect on their teaching practices. The e-portfolio requires teachers to provide evidence of their learning, based on the objectives of the professional development session. School leaders provide teachers with feedback on their artifacts following the sessions.

Descriptions of Professional Learning Sessions (PL 100, PL 200 and PL 300)

Second year teachers and new school staff will participate in Connections' Professional Learning (PL) 100 series which focuses on:

- Making data-driven instructional decisions,
- Identifying risk factors that may require more intensive instructional interventions,
- Monitoring student performance based on data available at different points in the school year, and
- Providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning.

Training emphasize the "instructional shifts" required to support the level of rigor demanded by the Pennsylvania Academic Standards, next generation assessments, and college and career readiness expectations. During these professional learning sessions, teachers will be placed into cyber groups (e.g., chat pods, breakout rooms) for discussion and application activities with grade level/subject area teachers, when possible. For example, teachers of STEM subjects will work together to discuss application of the session objectives within the courses that they teach.

Third-year teachers and school-based staff will participate in Connections' Professional Learning (PL) 200 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multi-tiered intervention, and the role of mastery and transfer. PL 200 sessions engage teachers in thinking more critically about the topics presenting during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas.

STEM teachers will also have the opportunity to participate in PL 300 sessions in order to learn from their content area colleagues at other schools supported by Connections across the country. These sessions require teachers to discuss and apply the strategies presented during prior professional learning sessions within the content area(s) that they teach. The following subject teachers are grouped together for these professional learning discussions.

- Middle School Math
- Middle School Science
- High School Math
- High School Science
- Business Management, Entrepreneurship, Technology, Engineering, and Student Development
- Career Technology Education and Certification Prep

In the PL 300 series, teachers of students in grades K–5 will be grouped by grade band K-2 and 3-5 instead of by subject area since most teachers in these grades are teaching all subject areas. Reach will also provide time during the PL 300 sessions to focus on specific content areas. The facilitator will be able to guide discussions by asking targeted questions for content areas such as math and science. Teachers will discuss research and strategies for topics such as: providing feedback, engagement, developing grit, and motivating students

In Appendix U, we provide a sample professional learning schedule and topics for Years 2, 3, and 4. It is based on Connections' multi-year professional learning plan, timeframes, and session topics at the time of this application submission.

In addition to these required professional learning sessions, Connections will also offer a number of "Optional Professional Learning sessions." These sessions are available to all Reach teachers who seek to expand their professional knowledge. Each topic will be designed for specific content area teachers and grade level teams and will include strategies for effectively and actively engaging students in the learning process.

As a continuation of synchronous online professional development sessions, teachers will be expected to continue the conversation within their vertical and horizontal Professional Learning Communities (PLCs). This allows for true application of new strategies and resources as teachers strive to personalize instruction and make data-driven decisions. Professional development sessions use evaluation surveys and collaborative tools to elicit teacher and administrator feedback. Audits, evaluations, and site-visits will be used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Professional Learning Communities (PLCs)

Reach will implement school-based Professional Learning Communities (PLCs). In addition, Reach will have a virtual, robust Professional Learning Community Resources (PLCr) portal in Connexus which will list professional development opportunities as well as message boards, recorded LiveLesson sessions, shared resources, and more. The portal will be dedicated to shared values and vision, collaboration, shared decision-making, collective creativity, and supportive and shared leadership. Teachers will connect to the latest educational conferences, webinars, online courses, professional organizations, and research/education updates. Through the use of a PLC, teachers will be encouraged to share and collaborate with colleagues in Pennsylvania and across the country in their support of student learning. Educators will stay current with new products and resources, through continued collaboration and participation in regular curriculum meetings. Teachers will follow pertinent school news and announcements through weekly issues from Connections' Human Resources' Communications team.

The School Support team will provide exceptional support and training to school based staff. This team will share program, procedural, and school-based information (weekly communications within the *Scoop*); support school staff with operational flow; operate the School Support Help Desk; and develop, deliver, and evaluate training initiatives (on subjects such as school-year-cycle, Connexus functionality, and student and teacher performance and participation). The Human Resources team will provide substitute teacher services.

Teachers will participate in ongoing collaborative online discussions in Connexus through the Teacher Course Liaison program. Discussions will be led by teachers who have experience facilitating online conversations between teachers who teach the same course. This program will provide teachers the opportunity to provide feedback and ask questions about a variety of instructional topics related to the courses they teach. Teachers describe this area as "a community created and dedicated to shared values and vision, working and learning collaboratively, shared decision making, collective creativity, and supportive and shared leadership."

Continual Teacher Training

Initial and Returning Teacher Orientation Course

The professional development provided by Connections is designed to assist teachers to develop and improve their instructional skills and expertise, stretch themselves in new areas of teaching and learning, and maximize their potential as educators. In addition to the professional learning sessions, described previously, Connections provides intensive training to teachers and other school staff prior to and throughout the school year. Training sessions focus on the "how to" — the basic tools and skills that teachers need to know and understand in order to teach in a cyber environment, navigate Connexus (e.g., how to access the Grade Book, how to modify a lesson), and complete the tasks associated with the School Year Cycle of activities. Before the start of each school year, all teachers will complete two courses:

1. Either the *Teacher Orientation Course* (for new teachers) or the *Returning Teacher Orientation Course* (for returning teachers) and *Exploring Your Courses*. All teachers (and the Lead School Administrator) will complete the Teacher (or Returning Teacher) Orientation Course. This course will be delivered through Connexus, and contains lessons, assessments, and links to online tutorials. These courses will prepare teachers for teaching through the Connexus platform. It covers curriculum, assessment, personalizing instruction, school year events, grading and the Grade Book, communication, and essential Connexus tools. Upon successful completion of these courses and assessments, teachers will be ready to begin instruction. Teachers are expected to earn a grade of 80% or higher in these courses.

2. In *Exploring Your Courses,* teachers will explore the curriculum and instructional resources they and their students will use during the school year. Lessons will focus on using instructional resources to differentiate curriculum, using data to make instructional decisions, engaging students in the learning process, and supporting teachers as they work to enhance their teaching practices. This course contains multiple assessments through which teachers and the professional development staff evaluate teacher understanding, preparedness, and effective tools to communicate and collaborate with colleagues.

Pre-Service Face-to-Face Training on Unique Aspects of the School

In its first year, Reach will provide approximately ten days of professional development prior to the school year starting. Staff will engage in several days of face-to-face training and orientation on site with materials, guidance, and topics. The focus of this training will be best practices in a cyber learning environment, advanced orientation to the curriculum and Connexus beyond what is included in the self-guided course, and substantial training on working effectively with students, Learning Coaches, and parents. New updates to Connexus, interventions, and data dashboards for the school year will also be included. In addition, Reach will conduct professional development each month at the school site.

The pre-service, face-to-face training and professional development will occur before the start of the school year and includes reviewing, discussing, and activities on:

- The Core Standards for Facilitating Student Learning, which are the essential values, vision, and protocols through which teachers and school leaders work together.

- School Year Cycle, the flow of the online school year, including the key milestones and student performance data used to guide, monitor, and assess student learning (e.g., Welcome Call, PLP discussions, Curriculum-Based Assessments, and Grade Book).

- Navigating Connexus, including practice with lessons, assessments, grading, evaluating student learning, providing feedback, customizing students' programs, and recording (logging) contacts, conversations, and instructional interventions via demonstration student, teacher, and Learning Coach accounts.

- School-based PLC work, including building collaboration within and across grade levels.

- Ensuring teachers are prepared to have a student-centered, successful first-day, first-week, first-month of school, and entire year of school

Additional Professional Learning Resources

During the school year, ongoing professional development sessions will also be offered based on teacher feedback from surveys completed after professional learning sessions, and other needs as identified by the Lead School Administrator and leadership team at Reach. In addition, these resources will be available to all school staff to support their professional learning.

- **The School Interactive Program Handbook:** The school will use a Program Handbook as a resource for teachers and school personnel to use all year. It contains policies, procedures, and "how to" components that aid the teachers on a day-to-day basis. These "how to" components will also have accompanying on-line tutorial segments that visually demonstrate each process.

- **Professional Learning Community Resources (PLCr):** The PLCr website will be dedicated to assisting school-based staff with shared values and vision, networking and collaboration resources, shared decision-making, collective creativity, and supportive and shared leadership. The PLCr is divided into four quadrants: Professional Learning, Multi-tiered Instructional Support, Networking, and School Support. Each quadrant will contain links to resources to unite the commitment to student learning through collaboration in the school community and a variety of instructional tools designed to personalize the learning experience for students.

- **Shared Content:** Shared Content is a collection of libraries sorted by content area that contain teacher-created instructional resources. These resources are tagged by course, grade, unit title, lesson title, key words, and other relevant data so teachers can easily upload or download them for implementation with students.

- **Instructional Support Database:** The Instructional Support database provides teachers with resources that provide students with additional practice with the skills and standards covered in the curriculum. These resources can be used with students at any intervention level when skill deficiencies become evident in English Language Arts/Reading, Math, Science, and Social Studies.

- **The Scoop:** All teachers will receive a weekly electronic newsletter that highlights improvements to the curriculum and Connexus, teacher tasks associated with the School Year Cycle, new procedures, shared tips, and community-building activities.

Supporting School Leaders

Through its Statement of Agreement with Connections, new school administrators will be provided with a robust onboarding program in order to make the transition to cyber school leadership as simple as possible. This program will include support from many different departments and will begin with an online orientation course. This course walks the administrator through their role at the school, the support available to them, information on supporting teachers, data management, and school year operations.

In addition, all new administrators will be matched with a Connections' mentor who is currently in a similar role at another school supported by Connections. Mentors meet with their mentee weekly and maintain an ongoing record of these meetings.

Throughout the first year, new administrators will also become part of a Boot Camp which allows them time to work with each other as well as various teams to focus on transitioning to leadership in a cyber school, school operations, leadership development, and professional learning communities.

Figure 46 describes the various types of training support available to Reach school leaders.

Figure 46. Available Training for Reach School Leaders

School Leader Support	Description	Audience
Boot Camp 101	Monthly Meetings with a focus on School Year Cycle (SYC), operations, and instructional leadership. Participants focus on a PLC book study to learn how to lead the teams. Topics will include: - Introduction to Human Resources - Progression Planning - Teacher Evaluations - Managing Employees - Managing PLCs - RTI Process - SYC Radar Report - Quarterly Metrics	All new Assistant Principals and Principals
Mentoring	Mentors will be assigned to new school leaders at Reach. Mentors will have weekly conversations with their mentees. Connections experienced Professional Development staff will provide them with a sample of topics to discuss, but conversations will focus on the needs of the mentee that week. A private log will be maintained by the mentor and monitored for any concerns. Mentees will also be asked to complete a survey rating their comfort level with various competencies. These scores will help guide mentoring conversations as well as other trainings as needed.	All new Assistant Principals and Principals
New School Leader Orientation	This required course will provide information on the operations and procedures school leaders will need during the year. It serves as an introduction to Connections, to Connexus, and the role of school leader. A score of 80% is required to pass this course and it must be completed within the first 30 days of joining the school.	All new Assistant Principals and Principals

School Leader Support	Description	Audience
Orientation Quick Start Lessons	The Principal QuickStart lessons designed to help new administrators get up to speed quickly on critical tasks that are a part of the School Year Cycle (SYC). Each lesson is presented in an engaging multimedia format and should take no more than 10 minutes to view. Current lessons include: • Day in the Life of a Virtual School Principal • QuickStart Overview • Understanding Data & Reports • Creating a Sectioning Plan • Creating a Professional Development Plan • Creating a State Testing Plan	All new Assistant Principals and Principals
School Leader Professional Learning Communities	All school leaders, including new school leaders, will be assigned to a PLC with others in the same position. Teams will be self-selected by each person selecting a topic. When possible participants will be grouped by level (elementary, middle, high) to make sure they can find a common focus. These teams will create a SMART goal and support each other in the data analysis as well as researching best practices and supporting professional growth.	All Assistant Principals and Principals
School Data Training (SDT)	School leadership will lead weekly meetings I to focus on school specific SYC data.	School Leader is invited and encouraged to invite their leadership team
Summer Retreat	School leaders participate in an annual summer retreat to network, discuss best practices, and plan for the school year with their teams.	All school leaders
General Principal's Meeting	Principals meet monthly with the Connections' School Leadership Team and appropriate departments to discuss current topics and to provide guidance as needed.	All school leaders

D.	Describe your human resource polices governing salaries, contracts, hiring and dismissal, and benefits.

Reach will strive to offer a work environment that provides opportunities for each employee to maximize his or her potential and meet the highest performance standards. The following incorporates Reach's core employment values:

- We value creativity in all aspects. We expect and support employees to be creative with their ideas, their work environment, and their approach to their jobs.

- We value the health and comfort of our employees.

- We will recognize and reward exceptional performance.

- We will be available to answer questions or take suggestions from any employee.

- We appreciate employees' ideas. We firmly believe the person doing a job is in the best position to think of ways of doing it more easily, efficiently, and effectively.

- We value and support education and expect everyone to undertake life-long learning.

- We expect everyone to work very hard, but we value family above all else. We will always work to make sure that we provide the flexibility and support in our work environment so that our employees can attend to family emergencies and school conferences.

Upon approval of the charter, the Lead School Administrator, working in consultation with Connections, and with Board approval, will employ, fix the salaries of, assign, terminate and discharge all employees of Reach.

Upon approval of the charter, the human resources policies in the attached draft Employee Handbook (Appendix T) will be reviewed by Board Counsel to ensure they comply with applicable federal and state labor laws, regulations, and rules and will be approved by the Board. The attached draft Employee Handbook contains general employment policies and procedures and all policies contained within are subject to change.

Human Resources Policies for Salaries

Reach will offer competitive compensation with annual performance-based salary reviews, and annual bonus incentives based on school and individual performance.

For teaching positions, a salary range will be determined based on research of market compensation and financial considerations at the time of posting. Initial employment offers will be based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and incentives will be based on performance. Teachers may receive an annual salary increase based on performance ratings.

With Board approval, teachers can apply for the following career ladder opportunities and assume additional responsibilities in order to earn additional compensation as follows:

- Coordinator Teacher – base plus 4%
- Lead Teacher – base plus 9%
- Master Teacher – base plus 15%

For non-teaching positions, a salary range will be determined based on research of market compensation and financial considerations and incorporating the state required minimums. Initial employment offers will be based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and merit pay will be based on performance.

Both salary increases and bonus incentive payouts are contingent on the fiscal performance of the school and the bonus incentive is tied to teacher's intent to return for the next school year. The Board will have the ability to adjust the percentages in the event that the school does not meet financial expectations.

Human Resources Policies for Contracts

All employment is "at-will" as governed by the laws in the state of Pennsylvania. Employment can be terminated by either the employee or the employer at any time, for any reason, with or without notice.

Offers of employment are contingent upon satisfactory reference and background checks as well as receipt of valid certification documents and fingerprint clearances as required or any other approvals as listed in the offer letter.

Human Resources Policies for Hiring and Dismissal

Hiring

The principles of equal employment opportunity are vital to the school's success and extend to all aspects of employment including recruitment, hiring, assignment, training, compensation, benefits, terminations, educational assistance, social and recreational programs, promotions, and transfers. Reach is committed to creating and fostering a work environment free from unlawful discrimination and harassment and one in which decisions and terms of employment are not based in any way on race, creed, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, or veteran status, or other category protected by law.

Continued success in equal employment opportunity depends not only on the commitment and involvement of those directly responsible for staffing the school but also on the dedication of all employees. Assuring equal employment opportunity is a fundamental and direct responsibility of everyone. All personnel are charged with making a personal commitment to practice and enforce the principles of this policy, including the following:

- Recruit, hire, train, promote, transfer, and provide opportunities without regard to race, creed, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, or veteran status, or non-job related characteristic.

- Ensure that promotion decisions are made in accordance with equal employment opportunity requirements by imposing only valid, job-related requirements for promotional opportunities.

- Ensure that all personnel actions relating to compensation, benefits, transfers, terminations, layoffs, training, and education assistance are administered in a nondiscriminatory manner.

Additionally, a manager who has a personal or professional relationship with an applicant for employment must disclose this relationship in writing at the outset of the hiring process. In order to maintain objectivity in hiring decisions, it may be necessary for the manager to be excused from the interview process.

Dismissal

- **Notice and Severance:** We will request that employees who plan to resign notify their manager in writing at least two working weeks prior to their last day. For those employees in a supervisory capacity, three weeks of notice will be requested. Vacation and other forms of leave should not be used during the notice period. The purpose for advance notice will be to provide for an orderly transition of the employee's duties in a professional manner. Employees who are considered at risk for accessing confidential information during the notice period may have their duties adjusted during this time period or may be requested to work at home or may be excused from their work responsibilities. The right to work through the end of a notice period is at the school's discretion.

- **Last Pay and Payment of Leave:** Employees who resign or are terminated will be paid through the last day worked, including any overtime worked. Employees will be paid for unused vacation leave according to the terms of the vacation policy. An employee will be considered to have terminated employment as of the last day worked, for all pay and benefits purposes. Medical, dental, and vision benefits end on the last day of the month in which the employee has terminated employment.

- **Return of Property and Equipment:** As provided in the property and equipment policy, an employee must return any of these items in their possession no later than their last regular day of employment. On or before the employee's last day of employment, the employee will be required to sign a Certificate of Separating Employee, certifying that the employee has returned all company materials. If

an employee fails to return company property, they may be billed for the value of any property and equipment issued and not returned in working condition equivalent to when it was received, normal wear and depreciation excluded.

- **Continuation of Benefits:** The Consolidated Omnibus Budget Reconciliation Act (COBRA) allows eligible employees to extend health insurance for up to 18 months (at their own expense) following termination of employment**.** Additional information about COBRA will be provided in the Employee Benefits Guides.

- **Exit Interviews:** In instances where an employee voluntarily leaves the school's employ, we would like to discuss the reasons for leaving and any other impressions that employee may have about the school. If the employee decides to leave, the employee will be asked to grant the school the privilege of an exit interview. During the exit interview the employee can express himself/herself freely. It is hoped that this exit interview will provide insight into possible improvements we can make. All information will be kept confidential to the extent possible.

Human Resources Policies for Benefits

Employees will have access to a robust benefits package including health benefits (medical, dental, and vision coverage). In addition, employees will have the opportunity to take advantage of a variety of voluntary benefits including tuition assistance, a confidential employee assistance program, certain discount programs, term life and accident insurance, as well as other voluntary benefits. Per charter school law, Reach will offer a package of health care benefits similar to an aggregate of local school districts.

Employees will also receive annual paid time off to include annual holidays, vacation, personal, and sick leave, as well as additional forms of leave such as bereavement leave and jury duty leave, as needed.

Employee Grievance Policy

The Board will encourage open and direct lines of communication between employees at all levels of the organization. The Board respects the intelligence of its employees and their ability to speak for themselves. It benefits everyone when employees feel free to bring questions, suggestions and concerns directly to their managers. Examples of issues that should be handled through this resolution process include: concerns about the application of school policies and procedures within the school to school staff, parents, and students; concerns about personnel decisions directly involving an individual or decisions affecting other individuals at the school; work conditions; questions about the competence and overall fitness of a colleague or a supervisor; and regulatory compliance.

1. If the issue does not involve a violation of school policy or an ethical or regulatory requirement, meet with at least two levels of administration. An employee must, in good faith, make every attempt to resolve the issue with his or her immediate supervisor and, if that is not successful, then with his or her next level supervisor, which will generally be the Lead School Administrator. Fear of retaliation, which is prohibited, is not a legitimate reason to skip this step. If the issue does involve a violation of school policy or an ethical or regulatory requirement, then the employee should proceed directly to step 2.

2. Put the Issue in Writing. If the immediate supervisor or the next level supervisor cannot resolve the issue, or if the issue involves a violation of school policy or an ethical or regulatory requirement, put the issue in writing. It is important to describe the issue, the desired result, and the proposed solution to the issue. This step should occur as soon as possible and in no event more than 20 business days after the occurrence of the problem.

3. If the issue relates to a personnel matter or work condition, contact Human Resources. After an employee fully describes the issue in writing, Human Resources will help them and their supervisor consider how policies, procedures, and practices relate for the issue. Often, the policies in the employee handbook will dictate a resolution to the issue. If the issue involves a school policy or an ethical or regulatory requirement, the employee can contact a member of the school administration. Human Resources will provide the name of the appropriate contact or they can contact the appropriate individual.

4. If the issue is not resolved by either Human Resources or School Services, an employee can request that the matter be presented to the Board for final consideration. The contact information for the Board is located on the school's web site. The Personnel Committee will be the main point of contact. Should the Personnel Committee not resolve the matter, the issue will be brought to the full Board.

Employee Discipline Policy

Employees will be expected to meet certain standards of work performance and conduct. These include, but are not limited to, those outlined in the employee handbook as well as in the employee's job description. Employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process. The nature of the discipline used, up to and including immediate termination of employment, will depend upon the conduct of the employee and the relevant circumstances. It is not a guarantee of continued employment when an employee is placed on an improvement plan as part of the disciplinary process. Employees are expected to meet their performance expectations daily.

The Board may, at any time, request that the Lead School Administrator, in coordination with Connections' Human Resources, promptly investigate and take action to address any complaints or concerns regarding the performance or conduct of any Teacher or staff member. The Lead School Administrator will provide a prompt report to the Board on any and all actions taken in response to such a request.

Reach will ensure that it complies with investigatory regulations to confirm that all employees who have direct contact with children have not been the subject, been investigated, dismissed, or otherwise disciplined for misconduct with a student. Upon learning that an employee has been the subject of an aforementioned investigation, Reach will take the steps as required by Pennsylvania law.

In accordance with the Educator Discipline Act (24 P.S. §§2070.1 *et seq)*, Reach will file within 15 days a mandatory report with the PDE for any educator who:

- Has been given notice of intent to dismiss or remove for cause;

- Resigned, retired, or otherwise separated from employment after any allegations of misconduct;

- Is alleged to have committed sexual abuse or exploitation involving a child or student or who is alleged to have engaged in sexual misconduct with a child or student; or

- Who the chief school administrator has reasonable cause to suspect has caused physical injury to a child or student as a result of negligence or malice.

E.	Identify the proposed faculty.

Faculty

Reach has not hired any faculty yet. The Board will interview and hire the Lead School Administrator in the spring prior to the approved school opening. In Year 1 and Year 2, the Principal will be considered the Lead School Administrator. As the school enrollment grows, the Board will hire a School Executive Director/CEO who will be considered the Lead School Administrator. The Principals will report to the School Executive Director/CEO.

The Board will value the input of the Lead School Administrator in making hiring decisions. The Lead School Administrator will be considered an administrator requiring a Secondary or Elementary Principal Certification in Pennsylvania, which requires completion of a certification program at a college or university and five years successful teaching experience.

Ideally, the selected Lead School Administrator will also have some management or administrative experience. A former principal who is technologically proficient with good communication skills is ideal. The Lead School Administrator will build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school. The Lead School Administrator will be responsible for the overall school operation working with parents, students, support staff, and teachers who virtually facilitate the student instructional program.

Once the Lead School Administrator is hired, he/she will work under the direction of the Board to hire the teachers and additional school staff. Teachers will be required to meet all requirements of Pennsylvania's charter school law, including the requirement that at least 90% of the charter school's professional staff hold appropriate state certification. Additionally, Pennsylvania charter schools must meet the federal law's Highly Qualified Teacher requirements. Teachers at Reach will hold at least a bachelor's degree and will demonstrate competence in the core content areas in which they teach. Federal law further provides that charter school teachers must meet the certification requirements established in the state's public charter school law, which may differ from the requirements for full state certification. In Pennsylvania, in order to be highly qualified, all charter school teachers of core content subjects at all grade levels, whether or not they hold state certification, must (1) hold at least a bachelor's degree and (2) demonstrate subject matter competence in each core content area and grade level at which they teach. To demonstrate subject matter competency, teachers can use a passing grade in the appropriate PRAXIS content area test in the subject area of their teaching assignment. Middle school and high school teachers may also demonstrate competency by having completed a content area major or a graduate degree in the subject area of their teaching assignment. Teachers with three or more years teaching experience may demonstrate subject matter competency through having attained National Board for Professional Teaching Standards (NBPTS) Certification in the core content area of their teaching assignment. Experienced teachers (i.e., one or more years of teaching experience) may demonstrate subject matter competency through completing Pennsylvania's HOUSSE programs. All special education teachers will be required to hold the appropriate certification.[68]

With master's degrees and specialized training, counselors will be skilled at helping students address the non-academic barriers in school and life. Counselors will have appropriate Pennsylvania certification.

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[68] Pennsylvania Department of Education, *Charter School Highly Qualified Teacher Requirements*, February 2007

> *F. Attach a report of criminal history record, pursuant to Section 111 of the Public School Code for all individuals seeking the charter who shall have direct contact with students. Direct contact includes contact through any electronic means.*

Reporting Criminal History Records

The Charter School Law also requires an applicant to include a criminal history record and an official clearance statement regarding child injury or abuse. 24 P.S. §17-1719-A (15), (16). Since Reach has not hired staff yet, it is not impossible to provide criminal history records and child abuse clearances at the time of submitting this application. These documents will be provided to PDE as soon as staff has been hired.

Reach will contract with Connections to provide background checks and criminal history records. Upon an offer of employment, Connections will run a background check through the third party vendor, EBI. This background check will run a social security number verification, a state and county check, and a sex offender registry check.

In compliance with Section 111 of the Public School Code, individuals required by law will, in addition to the FBI background check, submit their fingerprints to be run by the Pennsylvania State Police to make sure there are no adverse records in the State Police Central Repository.

In accordance with 24 P.S. Section 111, all applicants for employment at Reach, excluding employees who do not have direct contact with students, must undergo state and federal background checks. Background checks will be no more than one year old at the time of application. Administrators will make and keep a copy of the original background checks.

As required by state law, applicants for employment will be required to produce three documents verifying the checks that they have completed:

- Pennsylvania State Criminal History Record (Act 34) where the applicant will submit information online to be run through the PATCH system. The system will generate a report that is sent directly to the applicant for submission to Reach;

- Child Abuse Report (Act 151) which requires the applicant to complete an application to be submitted to the Department of Public Welfare to investigate whether the applicant has been the subject of, or is currently the subject of, an investigation for child abuse, sexual abuse, or the like, or has ever been disciplined by any employer, public institution, or other authority for such an offense. The Department will in turn send a report back to the applicant, which is to be submitted to Reach;

- Federal (FBI) Criminal History Report (Act 114) whereas the applicant will submit their fingerprints to the State Police to be run through the FBI repository for criminal history of the applicant;

In addition, the applicant will be required to submit the following forms to Reach:

- Arrest / Conviction and Certification Report (Act 24) or PDE-6004, this form that must be completed by the applicant affirming they have/have not been convicted of certain crimes listed on the document.

- Sexual Misconduct / Abuse Disclosure Release (Act 168) this release must be completed by the applicant for their current employer, any previous employers that were school entities, and any employer where the applicant was employed and held a position with interaction with children.

Failure to accurately report required information will subject the candidate to discipline up to, and including, denial of employment or termination if already hired, and may subject the candidate to civil and criminal penalties. Reach may use the information for the purpose of evaluating an applicant's fitness to be hired or for continued employment and may report the information as permitted by law.

Individuals may be employed for a single period, not to exceed 90 days, as a provisional employee if all of the following conditions are met:

- The applicant has applied for the three required clearances and the applicant has provided a copy of the completed forms to Reach.

- Reach has no knowledge of information pertaining to the applicant that would disqualify him/her from employment.

- The applicant swears or affirms in writing that he/she is not disqualified from employment pursuant to the grounds for denying employment in § 6344 (c) of the Child Protective Services Law or has not been convicted of an offense of a similar nature to those crimes under the laws or former laws of the United States, or one of its territories or possessions, another state, the District of Columbia, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of the Commonwealth.

- The applicant is not permitted to work alone with children and must work in the immediate vicinity of a permanent employee.

G.   *Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C. 2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.*

Clearance Statements

Upon being offered employment, any candidate who has direct contact with students must obtain and submit to Connections a clearance statement for the preceding year from the Department of Public Welfare. The clearance letter is to state that the employee is not named as a perpetrator of an indicated/founded child abuse or neglect report, or is named as the individual responsible for injury/abuse in an indicated/founded report. This document must be submitted prior to employment.

Clearances must be obtained every 36 months. Timelines for renewed clearances will be based upon the date of each individual clearance. Clearances are transferrable within the school and a person need not obtain a new clearance letter to change positions within the school.

Reach will maintain copies of the required information and require the individual to produce the original documents prior to employment or acceptance to serve in any such capacity, except provisional employees for limited periods. Individuals may be employed for a single period, not to exceed 90 days if all of the following conditions are met:

- The applicant has applied for the three required clearances and they provide a copy of the completed forms to Reach.

- Reach has no knowledge of information pertaining to the applicant that would disqualify him/her from employment.

- The applicant swears or affirms in writing that he/she is not disqualified from employment pursuant to the grounds for denying employment in § 6344 (c) of the Child Protective Services Law or has not been convicted of an offense of a similar nature to those crimes under the laws or former laws of the United States, or one of its territories or possessions, another state, the District of Columbia, the Commonwealth of Puerto Rico or a foreign nation, or under a former law of the Commonwealth.

- The applicant is not permitted to work alone with children and must work in the immediate vicinity of a permanent employee.

> H.   What procedures have been developed, through research of NCLB guidelines, that ensure the hiring of certified, highly qualified teachers and other professional staff?

Hiring Highly Qualified Teachers

Reach will ensure the school complies with the regulations for Highly Qualified and Certification of Charter School Teachers.[69] *"At least 75% of the professional staff of a charter school must hold appropriate Pennsylvania certification. The charter must list the general qualifications for non-certificated staff and additional criteria are established. The staff may bargain collectively, but not as part of the school district's bargaining unit. Protections are built into the bill to allow teachers to transfer to a charter school without penalty to employee rights: seniority, right of return, retirement, health benefits and tenure."*

During the interview and onboarding process, transcripts, certifications, and test scores will be submitted to the Connections' onboarding team for initial evaluation. These documents will be kept by onboarding until the employee is hired. Upon being hired, the documents will be uploaded into the Human Resources Information System (HRIS) for instant access by teachers and the human resources department.

Reach will review all documentation to ensure that the employee does have the necessary documentation and experience to be labeled 'Highly Qualified' under the NCLB and Pennsylvania state regulations. This includes making sure the employee:

- Holds at least a bachelor's degree from an accredited college or university, and

- Demonstrates subject matter competency for the core content area through completion of a PRAXIS test, major/graduate degree, obtaining a National Board for Professional Teaching Standards certificate, or through the Pennsylvania HOUSSE program.

If an employee has not submitted the necessary documentation, the Connections Human Resources team will contact the employee to ensure that the documentation is produced.

V.4   CODE OF CONDUCT

Explanation: Provide evidence that the founders inspire the confidence of their targeted community; program provides an attractive educational alternative to students and parents; and community support extends beyond the core group of founders. Expectation for student behavior is clear and specific processes for disciplinary actions are established.

A.   Discuss any rules or guidelines governing student behavior.

Reach is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and conveys this commitment through its written policies —in the form of the school handbook, which all students must review as part of the enrollment process — and its collaboratively developed school culture.

Student Conduct Policies

The school will have a detailed student handbook (a draft student handbook is provided in Appendix V) that will include a clear and fair set of roles and responsibilities for students, Learning Coaches, and school staff that complies with the students' due process rights and aligns with the school's mission. Parents/guardians will be provided with access to the handbook at the beginning of the enrollment process.

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[69] http://www.portal.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/cyber_charter_schools/507354

Appropriate conduct will be expected of all students. As a personalized, high-expectation cyber school, Reach anticipates being able to effectively manage student discipline issues. The expectations for student conduct will be explained in the handbook and will include steps to be followed in the event of misbehavior. Reach will follow formal due process procedures to manage the discipline of students. In addition, the cyber curriculum will allow the school to minimize academic interruptions caused by suspensions; students may be expected to work regardless of their disciplinary status.

The school will regard academic honesty as key to its mission, and will expect all stakeholders to understand that cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities. By engaging in academic misconduct, students cheat themselves of the opportunity to fully develop their intellectual abilities. As part of the school start-up tasks, all students will be required to sign the Honor Code indicating their understanding of the expectations of academic honesty. It will be expected that students will adhere to the Honor Code throughout the school year, and that all schoolwork submitted in order to meet course or class requirements represents the original work of the student. The Honor Code will serve to reinforce students' commitment to academic excellence and integrity. Students and parents suspected of inappropriate academic behavior will be confronted immediately and subjected to standard disciplinary action as described in the handbook.

The handbook will include practices the school will use to promote effective discipline, a list of offenses which may result in suspension or expulsion, an explanation of the rights of students with disabilities, and policies and procedure for due process. Reach will establish and adopt suspension and expulsion policies that will be distributed in the school handbook. Reach's discipline, suspension, and expulsion policies will be in accordance with student's rights and with applicable law.

Reflected in the school handbook will be a careful protection of the rights of disabled students through the fair application of due process. A student with a disability may be removed from school for disciplinary reasons to the extent the removal is applied to non-disabled students, as long as the removals do not constitute a change of placement.

Reach will not discriminate in its discipline policies or practices on the basis of intellectual ability, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal under applicable state and/or federal laws (24 P.S. section 17-1723-A(b)(1).

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons as set forth in Chapter 711 of Title 22 of the Pennsylvania Code (which adopt by reference 20 U.S.C. § 1415(k) and 34 CFR §§ 300.530-300.536) as well as the Procedural Safeguards Notice available through PaTTAN.

Reach personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 consecutive school days, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see Change of Placement Because of Disciplinary Removals for the definition) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total

of 10 school days in the same school year, Reach must, during any subsequent days of removal in that school year, provide services to the extent required.

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see Manifestation determination) and the disciplinary change of placement would exceed 10 consecutive school days, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described herein under Services. The child's IEP Team determines the interim alternative educational setting for such services. Under Pennsylvania special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement (explained under Change of Placement Because of Disciplinary Removals). Reach will be required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting. Reach will only be required to provide services to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by Reach.

A child with a disability who is removed from the child's current placement for more than 10 consecutive school days must continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition herein), then school personnel, in consultation with at least one of the child's teachers, will determine the extent to which services will be needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition herein), the child's IEP Team will determine the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for 10 consecutive school days or less and not a change of placement), Reach, the parent, and relevant members of the IEP Team (as determined by the parent and Reach) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- If the conduct in question was the direct result of Reach' failure to implement the child's IEP.

If Reach, the parent, and relevant members of the child's IEP Team determine that either of those conditions were met, the conduct must be determined to be a manifestation of the child's disability.

If Reach, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Reach' failure to implement the IEP, Reach must take immediate action to remedy those deficiencies.

If Reach, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- Conduct a functional behavioral assessment, unless Reach had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

- If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described herein, Reach must return the child to the placement from which the child was removed, unless the parent and Reach agree to a change of placement as part of the modification of the behavioral intervention plan.

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

- Carries a weapon (see the definitions herein) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Reach;

- Knowingly has or uses illegal drugs (see the definitions herein), or sells or solicits the sale of a controlled substance, (see the definitions herein), while at school, on school premises, or at a school function under the jurisdiction of Reach; or

- Has inflicted serious bodily injury (see the definitions herein) upon another person while at school, on school premises, or at a school function under the jurisdiction of the PDE or Reach.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)). Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Weapon has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

Notification

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, Reach must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

Change of Placement Because of Disciplinary Removals

A removal of a child with a disability from the child's current educational placement is a change of placement requiring a NOREP/prior written notice if:

- The removal is for more than 10 consecutive school days; or
- The removal is for 15 cumulative school days total in any one school year;
- The child has been subjected to a series of removals that constitute a pattern because:
    o The series of removals total more than 10 school days in a school year;
    o The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals;
- Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and
- Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Reach and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting

The IEP team must determine the interim alternative educational setting for removals that are changes of placement, and removals under additional authority and special circumstances.

General

The parent of a child with a disability may file a due process complaint to request a due process hearing if he or she disagrees with any decision regarding placement made under these discipline provisions; or the manifestation determination.

Reach may file a due process complaint to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

The hearing officer may:

- Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; or
- Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if Reach believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

When the parent or Reach has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the PDE or Reach agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

Special Rules for Students with Intellectual Disabilities

The disciplinary removal of a child with intellectual disability attending Reach for any amount of time is considered a change in placement and requires a NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with intellectual disability when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, Reach may suspend on a limited basis a student with intellectual disability who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than intellectual disability could be suspended.

Protections for Children not yet Eligible for Special Education and Related Services

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Reach had knowledge before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described herein.

Basis of Knowledge for Disciplinary Matters

Reach must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

- The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel, or a teacher of the child;

- The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or

- The child's teacher, or other Reach personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to Reach's director of special education or to other supervisory personnel of the Reach.

Reach would not be deemed to have such knowledge if:

- The child's parent has not allowed an evaluation of the child or refused special education services; or

- The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

If prior to taking disciplinary measures against the child, Reach does not have knowledge that a child is a child with a disability, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child will remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Reach, and information provided by the parents, Reach must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements.

Referral to and Action by Law Enforcement and Judicial Authorities

The state and federal regulations do not:

- Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or

- Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

If Reach reports a crime committed by a child with a disability, then Reach must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and may transmit copies of the child's special education and disciplinary records only to the extent permitted by FERPA.

Cyber Learning Policies

Reach will encourage the use of technology to promote students' learning. Teachers will provide a safe environment for their students to ask questions without the fear of hurtful behavior from other students in the cyber class. The personal rapport that each teacher develops with his/her students ensures a safe learning environment for all.

The Board plans to select a technology provider that will have all computers equipped with heightened Internet security settings, and activated Internet filtering software.

Reach will strictly prohibit any form of bullying/cyber bullying, harassment, hazing, or other destructive actions that may cause emotional and/or physical harm to students. School policies regarding these prohibited behaviors will be documented in the school handbook. Staff trainings regarding student safety are a critical part of the Connections professional development plan. Reach will educate administrators, teachers, families and students on bullying prevention strategies and techniques. Part of the training will stress the impact of bullying and why it is important for schools to develop and sustain bullying prevention strategies. As required by law, Reach will post a copy of its Anti-bullying Policy on its website.

Reach will encourage the promotion of positive interpersonal relations between members of the school community, and defines harassment, intimidation, bullying, cyber-bullying, or hazing toward a student, whether by other students, staff, or third parties, as "prohibited behaviors" that will not be tolerated. The school handbook will explain that this prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected groups, such as sex, sexual orientation, race, color, national origin, marital status, age, or disability. The Board will not tolerate any gestures, comments, threats, or actions that cause or threaten to cause bodily harm or personal degradation.

This policy applies to all school-related activities, including but not limited to cyber school-related activities such as LiveLesson sessions; participation in clubs, activities, WebMail messages, discussions, and message boards; and in-person activities such as state testing, field trips, open houses, and any other in-person school-related activities on or off school property. The school handbook will make it clear that every student is encouraged, and every staff member is required, to report any situation believed to be prohibited behavior directed toward a student. All reports will be investigated with appropriate disciplinary consequences as laid out in the school handbook.

Student Safety

Reach will provide a safe and supportive environment by keeping students safe from online predators and solicitors. Reach takes student safety and well-being seriously. Reach is committed to following and implementing health and safety requirements applicable to public cyber charter schools. Students should be able to learn in a safe and comfortable environment. Reach will require two courses focused on safety:

- **Internet Safety -** An Internet Safety Course for students, parents, and Learning Coaches is provided by Connections. It is an i-SAFE course that provides information about the various threats, challenges, and safety protocols needed to work and learn online. It contains valuable information about practicing safe behaviors online. This course will also be required training for all school staff.

- **Students in Distress: Recognizing and Responding -** The Connections course, Students in Distress: Recognizing and Responding, will be required for all staff and designed to help teachers and other school staff become familiar with the signs of distress such as bullying/cyber bullying, neglect and abuse, depression or other issues that would keep them from doing their best and to know how to respond promptly and professionally when they observe such signs or behaviors.

All members of school staff must complete the trainings at the beginning of the school year, and then refer to the trainings throughout the year as needed. Completion of trainings is tracked to ensure all staff members have completed them in a timely manner.

Learning Coaches will be asked to communicate and collaborate with teachers and other school staff as the staff members work to fulfill their professional roles in supporting student safety and well-being. They will be 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.

Technical Support will assist families with installing programs that enable automatic blocking of adult, phishing, and identity theft sites via DNS filtering. Technical Support can assist families with modifying browser security settings that limit potential malicious activity and installing CyberSitter.[70]

School Safety Plan

Reach recognizes its need for a school safety plan (22 Pa. Code Chapter 10 et seq.)

Reach is committed to providing a safe, orderly learning environment for students. To make this a reality the Board will develop a comprehensive school safety plan that incorporates the provisions of Act 26 and includes protocols for responding to crisis situations, including an outline of the steps that will be taken to finalize Reach's Safety Plan. The document will be reviewed and updated once the staff has been identified and hired in order to modify and change this plan to meet the "real" needs of the school, the facility, its staff and the community. The steps that will be taken to review and modify the final safety plan include the following:

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[70] http://cybersitter.com/

- Form a School Safety Committee that includes: Board; school administration, community representatives; representatives of the local police and fire department; and parents.

- Review Act 26, "The Safe Schools Act".

- Review the local school districts safety plans to ensure accordance.

- Review safety plans from other municipalities for content and presentation ideas.

- Develop goals and timelines.

- Draft school safety plan.

- Circulate draft safety plan to the Board, the school administration, and community partners for review.

- Finalize the School Safety Plan.

School safety will be the primary responsibility of the Lead School Administrator and his/her designee. They will oversee the security systems of Reach as well as the behavior of the students and reporting Act 26 violations. In addition, all staff members will be expected to report to administration any inappropriate behavior in the school environment. It is the primary responsibility of staff to create a climate of respect and educational focus. Students will also be expected to set a tone of respect, order, and purposefulness. Particular responsibility will fall to staff to model good and safe behavior and to correct or report to the school administration inappropriate or unsafe behavior or events.

In accordance with 23 P.S. 6311 et seq, all school employees will be mandated reporters and must report suspected abuse as follows:

When child abuse is suspected, the law requires the school employee to immediately make an oral report of suspected child abuse via the statewide toll-free telephone number ChildLine at 1-800-932-0313 or an online written report.

If a school employee makes an oral report to ChildLine, the school employee must follow-up with a written report, which may be submitted electronically, within 48 hours.

A mandated reporter must personally make the report. Reach administration may assist the school employee in making the report (for example, sit with school employee for support if the school employee is uncomfortable in the process) as long as they do not interfere in any way with the making of the report. Afterward, the school employee should inform administration about the report.

The school employee will not be required to investigate or be certain of the abuse, or even know the name of the person who is suspected of abusing a child. The responsibility will be to make a report when the school employee has reasonable cause to suspect child abuse. ChildLine will forward the report to the appropriate county child welfare agency, who will investigate the circumstances and may contact school employee for additional information or if there are additional questions.

Reach will require that all employees receive the mandated reporting training. Mandated reporters who hold a professional license or certification under the Department of State and mandated reports who work for an agency that is licensed, supervised, or registered with the Department of Human Services will be required to receive training.

Possession of Weapons

Possession of weapons in the school setting is a threat to the safety of students and staff and will be prohibited by law. A weapon will include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury. A student will be considered in possession of a weapon when the weapon is found on the person of the student, in the student's locker, desk, backpack, or in the student's vehicle, and the weapon is under the student's control while the student is on school property, on property being used by the school, at any school function or activity, at any school-sponsored activity held away from the school, on any conveyance providing transportation to a school or school-sponsored activity, or while the student is on his/her way to or from school.

Reach will prohibit students from possessing and bringing weapons and replicas of weapons into any school buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity or while the student is coming to or from school.

The Board will expel for a period of not less than one year any student who violates this weapons policy. Such expulsion will be given in conformance with formal due process proceedings required by law and Board policy. The Lead School Administrator may recommend modifications of such expulsion requirement on a case-by-case basis (24 P.S. 13-1317.2).

In the case of a student with a disability, including a student for whom an evaluation is pending, Reach will take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

The Lead School Administrator or designee will react promptly to information and knowledge concerning possession of a weapon. Such action will be in compliance with state law and regulations and with the procedures set forth in the memorandum of understanding with local law enforcement officials and the school's emergency preparedness plan (22 Pa Code Chapter 10 et seq).

The Lead School Administrator or designee will immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies (22 Pa Code Chapter 10 et seq).

The Lead School Administrator or designee will notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as practicable. The Lead School Administrator or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Lead School Administrator or designee will document attempts made to reach the parent/guardian (22 Pa Code Chapter 10 et seq).

In accordance with state law, the Lead School Administrator will annually, by July 31, report all incidents involving possession of a weapon to the Office for Safe Schools on the required form (24 PS 13-1303-A).

The Lead School Administrator will annually inform staff, students and parents/guardians about the Board policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

Policies Regarding Expulsion and Suspension

All students enrolled in the school will be expected to conduct themselves in accordance with the rules for the school, and parents and Learning Coaches will be expected to cooperate with the school staff in helping students to maintain this conduct. The student code of conduct will be included in the student handbook.

Discipline Measures

There will be three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their parent(s) 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 not be removed from the class (Connexus).

Warnings will be 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.

Suspension

When a student is suspended, he or she will be temporarily removed from Connexus or a school sponsored program or activity. The length of a suspension will be determined by the Lead School Administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the Lead School Administrator, a student's permission to log on to and/or use parts of Connexus will be restricted. Student access to WebMail, the message boards, online clubs/activities, and/or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension. Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- Criminal or delinquent acts are acts defined as criminal under federal and state law, and any applicable municipal or county criminal ordinances.

- Sexual harassment means unwelcome or unwanted conduct of a sexual nature (verbal, non-verbal or physical) when submission to such conduct is made either explicitly or implicitly a term or condition of the advancement of a student in school programs or activities such that this conduct substantially interferes with a student's learning or creates an intimidating, hostile or offensive learning environment.

- Disruptive conduct means willful conduct which: (1) materially and in fact disrupts or interferes with the operation of the school or the orderly conduct of any public school activity, including individual classes; or (2) leads an administrative authority to reasonably forecast that such disruption or interference is likely to occur unless preventive action is taken.

- Gang related activity is disruptive conduct.

- Refusal to identify self means a person's willful refusal, upon request from school personnel known or identified as such to the person, to identify himself or herself accurately.

- Refusal to cooperate with school personnel means a student's willful refusal to obey the lawful instructions or orders of school personnel whose responsibilities include supervision of students.

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

- Plagiarism: A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her 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.

- 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 or her.

- 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.

- 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.

Expulsion

When a student is expelled, he or she will be 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.

The school will not discipline students protected under Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act (IDEA), or the American with Disabilities Act (ADA) unless the school complies with the requirements of those acts.

Discipline for Students with Disabilities

Please refer to the previous description of discipline for students with disabilities. If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described herein for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days, 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.

Due Process for Students (22 Pa. Code Section 12-.6-12.8)

Exclusion from School may take the form of suspension or expulsion.

1) Suspension will be exclusion from school for a period of from one to 10 consecutive school days.

   (i) Suspensions may be given by the Lead School Administrator or his/her designee.

   (ii) A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened.

   (iii) The parents or guardians will be notified immediately in writing when the student is suspended.

   (iv) When the suspension exceeds three school days, the student and parent will be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code.

   (v) Suspensions may not be made to run consecutively beyond the 10 school day period.

   (vi) Students will have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Board.

2) Expulsion will be exclusion from school by the Board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.

   (i) During the period prior to the hearing and decision of the Board in an expulsion case, the student will be placed in his/her normal class except as set forth in subsection (ii).

   (ii) If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded will be provided with alternative education, which may include home study.

   (iii) Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and will be provided an education.

3) The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial, or correspondence study, or another educational program approved by the Lead School Administrator.

4) Within 30 days of action by the Board, the parents or guardians will submit to Reach written evidence that the required education is being provided or that they are unable to do so. If the parents or guardians are unable to provide the required education, Reach will, within the 10 days of receipt of the notification, make provision for the student's education. A student with a disability will be provided educational services as required by the Individuals with Disabilities Education Act 2004.

5) If the approved educational program is not complied with, Reach may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See Pennsylvania Code § 12.1(b) (relating to free education and attendance).

Exclusion from classes—in-school suspension

1) A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.

2) Communication to the parents or guardian will follow the suspension action.

3) When the in-school suspension exceeds 10 consecutive school days, an informal hearing with the Lead School Administrator or designee will be offered to the student and the student's parent or guardian prior to the 11th school day in accordance with the procedures in the Pennsylvania Code.

4) Reach will have the responsibility to make provision for the student's education during the period of the in-school suspension.

Hearings

(a) *General*. Education is a statutory right, and students will be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

(b) *Formal hearings*. A formal hearing will be required in all expulsion actions. The hearing may be held before the Board or an authorized committee of the Board, or a qualified hearing examiner appointed by the Board. When a committee of the Board or a hearing examiner conducts the hearing, a majority vote of the entire Board will be required to expel a student. The following due process requirements will be observed with regard to the formal hearing:

1) Notification of the charges will be sent to the student's parents or guardians by certified mail.

2) At least three days' notice of the time and place of the hearing will be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures will be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.

3) The hearing will be held in private unless the student or parent requests a public hearing.

4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.

5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.

6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.

7) The student has the right to testify and present witnesses on his/her own behalf.

8) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy will be provided at no cost to a student who is indigent.

9) The proceeding will be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing will be held as soon as reasonably possible:

(i) Laboratory reports are needed from law enforcement agencies.

(ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the Individuals With Disabilities Education Act 2004 (20 U.S.C.A. § § 1400—1482).

(iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

10) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

c) *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

1) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.

2) The following due process requirements will be observed in regard to the informal hearing:
(i) Notification of the reasons for the suspension will be given in writing to the parents or guardians and to the student.
(ii) Sufficient notice of the time and place of the informal hearing will be given.
(iii) A student has the right to question any witnesses present at the hearing.
(iv) A student has the right to speak and produce witnesses on his/her own behalf.
(v) Reach will offer to hold the informal hearing within the first five days of the suspension.

C.	*Describe your school's mandatory student attendance plan and its fit with the code of conduct.*

Mandatory Student Attendance Plan

Students must meet all regulatory requirements for attending public school in the state. These requirements include attending school for 180 days and completing a required number of hours of instruction per year. In order to make the state's required hours per year of instruction manageable, families are encouraged to have students complete the hours of schooling each week listed in Figure 47. All attendance requirements will be documented by both Board policy as well as in the handbook. The school's documents explaining attendance requirements will emphasize the value and importance of school attendance without over-reliance on punitive measures for non-attendance.

Figure 47. Hours of Schooling Each Week

Grade(s)	Recommended Hours per Week	Required Hours per Year
K-5	25 hours, but will vary by pacing option	900
6-12	30 hours, but will vary by pacing option	990

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

- **Traditional Pacing Option:** Students will attend school for 180 days, at 5 or 5.5 hours per day during fall and spring semesters, for a total of 900 or 990 hours annually based on grade level.

- **Year Round Pacing Option:** Students will attend school for 180 days, at 4 hours per day during the fall and spring semesters, for a total of 720 hours for the fall and spring semesters. Year Round students then must also complete a 41-day summer session, taking 2 courses at 4 hours per course per day (8 hours total for 2 credits, totaling 328 hours for the summer session), bringing their annual total to 1,048.

- **Accelerated Pacing Option:** Students will attend school for 180 days, at 5.5 hours per day during fall and spring semesters, for a total of 990 hours for the fall and spring semesters. Accelerated students then must also take at least 1 course during the summer session at 4 hours per course per day and may not take more than 2 without school administration approval. If Accelerated students average 1 credit per summer session, they may be able to finish high school in 3 years.

  Reach will require students complete 21 credits and all required courses to graduate. This can be met if the student earns 6 credits during each of the fall and spring semesters for 3 years and earns an additional 1 credit each summer. The student will need to devote up to 8 hours per day for 41 days each summer to complete 2 courses and earn 1 credit. Students may complete more if approved by the Lead School Administrator.

It should be noted that the attendance and hours of instruction requirements will be measured on a fiscal school year (July 1 through June 30) basis. The school's proposed first day of class is in September 2016. Therefore, the Year Round Pacing Option will not be offered in the first year, because students would not be able to meet the days and hours requirements by June 30, 2017.

The Year Round Pacing Option will be offered starting in July 2017. The students who choose this option will be able to accumulate the required annual number of days and instructional hours by June 30, 2018 and each fiscal year thereafter.

The Accelerated Pacing Option will be offered beginning in September 2016, because students who choose this option will fulfill their 180 day/990 hour requirement by June 30, 2017. In each subsequent year these students will exceed these requirements by varying amounts, depending on how many courses they take in the summer session.

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

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

Although there is more flexibility in a cyber program than in a traditional school with regard to when instruction occurs, students and Learning Coaches should be aware that the school calendar reflects the days on which teachers will be available to students.

Learning Coach Responsibilities

- **Record Hours of Schooling:** For each instructional day, Learning Coaches will enter a 0 – 9 in Connexus to indicate the number of hours of schooling that occurred. They should aim to meet the weekly hours of schooling listed above to ensure compliance with state regulations. Learning Coaches may also ask for assistance from the school to enter attendance records if they are unable to access the school-issued computer on a given day. If a student is absent, the Learning Coach must send information to the school about the absence, and the school determines if the absence can be classified as excused. The teacher or administrator 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 will be required to meet the weekly required instructional hours up to and including the last day of the school year.

- **Vacations or Days Off:** Students will be allocated "vacation" days based on the number of weekdays in the school calendar that are marked as non-school days/holidays/vacation. For example, a student may choose to work on Presidents' Day, but then take the following Monday off. The Learning Coach would record hours of attendance on Presidents' Day, as though it were a regular school day, and then mark the Monday off as "V" for vacation. Whenever a student wishes to take a regular school day as a vacation day (that is, will not be completing any educational activities), the Learning Coach should seek approval from the student's teacher in advance.

  Students who start after the beginning of the school year will not be permitted to take vacation time for any school holiday or vacation days that occurred prior to their start date. For example, if a student starts school September 5 but school officially started August 18, the student is not entitled to use Labor Day as a vacation day, but is still entitled to all vacation days that are scheduled after his/her official start date.

  If a student has used his or her allotment of vacation days, any scheduled school day on which no educational activities are completed (i.e., no hours are recorded) will be treated as zero hours. If that student is able to meet the weekly recommended hours on the days in which he/she does work, then the zero hour day will not adversely affect the student's attendance percentage. If the hours are not made up during that same week, however, the student will be considered absent.

School Responsibilities

- **Review Attendance Records:** Teachers will monitor and review attendance records on a weekly basis. They will remind Learning Coaches to enter the hours of schooling every day.

- **Monitor Attendance Issues:** Under the supervision of the teacher, the Family Connections Coordinator will monitor student attendance. They will contact families with low attendance rates, and will work to help them stay in compliance. Teachers and administrators will also identify and record excused absences, and can alter Learning Coaches' attendance records (with proper documentation), if necessary.

- **Maintaining the Integrity of the Attendance Data:** The attendance system prohibits further editing of attendance data after certain points. Any requests for adjustments to the previously verified records must go to the student's Family Connections Coordinator (in writing) for review, approval, and adjustment.

- **Official Attendance Records:** The Connexus attendance system will be the record of Learning Coach documented attendance. It is, however, only one of many sources used to determine if a student is meeting the minimum instructional hours required. If it has been determined by the support teacher that a student has not completed enough work to meet attendance records, the teacher or administrator may override the Learning Coach record. If a student regularly does not complete enough work to remain on track, despite repeated assistance and intervention on the part of the teacher or school, then the student may be subject to sanctions up to and including contacting the student's District of Residence to formalize truancy proceedings.

Attendance Status and Escalation Systems

Enrolled students are in one of four attendance statuses at all times:

- On-Track

- Approaching Alarm

- Alarm

- Exempt

On occasion, none of the first three escalation statuses will be appropriate for a student. The student will be placed in "Exempt" status and escalation will not apply; however, all program requirements will still be applicable.

Attendance status will be based on several criteria and is a combination of measures that indicate if a student is demonstrating adequate participation (and therefore attendance) in the program. This not only includes the actual attendance hours recorded by the Learning Coach, but also lesson and assessment completion rates and dates, and amount of communication with the teacher. Therefore, even though a Learning Coach may record a high number of instructional hours in the attendance records, if a student's work completion rates are not on track or if he or she fails to communicate on a regular basis with the teacher, he or she will be placed in an Alarm status.

When a student is in the Approaching Alarm status, he or she is in danger of being removed from active rolls. The student will be removed from the active rolls if the student is truant for 10 or more consecutive days. The school will work with the family to help get the student's attendance back on track. If the school's repeated efforts fail, the student will be escalated to the Alarm status which could quickly lead to the student being removed from the school's active roles.

Truancy

If a student is not adequately engaging in the program, or has accumulated more than three unlawful absences, Reach will be required to work with the family to create a Truancy Elimination Plan (TEP). Reach will comply with the Truancy Elimination Plan and Conference Policy, which is attached with the Board Policies in the Appendix S.

According to the PDE's Compulsory Attendance and Truancy Elimination Plan Basic Education Circular, the TEP will be developed cooperatively with involved stakeholders through a school-family conference, which is required upon the school's notice to the student's parent/guardian upon the third unexcused absence. Teachers are the first line of defense for compulsory attendance, as they are the first to recognize students with possible attendance issues. Therefore, a plan of action will be implemented, including (but not limited to):

- Sharing and reviewing school policy on attendance and student responsibilities with students and families;

- Contacting the student's parent/guardian upon absence;

- Meeting individually with students to discuss reason(s) for absence;

- Following up with the Lead School Administrator (or assigned administrator);

- Making referrals to school counselors; and

- Collaborating with Student Assistance Teams as appropriate.

The school will notify the parent/guardian regarding the need for a joint conference upon the third unexcused student absence. The school-family conference will engage all participants involved in the student's life to explore possible solutions to increase the student's school attendance. Maintaining open communication between the student and adults will facilitate positive outcomes.

The purpose of the school-family conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to facilitate regular school attendance. The school-family conference will provide both parties with the opportunity to identify, understand, and explore all issues contributing to the student's truant behavior. Participation by the student and family will be an integral component for this conference. In addition, representatives from relevant and/or involved community-based agencies, community and school services, and school personnel will be invited to participate, as needed. During the school-family conference, a TEP will be developed cooperatively with the student and other meeting participants.

Issues to be addressed at the school-family conference will include but not be limited to:

- Appropriateness of the student's educational environment;
- Possible elements of the school environment that inhibit student success;
- Student's current academic level and needs;
- Social, emotional, physical, mental, and behavioral health issues;
- Issues concerning family and home environment; and
- Any other issues affecting the student's attendance.

The participants in the school-family conference will work collaboratively to conduct a holistic assessment to determine the reason(s) the student is exhibiting truant behavior. Every member will have a vested interest in and responsibility for determining an appropriate plan to assist the student to succeed both socially and academically. This school-family conference will also provide an opportunity to ensure that both the student and the family clearly understand the legal ramifications of not adhering to the state's compulsory attendance requirements. This methodology will promote full understanding and appreciation of the root causes of truancy as well as the resultant personal and societal impacts when truant behavior is not adequately addressed.

The primary goal of the school-family conference will be the development of a comprehensive TEP which is understood by, agreed upon, and supported by the student, the parent/guardian, the school representatives, and all other conference participants. The TEP may include but not be limited to the following components as appropriate:

- Identification and provision of appropriate academic supports by the school and/or community organization(s);

- Identification and provision of appropriate social, emotional, physical, mental, and behavioral health supports from the school and/or community organization(s);

- Identification of the school environment issues that affect the student's success and solutions to address these issues;

- Explanation of the student's strengths and responsibilities related to the TEP;

- Explanation of the family's strengths and responsibilities related to the TEP;

- Clarification of method(s) used for monitoring the effectiveness of the TEP;

- Explanation of the consequences for each stakeholder if the TEP is not fully implemented; and

- Discussion of the benefits for successfully implementing the TEP.

The TEP will substantiate efforts made by the school, the family, and other vested third parties to assist the student in addressing and resolving school attendance issues. This comprehensive system of supports and services will provide documentation of the "good faith" effort between the school and the student's family should future action be required (e.g. citation to the magisterial district judge and referral to the county children and youth agency, disciplinary action, expulsion, etc.).

A notice will be sent to the parent/guardian after each unlawful absence. Unlawful absences will not trigger a formal response until the school has exhausted all efforts to work collaboratively with the parent/guardian to address the truancy of the student and until the student has three unlawful absences over the course of the school year. Schools are a critical part of a child's support system and have a significant opportunity to assist children and families.

(1) First Unlawful Absence

Parent/guardian will receive a notice of unlawful absence. The legal penalties established by law for violation of compulsory attendance requirements will be attached to the notice. In addition to stating the legal punishments, the name and telephone number of a school contact person will be included. Parents will then be able to contact a specific person to request assistance in resolving the child's truant behavior.

(2) Second Unlawful Absence

Parent/guardian will receive a second notice of unlawful absence. Once again, the legal penalties established by law for violation of compulsory attendance requirements and the name and telephone number of a school contact personal will be included. Additionally, another offer of assistance should be made to the parent.

(3) Third Unlawful Absence

Parent/guardian will receive a third notice of unlawful absence by certified mail providing "official notice of child's third illegal absence." Attached to this notice will be penalties for violation of compulsory attendance requirements as they pertain to both the student and the parent/guardian, including information that three days after giving such notice, the student or parent/guardian who again violates the compulsory attendance requirements shall be liable without further notice.

Reach will coordinate a school/family conference to discuss the cause of the child's truancy and develop a mutually agreed upon plan to resolve truant behavior. Issues to be reviewed at the school/family conference include the appropriateness of the child's educational environment, current

academic difficulties, physical or behavioral health issues, and family/environment concerns. At the end of the conference, all parties will sign a comprehensive School Attendance Improvement Plan (SAIP) that is agreed to by the school representative, the child, and the parents and/or family. The plan could include accessing academic and social/health supports from the school and community organizations, an outline of family/parent and student responsibilities, and levels of performance monitoring that include rewards and consequences.

(4) Subsequent Unlawful Absence

After agreeing to a SAIP, or if there is not agreement on a TEP and three days have passed since the parent/guardian received the official notice of the child's third illegal absence, if a child is unlawfully absent, at any point within the school year, an official notice of unlawful absence will be sent home. The purpose of this correspondence is to inform the child's parent/guardian that the child has violated the SAIP or, if there is not a SAIP, to inform the child's parent/guardian that the child has again violated the compulsory attendance requirements, and advise the parent/guardian that a notice to the school district of residence has been made which will result in a citation immediately being sent to the magisterial district judge. To ensure the parent/guardian receives the notice, the notice will be sent through certified mail. After this step, the school is not obligated to inform parents in writing of absences but Reach will continue to call the parent/guardian to inform them of additional truant behavior.

(5) Referral to County Children and Youth Agency

(a) Children Under 13 Years of Age: Any child who has not attained the age of 13 who fails to comply with the compulsory attendance requirements and is habitually truant, will be referred by the school to the local county children and youth agency for services, which may include addressing family issues that may be responsible for the child's truant behavior, or possible adjudication as a "dependent" child under the Juvenile Act. The referral to the county children and youth agency may be in addition to proceeding against the parent/guardian by sending the citation to the appropriate magisterial district judge or a school may decide to refer a family to the local county children and youth agency instead of sending a citation to the appropriate magisterial district judge. If the parent/guardian provides written consent, a copy of the SAIP should be forwarded to the county children and youth agency.

(b) Children 13 Years of Age and Older: Any child who has attained the age of 13 who fails to comply with the compulsory attendance requirements and is habitually truant may, in lieu of being prosecuted, be referred by the school to the local county children and youth agency for services, which may include addressing family issues that may be responsible for the child's truant behavior or, possible adjudication as a dependent child under the Juvenile Act.

(c) Habitually Truant: The School Code defines habitually truant as absence for more than three school days or their equivalent following the first notice of truancy given after a child's third unlawful absence.

If a child of any age continues to be truant after these actions have been taken, Reach may file citations with the local magisterial district judge citing the child's continued truancy on a weekly basis. It is imperative that the local magisterial district judge be kept informed if truant behavior continues after a plan is in place.

Reach will report to the student's school district of residence when a student has accrued three or more days of unlawful absences. It is the responsibility of the school district to enforce the compulsory attendance laws in accordance with the Public School Code.

For cyber charter schools, a school district may file truancy documents with the magisterial district judge in whose jurisdiction the charter school student resides, which is where the cause of action arose and where the parent/guardian may be served. Reach will cooperate with school districts by providing necessary documentation for the truancy filings, and attending the hearings to provide testimony, if necessary.

In order to maximize student learning, regular attendance is imperative. Reach will offer a great deal of flexibility about how many hours students spend each day on school work and on what days of the week they complete that work. Parents 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.

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

- The student completes assigned lessons and assessments.

- The student participates in educational activities for an appropriate number of hours and the parent or Learning Coach records these attendance hours in Connexus on a daily basis.

- The student is available for regularly scheduled telephone calls with teachers at least once every two weeks.

- The student is able to demonstrate that he/she is doing his/her own schoolwork (the Honor Code and Curriculum Based Assessments support this).

- The student attends mandatory state testing.

- The parent or Learning Coach has communicated with the Family Connections Coordinator in advance if he or she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

V.5 TIMETABLE

Explanation: Establish a well-developed, realistic plan of action for opening a charter school.

| A. | Provide a detailed timetable of projected steps and dates leading to the opening of a charter school. |

Figure 48. Timetable of Projected Steps

TASKS	June 2015	July 2015	Aug. 2015	Sep. 2015	Oct. 2015	Nov. 2015	Dec. 2015	Jan. 2016	Feb. 2016	Mar. 2016	Apr. 2016	May 2016	June 2016	July 2016	Aug. 2016
APPLICATION															
• Submit/Resubmit charter application				x					X						
• PDE approves application											X				
GOVERNANCE															
• Develop and approve policies	x	x	x	x	x	X	x	x	x	x					
• Approve parent and student handbook								x	x	x	x	x	x		
• Conduct training			x	x	x	x	x	x	x	x					
• Hold Regular Meetings			x	x	x	x	x	x	x	x	x	x	x	x	x

TASKS	June 2015	July 2015	Aug. 2015	Sep. 2015	Oct. 2015	Nov. 2015	Dec. 2015	Jan. 2016	Feb. 2016	Mar. 2016	Apr. 2016	May 2016	June 2016	July 2016	Aug. 2016
LEGAL															
• Secure counsel		x	x												
• Execute contract with Connections		x	x	x											
• File non-profit Articles of Incorporation				x											
• Review and execute Charter								X	X						
• File for 501c3 status									X	X					
• Secure insurance		x	x					x	x	x					
PERSONNEL															
• Determine payroll and benefits compliance		x	x	x	x	x	x	x							
• Establish staffing model	x	x	x												
• Determine certification and background check requirements	x	x	x												
• Approve employee handbook and employment policies	x	x	x					x	x	x	x				
• Recruit Lead School Administrator candidates								x	x	x					
• Review Lead School Administrator candidates								x	x	x					
• Select Lead School Administrator								x	x	x					
• Train Lead School Administrator											x	x	x	x	x
• Recruit remaining staff								x	x	x	x	x	x	x	x
• Train staff													x	x	x
FACILITY															
• Procure letter of intent to lease with potential landlords		x	x	x											
• Identify/tour sites		x	x	x	x	x	x								
• Select preliminary Sites/RFPs					x	x	x	x	x	x					
• Negotiate/finalize lease								x	x	x					
• Renovate & build-out								x	x	x	x	x	x		
• Secure inspections/Certificate of Occupancy											x	x	x	x	x
• Move-In for school start														x	x

TASKS	June 2015	July 2015	Aug. 2015	Sep. 2015	Oct. 2015	Nov. 2015	Dec. 2015	Jan. 2016	Feb. 2016	Mar. 2016	Apr. 2016	May 2016	June 2016	July 2016	Aug. 2016
CURRICULUM															
• Verify state course codes								x	x						
• Fine-tune alignments to state standards								x	x	x					
• Determine course limits and/or restrictions								x							
• Complete any necessary curriculum enhancements								x	x	x	x	x	x		
STUDENT RECRUITMENT															
• Determine marketing budget		x	x	x											
• Create website			x	x											
• Launch website			x	x											
• Develop and implement outreach plan (grassroots, PR, advertising, online marketing, collateral, direct mail, etc.)						x	x	x	x	x	x	x	x	x	x
• Create info session presentation for in-person and virtual parent/ student information sessions		x	x	x	x	x	x	x	x	x	x	x	x	x	x
• Host parent/student information sessions		x	x	x	x	x	x	x	x	x	x	x	x	x	x
• Application period								x	x	x	x	x	x	x	x
• Enrollment period											x	x	x	x	x
• Hold Student/parent orientation											x	x	x	x	x
FINANCE/BUSINESS/DATA REPORTING															
• Finalize and approve school budget								x	x	x					
• Establish bank account								x							
• Apply for start-up grants								x	x	x	x	x	x	x	x
• Determine eligibility and application process for Title and or IDEA funding											x	x	x	x	x
• Establish external data reporting protocols/processes								x	x	x	x	x	x	x	x
• Secure independent auditor											x	x	x	x	x
• Validate State Legal Entity created and authorized and required regulatory reporting								x							

TASKS	June 2015	July 2015	Aug. 2015	Sep. 2015	Oct. 2015	Nov. 2015	Dec. 2015	Jan. 2016	Feb. 2016	Mar. 2016	Apr. 2016	May 2016	June 2016	July 2016	Aug. 2016
STUDENT SERVICES															
• Determine requirements for Special Education and ELL		x	x	x											
• Determine requirements for Gifted and Talented		x	x	x											
• Research IEP enrollment age specifications		x	x	x											
• Confirm minimum graduation requirements (credits and course requirements)		x	x	x											
• Work with Lead School Administrator to create progression plan(s)								x	x	x					
TECHNOLOGY															
• Determine technology offering rules		x	x	x											
• Develop a Technology Plan, determine the approval process								x	x	x					
• Install technology at site; test technology prior to school opening													x	x	x
RESEARCH and ASSESMENT															
• Determine state test requirements, dates	x	x	x												
• Determine the proficiency levels for the state assessment	x	x	x												
• Create a state testing plan	x	x	x							x	x	x	x	x	

V.6 SAFETY

A. Submit written documentation of intent to comply with all applicable safety requirements, including the following to demonstrate the safety and structural soundness of the school:

• Inspection by a local building inspector.

• Inspection by a local fire department.

• Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.

• Compliance with all other federal, state, and local health and safety laws and regulations.

• Application for certificates, licenses, etc. are part of the planning process.

 Note: All necessary certificates and occupancy permits must be issued and in effect prior to the opening of the charter school. Preliminary clearances on all these requirements should be obtained prior to a lease being executed.

Safety of School Building

The facilities will comply with all applicable federal, state, and local health and safety laws, regulations, and requirements. Reach will follow applicable city planning review procedures. Reach, working with the landlord, will ensure the property is inspected by a local building inspector and the local fire department.

Although not anticipated, if necessary, Reach will request approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school. Page 14 of the 2015 Cyber Charter School Application released by the PDE, required that applicants "submit written documentation of intent to comply with all applicable safety requirements, including the following: Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school." Therefore, we are including this language to meet the requirement to show our written intent to comply.

Reach will apply for certificates, licenses, and so forth as part of the planning process.

Compliance with Health and Safety Laws

Reach will be in compliance with or capable of modification to bring the school into compliance with all local building, zoning, and health and safety requirements.

Certificates of Occupancy

Since students will be present in the school headquarters only on the rare drop-in basis, and will not gather there for instructional activities, no special zoning will be required beyond standard commercial use. All necessary certificates and occupancy permits must be issued and in effect prior to the opening of the charter school. Preliminary clearances on all these requirements should be obtained prior to a lease being executed.

Reach will ensure the facility has a certificate of occupancy, air-conditioning, heating, illuminated fluorescent lights, male and female bathrooms, parking, is handicapped accessible, and is fully equipped with sprinklers and other fire safety equipment. If Reach contemplates any regional learning center facilities to accommodate testing, related services, etc., such facilities will appropriately zoned.

V.7   SCHOOL HEALTH SERVICES

A.   *Describe your plan for providing school health services as required under Article XIV of the Public School Code.*

School Health Services

Reach will contract with local health services providers throughout the Commonwealth to accommodate enrollment as required to provide services to students and to meet the requirements of Article XIV: School Health Services of the Public School Code.[71]

Parents and students will receive information about the school's health services in the parent/student handbook including requirements, assistance and programs the school offers to students.

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71 http://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=014&chpt=14

B.	*Describe how school nursing services, including administration of medication, will be delivered.*

School Nursing Services

Reach will contract with local health service providers throughout the Commonwealth to facilitate student enrollment to meet the requirements of Article XIV: School Health Services of the Public School Code.[72]

The School Nursing services, provided through contracts on an hourly or a per-service fee basis with local health services providers, may include:

1) A vision test

2) A hearing test

3) A measurement of height and weight which shall use the measurement to compute a child's weight-for-height ratio

4) Tests for tuberculosis under medical supervision

5) Such other tests as the Advisory Health Board may deem advisable to protect the health of the child. Vision tests will be given at least annually and other tests at intervals established by the Advisory Health Board. ((a) amended July 11, 2006, P.L.1092, No.114)

Reach will maintain a comprehensive health record which will include the results of the tests, measurements, and regularly scheduled examinations and special examinations and which will be protected for confidentiality. The student's health record will also include medical questionnaires ▮▮▮▮▮ by the student's parent or guardian.

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[72] http://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=014&chpt=14

Reach Cyber Charter School
BOARD MEETING
Date and Time:
Wednesday, July 13, 2022 at 9:00 a.m.

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

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

Meeting ID: 266 655 2472
Passcode: QWMw5V

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

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

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

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

Board Members Joined During Meeting: Gail Hawkins Bush (via phone);

Guests: Jane Swan, School CEO, Rachel Graver, JD Smith, Dan Ladislaw, Kelley McConnell, Cody Smith, Corey Groff, Michael Garman and Greg McCurdy (in person at the school), Karen Yeselavage, LeeAnn Ritchie, Alicia Swope, Andrew Gribbin, April Kretchman, Clara Keeports, Michael Hinshaw, Stephanie Bost, Tina Marteney, School Staff (via phone and videoconference); Patricia Hennessey, Board Counsel; Laura Johnson, Pearson Virtual Schools staff; and Chuck Pickens Focus School Software (via phone and videoconference).

II.   **Public Comment**

There were no public comments made at this time.

III.   **Routine Business**

a.   Approval of Agenda

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

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RESOLVED, that the Agenda for the July 13, 2022 Meeting of the Reach Cyber Charter School Board of Directors is hereby approved.

The motion passed unanimously.

IV.   Consent Items

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

RESOLVED, the Consent Items:

    a. Approval of State Required Reports - Comprehensive Plan; and
    b. Approval of Facilities Expansion; are hereby approved.

The motion passed unanimously.

V.   Action Items

a.   Approval of Learning Management System (LMS) vendor

Ms. Graver and Mr. Shedd presented this item to the Board. Following Board member discussion with school leadership team members, a motion was made and seconded as follows:

RESOLVED, the proposal from Instructure, Inc. for the provision of the Canvas Learning Management System, is hereby approved.

The motion passed unanimously.

b.   Approval of Student Information System (SIS) vendor

Ms. Graver and Mr. Shedd presented this item to the Board. Following Board member discussion with school leadership team members, a motion was made and seconded as follows:

RESOLVED, the proposal from Focus School Software for the provision of the Student Information System (SIS), is hereby approved.

The motion passed unanimously.

[Ms. Hawkins Bush joined the meeting at 9:13 a.m.]

c.   Approval of Phone System vendor

Mr. Shedd presented this item to the Board. Following Board member discussion with school leadership team members, a motion was made and seconded as follows:

RESOLVED, the proposal from Zoom Video Communications for the provision of the phone system and is hereby approved.

The motion passed unanimously.

VI.   Strategic Planning

a.   Approval of Agreements for Student Programs:

    i. <u>Simcoach Games MOU</u>

    ii. <u>Metro E-sports MOU</u>

Mr. Smith reviewed the proposed Agreements to support student programs in the upcoming school year. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the Approval of Agreements for Student Programs: Simcoach Games MOU and Metro E-sports MOU, as presented, are hereby approved.

The motion was approved unanimously.

VII.   Adjournment and Confirmation of Next Meeting – Wednesday, August 17, 2022 at 9:00 a.m.

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

RESOLVED, that the next meeting date is August 17, 2022, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 9:23 a.m., is hereby approved.

The motions passed unanimously.

Reach Cyber Charter School
BOARD MEETING

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

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

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

Meeting ID: 266 655 2472
Passcode: QWMw5V

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

I. Call to Order and Roll Call

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

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

Board Members Absent: Gail Hawkins Bush

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

II. Public Comment

There were no public comments made at this time.

III.   Audit Committee, Committee of the Entire Board

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

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

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

The motion passed unanimously.

IV.   Routine Business

a. Approval of Agenda

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

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

The motion passed unanimously.

V.   Oral Reports

a. CEO's Report (MSR)

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

i. Enrollment Update

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

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

ii. Back to School Activities Update

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

iii. Staffing Update

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

1. Employee Handbook Highlights

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

2. Records Management Restructure

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

b. Financial Report

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

i. 2021-2022 SY Unaudited Financial Statements

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

VI. Consent Items

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

RESOLVED, the Consent Items:

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

The motion passed unanimously.

VII.   Action Items

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

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

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

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

The motion passed unanimously.

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

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

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

The motion was approved unanimously.

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

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

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

The motion was approved unanimously.

VIII.   Information Items

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

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

i. Pearson Support Team Update(s)

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

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

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

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

IX. Strategic Planning

a. Approval of Agreements for Student Programs

i. MOUs with Science Centers

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

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

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

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

The motion passed unanimously.

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

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

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

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

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

The motion passed unanimously.

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

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

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

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

The motions passed unanimously.

Reach Cyber Charter School
BOARD MEETING

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

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

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

Meeting ID: 266 655 2472
Passcode: QWMw5V

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

I.   Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:01 a.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school and held via teleconference.

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

Guests: Jane Swan, School CEO; and Rachel Graver, Greg McCurdy, Corey Groff, Scott Stuccio, Mike Garman, Karen Yeselavage, and Scott Shedd, school staff (in person at the school); Alicia Swope, Katherine Rutkowski, JD Smith, Dan Ladislaw, Devin Meza-Rushanan, Brandie Karpew, Kelley McConnell, Andy Gribbin, LeeAnn Ritchie, Erica Carroll, Michael Hinshaw, Kelley McConnell, April Kretchman, Cody Smith, Andrew Tworzydlo and Stephanie Bost, school staff; Laura Johnson, Melissa Brown, Meghan Eckner, and Heather Woodward, Pearson Virtual Schools staff (via phone and videoconference).

II.   Public Comment

There were no public comments made at this time.

III.   Routine Business

a.   Approval of Agenda

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. The Board indicated their intent to move the Approval of MOU with Fabric 1-9-6-8 from the Strategic Planning agenda to the Consent Item agenda and to add the Approval for Gizmo Contract to the Consent Item agenda. There being no additional changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the September 21, 2022, Meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

IV. Oral Reports

a. <u>CEO's Report</u>

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

i. <u>Enrollment Update</u>

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

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

Ms. Swan shared that 15 events have been scheduled across the state for Reach families and staff.

iii. <u>Staffing Update</u>

Mr. Garman reviewed current staffing levels with the Board highlighting the 777 current staff members and 85% of staff who are 10-month staff.

b. <u>Financial Report</u>

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

V. Consent Items

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

RESOLVED, the Consent Items:

a. Approval of Minutes from the August 31, 2022, Board Meeting,
b. Approval of Staffing Report,
c. Approval of Pearson Invoice(s) for July and August,
d. Approval of Federal Title Funding Documentation for the 2022-2023 School Year: Parent and Family Engagement Policy Updates,
e. Approval of Revisions to the 2022-2023 School Year School Handbook Supplement: Revision to Graduation and Diploma Requirements,

     f.   Approval of WeatherSTEM Quote,

     g.   Approval of MOU with Made Jr Fashion Club,

     h.   Approval of MOU with The Women in Forensics,

     i.   Approval of MOU with Fabric 1-9-6-8, and

     j.   Approval for Gizmo Contract, are hereby approved.

The motion passed unanimously.

VI.   Action Items

a.   <u>Approval of Offering Dual Enrollment Program and Reach Cyber Charter School Dual Enrollment Agreement for the 2022-2023 School Year</u>

Ms. Swan and Mr. Smith shared an update on the status of Reach Cyber Charter School's Dual Enrollment Program. The Dual Enrollment Program at Reach Cyber Charter School allows students who qualify to take a class at a local college and receive credit both at high school and at the college. The program will be open to eligible sophomores, juniors and seniors with no attendance or discipline issues.

Reach, grants, and the Pennsylvania Department of Education provide tuition for three-credit courses, in full or in part. The High School Administration will determine the number of students to be funded each year, as well as the allowable courses students will be able to enroll in at a college institution. Reach Cyber Charter School will pay for a part or all of the tuition, fees, and books, as provided by the reserved funds. Ms. Swan and Ms. Yeselavage shared the methodology used to calculate the estimated reserved funds of $500,000 for the school year.

There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the Approval Offering Dual Enrollment Program and Reach Cyber Charter School Dual Enrollment Agreement for the 2022-2023 School Year, as presented, are all hereby approved.

The motion passed unanimously.

b.   <u>Approval of Dual Enrollment Supporting MOUs</u>

Ms. Swan reviewed the MOUs included in the Board materials with the Board. The Board discussed the proposed MOUS with the following three schools:

     i.   Harrisburg Area Community College

     ii.   Messiah University

     iii.   Bucks County Community College MOU

There being no further discussion, a motion was made as follows:

RESOLVED, that the Approval of Dual Enrollment Supporting MOUS, as presented, is hereby approved.

The motion was approved unanimously.

c.   <u>Approval of Wellness Package</u>

Ms. Graver introduced the Wellness Committee's proposal for a Wellness Series to strengthen the momentum developed in 21-22 to empower employees to achieve healthy lifestyles.

The Wellness Series will provide a variety of activities and learning segments throughout the school

year for the workforce to voluntarily participate in and earn Wellness Points (WP). The WP's will convert to Reward dollars and be issued based on the highest level earned at the end of the school year. The Wellness Committee requested funding in the amount of $10,000 for the 2022-23 School Year.

There being no further discussion, a motion was made as follows:

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

The motion was approved unanimously.

d. Approval of Vehicle Driver Policy

Ms. Gribben introduced a proposed Reach Cyber Charter School Vehicle Driver Policy included in the Board materials. There being no further discussion, a motion was made as follows:

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

The motion was approved unanimously.

VII.   **Information Items**

a. School Success Partner (SSP) Update

Ms. Johnson presented on behalf of the School Success Partner (SSP) team, briefly reviewing service updates and enhancements planned from PVS.

b. Academic Success Partner (ASP) Update

    i.   Teacher Professional Development Products and Services for the 2022- 2023 School Year

Ms. Brown shared highlights from the Profession Learning and Training schedule for the 2022-2023 school year.

VIII.   **Strategic Planning**

a. Strategic Retreat Planning for the 2022-2023 School Year

The Board discussed potential dates for the Strategic Planning Retreat for the 2022-2023 School Year. All agreed that the optimal time would be after the Veterans Day holiday, preferably on the date of the regularly scheduled board meeting on November 16, 2022. The Board agreed that the retreat should take place in Eastern PA, preferably in the Philadelphia area this school year.

b. Summer Industry Based Learning Highlights

Mr. Smith shared a presentation highlighting activities that occurred as part of the Summer Industry Based Learning series.

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

current public officer or employee and Pursuant to 65 Pa. C.S. §§ 708(a)(5) – To review and discuss agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law.

The Board determined there was no need for Executive Session at the meeting.

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

Mr. Taylor and shared that he would not be able to attend the October 2022 meeting. Mr. Taylor exited the meeting at 9:35 a.m for another engagement.

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

RESOLVED, that the next meeting date is October 19, 2022, is hereby approved; and

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

The motions passed unanimously.

Reach Cyber Charter School

Minutes

Reach Cyber Charter School

Board Meeting

Date and Time
Wednesday October 26, 2022 at 9:00 AM

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

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

Meeting ID: 266 655 2472
Passcode: QWMw5V

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

Trustees Present
Anthony Alexander (remote), David Taylor (remote), Gail Hawkins Bush (remote),
Marcella Arline (remote), Paul Donecker (remote)

Trustees Absent
Dave Biondo

Guests Present
Alicia Swope (remote), Andy Gribbin, April Kretchman (remote), Brandie Karpew, Clara
Keeports (remote), Cody Smith, Corey Groff, Daniel Ladislaw, Devin Meza-Rushanan,
Erica Carroll (remote), Gabrielle Marghella (remote), Gregory McCurdy, Heather
Woodward (PVS) (remote), JD Smith, Jane Swan, Jennifer DeMarco (remote), Joshua
Hicks (remote), Karen Yeselavage, Katherine Rutkowski, Kelly McConnell, Laura
Johnson (PVS) (remote), LeeAnn Ritchie, Lisa Blickley (remote), Maurine Hockenberry
(remote), Melissa Brown (PVS) (remote), Michael Garman, Rachel Graver, Scott Shedd,
Scott Stuccio, Stephanie Bolt (remote)

I. Opening Items

A. Call the Meeting to Order

David Taylor called a meeting of the board of trustees of Reach Cyber Charter School to order on Wednesday Oct 26, 2022 at 9:00 AM.

B. Roll Call

II. Consideration of Board Member Candidates

A. Introduction of candidates

Board President, David Taylor, introduced Marcella Arline and Anthony Alexander as a potential candidate for the Reach Cyber Charter School Board of Trustees.

Marcella Arline introduced herself and shared that she was excited to work with the team.

Anthony Alexander, who prefers to be called Pastor Cedric, introduced himself as a retired Methodist minister and a social service leader.
Gail Hawkins Bush made a motion to confirm Marcella Arline and Anthony Alexander to the Board of Trustees of Reach Cyber Charter School.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

III. Routine Business

A. Approval of Agenda

David Taylor asked the Board to review the agenda distributed prior to the meeting. The following changes/additions were made to the agenda:

- Add a request for approval of revisions made to the school's Homeless Policy under Action Items.
- Add a request for for the continuation of funding for Soara Online under Action Items.
- Add a request for additional funding for a paraprofessional Additional funds for a paraprofessional as part of the staffing update.

Gail Hawkins Bush made a motion to approve the Agenda.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

IV. Oral Reports

A. CEO's Report

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

- Enrollment Update:

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

• Staffing Update:

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the 780 current staff
members and 85% of staff who are 10-month staff.

• Staffing Update and Proposal for New Staff Positions:

Requesting funding for an additional five positions in Career Readiness which would include two Career Experience coordinators in Southeastern PA and one in Central PA. Also requesting funding for a Career Exploration Coordinator K-8, who will coordinate all events for students in grades K-8 such to allow students to explore STEM careers through 'play'.

Combined funding for the paraprofessional position and the Career Readiness positions would be $320,000.
Marcella Arline made a motion to Approve the positions.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

B. 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 items for the month of October 2022

Mr. Taylor asked the Board Members whether there were any items from the Consent Items that they wanted moved to Action Items for discussion, or tabled. No changes were noted.

• Approval of Minutes from the September 21, 2022 Board Meeting
• Approval of Staffing Report
• Approval of Pearson Invoice(s) for September
• Approval of Job Descriptions for New Staffing Positions
• Approval of mCLASS DIBELS 8th Ed with Dyslexia Screening Invoice

Gail Hawkins Bush made a motion to approve all Consent Items.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.
Gail Hawkins Bush made a motion to approve the minutes from.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

VI. Action Items

A. Approval of Board on Track

Brandie Karpew, Board and Legislative Liaison, shared the benefits of contracting with Board on Track, an online governance platform built expressly for charter school governance.
Marcella Arline made a motion to approve the contract for Board on Track.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of State Testing Stipend

Dr. Kelly McConnell, Director of of Data & Student Assessment, proposed a state testing stipend of $50.00 per day for all staff members who monitor or lead state testing and are not currently administrators or on Professional Advancement.
Gail Hawkins Bush made a motion to approve the stipend.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of 2023 Benefit Renewal and Strategy

Ms. Swan introduced Lisa Blickley to provide an overview of the benefits renewal.
Ms. Blickley highlighted key data relevant to the renewal.
Paul Donecker made a motion to approve the 2023 Benefit Renewal and Strategy.
Marcella Arline abstained from voting.
The board **VOTED** to approve the motion.

D. Approval of PSSA Workbook

Dr. McConnell shared a proposal to provide students in grades 3-8 preparation workbooks for state assessments. These workbooks will provide students with an opportunity to practice important test taking skills including using a pencil, bubbling, and answering constructed response questions.
Marcella Arline made a motion to approve the state testing stipend.
David Taylor seconded the motion.
The board **VOTED** to approve the motion.

E. Approval of Website ADA Compliance & Webmaster IAAP Certification

Scott Shedd, Director of Technology, provided a proposal for a path for the school to achieve website ADA compliance and for the school's Webmaster to become IAAP CPACC certified.
Marcella Arline made a motion to approve the Website ADA Compliance proposal & Webmaster IAAP Certification.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

F. Approval of Revision to the Homeless Policy

Proposal was presented to amend the enrollment information for Reach's homeless policy to share that transportation will be provided to state testing and all of Reach's activates.
Anthony Alexander made a motion to approve the changes to the Homeless Policy.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

G. Approval of Continuation of Funding for Soara Online

LeeAnn Ritchie, Chief Academic Officer, submitted a proposal requesting the continuation of funding for Soara Online. Traffic to Soara has increased dramatically in recent weeks.
Marcella Arline made a motion to approve the additional funding for Soara.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

VII. Information Items

A. School Success Partner (SSP) Update

Sharon Johnson of Pearson Virtual Schools presented on behalf of the School Success Partner (SSP) team, briefly reviewing service updates and enhancements planned from PVS.

VIII. Strategic Planning

A. Confirmation of Strategic Retreat Planning for the 2022-2023 School Year

Ms. Karpew shared the location for the upcoming Board Retreat which will be held November 15 and 16, in Conshohocken, PA.

B. Approval of MOUS/Dual Enrollment Agreements

i. Approval of MOU with ABC 27 Weather

Scott Stuccio, Director of Outreach, shared information about the collaboration between Reach and ABC27 Weather which is included in the Board materials.

ii. Approval of MOU with Boys & Girls Club of Western Pennsylvania (BGCWPA)

JD Smith, Director of Career Readiness, reviewed the MOU included in the Board materials with the Board.

iii. Approval of MOU with WQED Film Academy

Mr. Smith reviewed the MOU included in the Board materials with the Board.

iv. Approval of Dual Enrollment Agreement with Northern Pennsylvania Regional College

Mr. Smith reviewed the MOU included in the Board materials with the Board.
Marcella Arline made a motion to approve the MOUS/Dual Enrollment Agreements included with the Board materials.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

IX. 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 10:00 AM.

Respectfully Submitted,

Brandie Karpew

Reach Cyber Charter School

Minutes

Reach Cyber Charter School

November 2022

Date and Time
Wednesday November 16, 2022 at 9:00 AM

Location
Hotel West and Main
46 Fayette St
Conshohocken, PA 19428

Trustees Present
Anthony Alexander (remote), Dave Biondo (remote), David Taylor, Gail Hawkins Bush, Marcella Arline (remote), Paul Donecker

Trustees Absent
None

Guests Present
Alicia Swope (remote), Andy Gribbin, April Kretchman (remote), Brandie Karpew, Clara Keeports (remote), Cody Smith, Devin Meza-Rushanan, Gregory McCurdy, JD Smith, Jane Swan, Karen Yeselavage, Katherine Rutkowski, Kelly McConnell, Laura Johnson (remote), LeeAnn Ritchie, Maurine Hockenberry (remote), Michael Garman, Micheal Hinshaw (remote), Rachel Graver, Scott Shedd, Scott Stuccio, Stephanie Bost (remote), Theresa Ferry (remote)

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 to order on Wednesday Nov 16, 2022 at 9:00 AM.

II. Routine Business

A. Approval of Agenda

David Taylor asked the Board to review the agenda distributed prior to the meeting.
Paul Donecker made a motion to Approve the Agenda.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

III. Oral Reports

A. CEO's Report

i. Enrollment Update: Jane Swan, CEO, reviewed the current enrollment numbers for the school, noting trends in enrollment.

ii. Holiday Outreach Update: Rachel Graver, COO, presented this item to the Board. Mrs. Graver shared the the plans for the school community outreach for this upcoming holiday season.

iii. State of the School Report: Ms. Swan presented this item to the Board, providing an overview of the report as included in the Board materials. Ms. Swan highlighted key aspects of State of the School report, including student demographics, back to school events and metrics of the parent satisfaction survey.

iv. Staffing Update: Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the 786 current staff members and 85% of staff who are 10-month staff.

B. 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.

IV. Consent Items

A. Approval of Items for the month of November 2022

Mr. Taylor asked the Board Members whether there were any items from the Consent Items that they wanted moved to Action Items for discussion, or tabled. No changes were noted.

- Approval of the minutes from the October 26, 2022 Board Meeting.
- Approval of Staffing Report
- Approval of Pearson Invoice

Marcella Arline made a motion to approve all Consent Items.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

Marcella Arline made a motion to approve the minutes from Reach Cyber Charter School on 10-26-22.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

V. Action Items

A. Approval of School Calendar for the 2022-23 School Year

Rachel Graver, COO, presented this item to the Board, providing an overview of the 2022-23 school calendar as included in the Board materials.
Gail Hawkins Bush made a motion to Approve the calendar.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

VI. Information Items

A. School Success Partner (SSP) Update

Sharon Johnson of Pearson Virtual Schools presented on behalf of the School Success Partner (SSP) team. Ms. Johnson updated the Board regarding the recent Pennsylvania election cycle.

B. Academic Success Partner (ASP) Update

Sharon Johnson presented on behalf of the Academic Success Partner (ASP) team.

VII. 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 9:37 AM.

Respectfully Submitted,
Brandie Karpew

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Board Meeting

Date and Time
Wednesday January 18, 2023 at 9:00 AM

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

Date and Time : Wednesday January 18, 2023 at 9:00 AM EST

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

And Via Zoom Video and Teleconference
https://reach-connectionsacademy- org.zoom.us/j/2666552472?
pwd=UDByREJlYXJJNXVkOHY4OWdwa0FWZz09
Meeting ID: 266 655 2472
Passcode: QWMw5V
Phone +1 301 715 8592 US
Meeting ID: 266 655 2472 Passcode:250287

Trustees Present

David Taylor (remote), Gail Hawkins Bush (remote), Marcella Arline (remote), Paul Donecker (remote)

Trustees Absent
Anthony Alexander, Dave Biondo

Guests Present
Alicia Swope (remote), Andy Gribbin, April Kretchman (remote), Brandie Karpew, Christopher Barrett (remote), Clara Keeports (remote), Cody Smith, Corey Groff, Daniel Ladislaw, Devin Meza-Rushanan, Gregory McCurdy, JD Smith, Jane Swan, Karen Yeselavage, Katherine Rutkowski, Kelly McConnell, Laura Johnson (remote), LeeAnn Ritchie, Lisa Blickley (remote), Maurine Hockenberry (remote), Michael Garman, Mike Hinshaw (remote), Patricia Hennessy (remote), Rachel Graver, Scott Shedd, Stephanie Bost (remote), Tina Marteney (remote)

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 Jan 18, 2023 at 9:07 AM.

II. Routine Business

A. Approval of Agenda

David Taylor asked the Board to review the agenda distributed prior to the meeting. The following changes/additions were made to the agenda:

- Add the resignation of David Biondo from the Board of Trustees to Consent Items
- Add the Transition Bonus Proposal to Action Items
- Add review of contract with Vocovision to Action Items
- Postpone Outreach Update under Information Items to next month

Marcella Arline made a motion to approve the agenda as amended.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

III. Oral Reports

A. CEO's Report

Enrollment Update: Jane Swan, CEO, reviewed the current enrollment numbers for the school, noting trends in enrollment.

B. **Staffing Update**

1. Staffing Update: Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the 793 current staff members and 84% of staff who are 10-month staff. Since the beginning of the school year, 72 employees have been hired and 28 have departed creating a turnover rate of 3 1/2 percent SYTD.

2. Final Benefit costs for 2022 self funded: Lisa Blickley, Manager of Employee Benefits, shared information from the 2023 Benefit Open Enrollment Summary which notes the cost differences between 2022 and 2023.

3. Summary of the tuition reimbursement for the 2021 and 2022 calendar year: Michael Garman and Karen Yeselavage, Director of Finance, shared a summary of the number of staff that took advantage of the Tuition Reimbursement program and the total amount of reimbursements provided to those staff during calendar years 2021 and 2022.

Within this program, eligible staff receive reimbursement for one hundred percent (100%) of tuition costs for up to a maximum of $5,250 per calendar year for qualified educational expenses and successful completion of eligible undergraduate, graduate, and post-graduate courses in accredited colleges or universities.

4. Summary of the Tier I and Tier II incentive payment: Michael Garman shared information related to the Professional Enhancement program which will incentivize staff to obtain job-related certifications, Instructional II certifications and advanced degrees.

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.

D. **Professional Development Reimbursement Program Update**

Michael Garman outlined the professional development reimbursement guidelines for Reach staff. Reimbursements for professional development activities are an allowable expense that
may be paid from funds budgeted by the school specifically for professional development activities. Seminars, webinars, workshops, conferences, in-person training events, training and education courses, and participation in professional associations are the most common activities that incur costs.

IV. **Consent Items**

A. **Approval of Items from November and December**

Mr. Taylor asked the Board Members whether there were any items from the Consent Items that they wanted moved to Action Items for discussion, or tabled. No changes were noted.

- Approval of Minutes from the November 16, 2022 Board Meeting
- Approval of Staffing Report
- Approval of Pearson Invoice(s) for November and December 2022
- Approval of MOU with the Foundation for Free Enterprise Education (PFEW)
- Approval of MOU with the Center for Aquatic Sciences
- Approval of MOU with Pennsylvania College of Technology
- Approval of State Testing Giveaway Items
- Approval of Proposal from R.L. Snyder Electrical Inc
- Approval of Proposal with HB McClure

Marcella Arline made a motion to approve Consent Items and to approve the minutes from Reach Cyber Charter School on 11-16-22.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

V. Action Items

A. Approval of Updates to the Reach Health and Safety Plan

Rachel Graver, COO, presented on updates made to the Reach Health and Safety Plan.
Marcella Arline made a motion to approve the updates to the Reach Health and Safety Plan.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of Benevolent Giving Program for Reach Staff

LeeAnn Ritchie, CAO, presented on the request for a Benevolent Giving Program for Reach Staff.
Marcella Arline made a motion to approve a Benevolent Giving Program for reach Staff.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of Proposal with Mastery Connect and Elevate

Dr. Kelly McConnell, Director of of Data & Student Assessment, presented a proposal to contract with Mastery Connect and Elevate.
Marcella Arline made a motion to approve the proposal with Mastery Connect and Elevate.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

D. Approval of Physical Security Contract with PremiSys

Scott Shedd, Director of Technology, presented a proposal to supply and install PremiSys access control equipment to secure two IT room doors.
Marcella Arline made a motion to approve the proposal.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

E. Approval of Contract with LinkedIn for Talent Solution

Mr. Garman presented a proposal to contract with LinkedIn Corporation to purchase talent acquisition products known as LinkedIn Recruiter.
Marcella Arline made a motion to approve the proposal.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

F. Approval of Updates to the Professional Development Reimbursement Program.

Marcella Arline made a motion to approve the updates to the Professional Development Reimbursement Program.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

VI. Information Items

A. School Success Partner (SSP) Update

Laura Johnson of Pearson Virtual Schools presented on behalf of the School Success Partner (SSP) team. Ms. Johnson updated the Board regarding recent legislative activities in Pennsylvania.

VII. Strategic Planning

A. Approval of MOUs

JD Smith, Director of Career Readiness, reviewed the following MOUs included in the Board
materials with the Board.

- Approval of MOU with HACC to provide EMT training
- Approval of Agreement with Metro E-Sports Entertainment Group LLC
- Approval of MOU with Young Artist Workshop at Moore College of Art and Design

Marcella Arline made a motion to approve the MOUs and Agreement found in the Board materials.
Paul Donecker seconded the motion.

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

VIII. Executive Session

A. 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.

The Board entered into an Executive Session upon a motion being made, seconded and confirmed via roll call vote of all Board members present. Board members present were: David Taylor, Gail Hawkins Bush, Marcella Arline and Paul Donecker.
Gail Hawkins Bush made a motion to Approve a settlement agreement.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

IX. 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 10:45 AM.

Respectfully Submitted,
Brandie Karpew

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Board Meeting

Date and Time
Wednesday February 15, 2023 at 9:00 AM

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

Trustees Present
Anthony Alexander (remote), David Taylor (remote), Marcella Arline (remote), Paul Donecker (remote)

Trustees Absent
Gail Hawkins Bush

Trustees who arrived after the meeting opened
Marcella Arline

Guests Present
Alicia Swope (remote), Amy Turner (remote), Amy Turner (remote), Andy Gribbin, April Kretchman (remote), Brandie Karpew, Caitlyn Bixler (remote), Chris Barrett (remote), Clara Keeports (remote), Cody Smith, Corey Groff, David Balogun (remote), Devin Meza-Rushanan, Erica Carroll (remote), Gregory McCurdy, Heather Berger (remote), Henry Balogun (remote), JD

Smith, Jane Swan, Jill white (remote), Josh Hicks (remote), Karen Keith (remote), Karen Yeselavage, Katherine Rutkowski, Kelly McConnell, Laura Johnson (remote), LeeAnn Ritchie, Lisa Blickley (remote), Matt Ryan (remote), Maurine Hockenberry (remote), Michael Garman, Micheal Hinshaw (remote), Morgan Kutz (remote), Patricia Hennessy (remote), Rachel Graver, Ronya Balogun (remote), Scott Stuccio, Sheryl Glasser (remote), Stacey Baker (remote), Stephanie Bost (remote)

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 Feb 15, 2023 at 9:02 AM.
Marcella Arline arrived at 9:05 AM.

II. Routine Business

A. Approval of Agenda

David Taylor asked the Board to review the agenda distributed prior to the meeting. The following changes were made to the agenda:

- Approval to schedule a meeting of the Board of Trustees on March 15, 2023
- Approval to schedule a spring in-person meeting of the Board of Trustees

Paul Donecker made a motion to approve the agenda as amended.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

III. Oral Reports

A. CEO's Report

Jane Swan, CEO, welcomed the Balogun family, Henry, Ronya, and David to the meeting. David recently graduated from Reach CCS at the age of nine. David and his family shared information about the impact Reach had on their family and plans for David's future.

B. Staffing Update

Michael Garman, Director of Human Resources, reviewed current staffing with the Board highlighting the 795 current staff members and 85% of staff who are 10-month staff. Since the beginning of the school year, 93 employees have been hired and 37 have departed which represents a turnover rate of 4.6%.

C. **Financial Report**

Karen Yesalavage, 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. Yesalavage further reviewed with the Board the school's balance sheet and current forecast.

IV. **Consent Items**

A. **Approval of Items from January**

Mr. Taylor asked if there were any items from the Consent Items that should be moved to Action Items for discussion, or tabled. No changes were noted.

- • Approval of Minutes from January 18, 2023
- • Approval of Staffing Report
- • Approval of Pearson Invoice for January

Marcella Arline made a motion to approve Consent Items and to approve minutes from Reach Cyber Charter School on 01-18-23.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

V. **Action Items**

A. **Election for the Treasurer position for the Board of Trustees**

With the recent departure of Dave Biondo, a vacancy was created for the Treasurer position on the Board of Trustees. Ms. Swan shared that Marcella Arline was willing to serve in the Treasurer position.
Paul Donecker made a motion to elect Marcella Arline as the Treasurer of the Reach CCS Board of Trustees.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

B. **Approval of Compliance Policies**

Jane Swan presented on new compliance policies. The following new policies were shared in the board packet.

- • Wellness Policy on Physical Activity and Nutrition
- • Administrative Search and Seizure Policy
- • Corporal Punishment Policy

Marcella Arline made a motion to approve the policies as included in the board packet.

Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of Updates to Tuition Reimbursement Policy

Mr. Garman shared an action item seeking Board approval of two revisions to the school's Tuition Reimbursement Program for staff.

- The first revision is to expand the eligible programs and courses to include approved Intermediate Unit (IU) courses that are job-related and qualify for transferable college credit.
- The second revision provides policy guidance on the variety of tuition reimbursement repayment options for staff who separate from school prior to fulfilling their service obligation.

Anthony Alexander made a motion to approve the updates to the Tuition Reimbursement Policy.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

D. Approval of Agreement with GDC IT for in office equipment

Jane Swan presented a proposal with GDC IT to provide office equipment as included in the board packet.
Paul Donecker made a motion to approve the agreement with GDC IT.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

E. Approval of Contract with Staffing Firms

Mr. Garman asked for Board approval to enter contracts with three (3) staffing firms, which if approved and executed will provide the school additional services to increase recruitment and staffing efforts.

- **GHR** - This contract will provide candidate sourcing for direct placements in exchange for receiving a fee equal to 20% of the annual compensation for all placements filled by a GHR referred candidate.
- **Aspire** - This contract with Aspire Educational Service will provide on-demand contracted staff for hard to fill roles at our school such as Special Education Teachers and related services such as Psycho-educational evaluation, functional behavioral assessments, PCA/RBT and paraprofessionals.

• **Soliant** - This contract will provide Reach on-demand contracted staff to help with hard to fill roles at our school. Soliant charges a flat rate of $80 per hour for Special Education teachers.

F. **Approval of Spring Grocery Certificates for families**

Rachel Graver, Chief Operating Officer, shared details of a proposal to replicate the fall gift cards to Reach families each Spring.
Marcella Arline made a motion to approve the proposal for spring grocery gift cards.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

G. **Approval of Agreement with Devine Partners**

Scott Stuccio, Director of Outreach, shared a proposal to continue to partner with Devine Partners for media relations outreach.
Marcella Arline made a motion to approve the proposal to partner with Devine Partners.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

H. **Approval of additional funding for High School Prom**

Scott Stuccio, requested funding for a series of high school proms for Reach students in the amount of $55,000 to cover the cost of venues, DJ, and parking.
Paul Donecker made a motion to approve funding for a school prom.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

I. **Approval of Qualtrics Proposal**

Rachel Graver shared details of a proposal to contract with Qualitrics for services related to surveying and analytics.
Paul Donecker made a motion to approve the proposal.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

J. **Approval to add a March 2023 Board Meeting**

Jane Swan requested to add an additional meeting of the Board of Trustees in March 2023. A meeting was approved for March 15, 2023.
Paul Donecker made a motion to approve the March 2023 meeting.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

K. **Approval to add a spring time in person meeting of the Board of Trustees**

An agreement was made to add an in person meeting to the schedule for the Board of Trustees on May 17, 2023, in Harrisburg.

Paul Donecker made a motion to approve an in person meeting for the Board of Trustees on May 17, 2023.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

VI. Information Items

A. School Success Partner (SSP) Update

Laura Johnson presented on behalf of the School Success Partner team and briefly reviewed collaboration regarding the enrollment process.

B. Introduction to Board on Track

Leo Inguaggiato of Board On Track, shared a presentation with those in the meeting highlighting the features and benefits of the Board on Track platform.

C. Update from Special Education

Greg McCurdy, Director of Special Education, shared that Reach anticipates exceeding the 1.0 percent threshold for PASA participation for the 2022-23 testing cycle and that the necessary justification information had been submitted to the Bureau of Special Education.

VII. Strategic Planning

A. First Semester Academic Update

Members of the Academic staff shared an update of the academic highlights so far in the 2022-23 school year.

- Dr. Kelly McConnell shared an information on the schools benchmark growth and school wide celebrations.
- Principals Cody Smith and Devin Meza-Rushanan shared updates from the high school and elementary school respectively.
- Katherine Rutkowski, JD Smith, and Andy Gribbon shared updates related to the math initiative, literacy gains, career readiness and STEM opportunities.

B. Outreach Update

Mr. Stuccio shared an update from the Outreach team highlighting the number of activities hosted this school year and the number planned for the rest of the school year. He further shared the recent success of the school's public relations efforts.

C. National School Choice Week Update

Brandie Karpew, Board and Legislative Liaison, shared details from National School Choice Week, January 22-28, including the School Choice rally at the state capitol and the first annual School Choice fair hosted by PA Families for Education Choice.

D. **Approval of MOUs and Proposals**

JD Smith, Director of Career Readiness, reviewed the following MOUS included in the board materials.

- Approval of MOU with York Culinary Arts
- Approval of MOU with Weary Arts Group
- Approval of MOU with Jason Phillips Realty team

LeeAnn Ritchie, CAO, reviewed the MOU with Walden University included in the board materials for interns.

JD Smith, reviewed details of the MOU with Mercyhurst University for Dual Enrollment.

Andy Gribbon shared a cost proposal for the STEM, Math and OT kits to be used in the 23-24 school year.
Marcella Arline made a motion to approve the MOUS and Agreements found in the board materials.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

VIII. **Executive Session**

A. **Pursuant to 65 Pa. C.S. §§ 708(a)(1)**

The Board entered into an Executive Session at 10:30 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for
entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708(a)
(1) – to discussany 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, and Anthony Alexander. Guests present at the request of the Board were: Pat Hennessey, Jane Swan, Mike Garman, LeeAnn Ritchie and Rachel Graver. All others left the meeting at this time.

No action was taken during Executive Session. There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board returned to regular session at 10:51 a.m.

Upon returning to the open meeting, a motion was made for an increase to the salary of High School Principal, Cody Smith.
Marcella Arline made a motion to increase the salary of Reach CCS Principal Cody Smith.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

IX. 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 10:52 AM.

Respectfully Submitted,
Brandie Karpew

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Date and Time
Wednesday March 15, 2023 at 9:00 AM

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

Trustees Present
Anthony Alexander (remote), David Taylor (remote), Gail Hawkins Bush (remote), Leigh Kraemer-Naser (remote), Marcella Arline (remote), Matthew Ryan, Paul Donecker (remote)

Trustees Absent
None

Guests Present
Alex Vidal (remote), Andy Gribbin, Brandie Karpew, Clara Keeports (remote), Cody Smith, Corey Groff, Courtney Sweigert (remote), Danielle Marisicano (remote), Devin Meza-Rushanan, Gregory McCurdy, Heather Berger (remote), JD Smith, Jane Swan, John Fawcett III (remote), Josh Hicks (remote), Karen Yeselavage, Katherine Rutkowski, Kelly McConnell, Kevin Corcoran (remote), Laura Johnson (remote), LeeAnn Ritchie, Lisa Blickley (remote), Marcy Perez (remote), Maurine Hockenberry (remote), Michael Garman, Patricia Hennessy (remote), Rachel Graver, Scott Shedd, Scott Stuccio, Stephanie Bost (remote), Thomas Bachert (remote)

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 Mar 15, 2023 at 9:00 AM.

II. Consideration of Board Member Candidates

A. Leigh Anne Naser

Leigh Anne Naser introduced herself and shared that she is the parent of two currently enrolled students.
Marcella Arline made a motion to confirm Leigh Anne Naser to the Reach Cyber Charter School Board of Trustees.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

B. Matthew F. Ryan

Matthew Ryan introduced himself and shared his enthusiasm to work with the Reach Cyber Charter School team.
Marcella Arline made a motion to confirm Matthew Ryan to the Reach Cyber Charter School Board of Trustees.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

III. Public Comment

A. Comments from the Public

There was no public comment at this time.

IV. Routine Business

A. Approval of Agenda

David Taylor asked the Board to review the agenda distributed prior to the meeting. Jane Swan, CEO, reminded the Board that the agenda was amended the evening before (March 14, 2023) with the addition of the contract with SAP Concur under Consent Items.

Paul Donecker made a motion to approve the agenda.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

V. Oral Reports

A.

CEO's Report

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

Mrs. Swan shared that just that morning, the school had received approval of its comprehensive plan. She further shared that the senior leadership team, along with our Board President and Solicitor were invited to an in-person meeting at the PDE on April 4th.

B. Staffing Update

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the 798 current staff members and 84% of staff who are 10-month staff.

C. Financial Report

Karen Yeselavage, Director of Finance, provided an update on the status of the annual audit. She further 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.

Marcella Arline thanked Mrs. Yeselavage for meeting with her recently to review the financial reports. Mrs. Arline recommended reviewing the existing PNC and investment accounts. Mrs. Yeselavage will schedule a meeting with the appropriate parties.

VI. Consent Items

A. Approval of Consent Items for March 2023

Mr. Taylor asked if there were any items from the Consent Items that should be moved to Action Items for discussion, or tabled. No changes were noted.

- Approval of minutes from February 15, 2023 Board Meeting
- Approval of Staffing Report
- Approval of Pearson Invoice(s) for February
- Approval of contract with Quality IT
- Approval of Contract with SAP Concur

Gail Hawkins Bush made a motion to approve the Consent Items and approve the minutes from Reach Cyber Charter School on 02-15-23.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

VII. Action Items

A.

Approval of Updates to COI and Travel Policies

Joshua Hicks, Manager of Federal Programs, presented recent updates made to the school's travel and conflict of interest policies as included in the board packet.
Anthony Alexander made a motion to approve updates to COI and Travel policies.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of the contract with Turnitin

Corey Groff, Director of Teaching, shared information about contracting with Turnitin, an anti-plagiarism resource.
Marcella Arline made a motion to Approve the contract with Turnitin.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of the contract with KnowledgeWave

Mr. Groff shared details of the proposal from KnowledgeWave to provide training for Microsoft products.
Marcella Arline made a motion to approve the contract with KnowledgeWave.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

D. Approval of contract with Class Technologies Inc.

Mr. Groff shared information about a potential contract with Class Technologies, Inc. Class Technologies is a virtual classroom platform built on Zoom used to spark engagement, interaction, and connection.

With many questions about the contract remaining to be answered, approval for this contract will be postponed until the April 2023 board meeting.

E. Approval of Staffing Contract - Robert Half

Michael Garman, Director of Human Resources, shared details of a proposal with Robert Half International for staffing, recruiting, and sourcing for non instructional positions.
Marcella Arline made a motion to approve the contract with Robert Half.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

F. Approval of Summer Learning Kit Proposal

Kelley McConnell shared a proposal requesting approval for a $250,000 reserve for summer learning kits through Summer Bridge Activities. Kits will be mailed to about 5,000 students entering grades Kindergarten through 8th to practice skills throughout the summer to prevent summer learning loss.
Gail Hawkins Bush made a motion to approve funding for summer learning kits.

Marcella Arline seconded the motion.

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

VIII. Information Items

A. Legislative Update

Brandie Karpew, Board and Legislative Liaison shared an update on recent government affairs. She specifically highlighted the recent school funding decision from commonwealth court, the governor's budget address, and the outcome of the recent special elections in Allegheny County.

B. School Success Partner (SSP) Update

Ms. Johnson presented on behalf of the School Success Partner team. She reviewed PVS' support of transition efforts and enrollment.

IX. Strategic Planning

A. National Charter School Conference June 18-21, 2023

Brandie Karpew shared information about the upcoming national charter school conference which will be held June 18-21 in Austin, Texas and invited the board members to advise if they were interested in attending.

B. Approval of Dual Enrollment Agreement with Northern PA Regional College

JD Smith, Director of Career Readiness, reviewed the MOU included in the Board materials with the Board.

Anthony Alexander made a motion to approve the agreement with Northern PA Regional College.

Gail Hawkins Bush seconded the motion.

Leigh Anne Naser recused herself from the vote.

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

X. Executive Session

A. Executive Session

The Board entered into an Executive Session at 10:02 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for

entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and 65 Pa. C.S. §§ 708(a)(5) – To review and discuss agency business which, if conducted

in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law.

Board members present were: David Taylor, Paul Donecker, Gail Hawkins Bush, Marcella Arline, and Matt Ryan.

Guests present at the request of the Board were: Pat Hennessey, Jane Swan, and Mike Garman. All others left the meeting at this time.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 10:23 a.m.
Paul Donecker made a motion to adjourn the meeting of the Board of Trustees.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

XI. 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 10:23 AM.

Respectfully Submitted,
Brandie Karpew

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Board Meeting

Date and Time
Wednesday April 19, 2023 at 9:00 AM

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

Trustees Present
Anthony Alexander (remote), David Taylor (remote), Gail Hawkins Bush (remote), Leigh Kraemer-Naser (remote), Marcella Arline (remote), Matthew Ryan (remote), Paul Donecker (remote)

Trustees Absent
None

Guests Present
Andy Gribbin, April Kretchman (remote), Brandie Karpew, Cody Smith, Corey Groff, Danielle Mariscano (remote), Devin Meza-Rushanan, Erica Carroll (remote), Gregory McCurdy, JD Smith, Jane Swan, Karen Yeselavage, Katherine Rutkowski, Kelly McConnell, Laura Johnson (remote), Lisa Blickley (remote), Maurine Hockenberry (remote), Michael Garman, Michael Hinshaw

(remote), Patricia Hennessy (remote), Scott Shedd, Scott Stuccio, Stephanie Bost (remote), Tina Martinez (remote)

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 Apr 19, 2023 at 9:00 AM.

II. Public Comment

A. Comments from the Public

There was no public comment at this time.

III. Draft Audit Report

A. Review draft audit for year ending June 30, 2022

Karen Yeselavage, Director of Finance, reviewed the draft audit report and opened the floor for questions about the auditors' findings.

B. Assignment of Board Designee for approval of final audit

Mrs. Yeselavage shared that a Board Designee would need to be assigned to sign the final audit report and asked for a volunteer. Marcella Arline, Board Treasurer, volunteered to be the designee.

IV. Routine Business

A. Approval of Agenda

David Taylor asked the board to review the agenda distributed prior to the meeting. Jane Swan, CEO, expressed intent to add the following additions to the agenda under Action Items:

- Approval of agreement with Crane Communications
- Approval of Search Engine Optimization agreement

Marcella Arline made a motion to approve the agenda for April 19, 2023 as amended.
Matthew Ryan seconded the motion.
The board **VOTED** to approve the motion.

V. Oral Reports

A. CEO's Report

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

Mrs. Swan further shared that the senior leadership team along with the Board President and Solicitor had met with the Pennsylvania Department of Education regarding charter renewal on April 4, 2023. Further details of that meeting would be shared in Excenutive Session.

B. Staffing Update

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the 798 current staff members and 84% of staff who are 10-month staff.

C. Financial Report

Mrs. Yeselavage provided an update on the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous month's statements. Mrs. Yeselavage further reviewed the school's balance sheet and current forecast.

VI. Consent Items

A. Approval of Consent Items for April 2023

Mr. Taylor asked if there were any items from the Consent Items that should be moved to Action Items for discussion, or tabled. No changes were noted.

- Approval of minutes from February 15, 2023 Board Meeting
- Approval of Pearson Invoice(s) for March 2023
- Approval of Invoice from Signs by Tomorrow
- Approval of MOU to continue partnership with WQED film academy
- Approval of MOU for continued partnership with PA Free Enterprise Week

Marcella Arline made a motion to approve the consent items and approve the minutes from Reach Cyber Charter School on 03-15-23.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

VII. Action Items

A.

Approval of Agreement with Slippery Rock University

Mrs. Swan shared details of an affiliation agreement with Slippery Rock University to participate in the experiential learning activity (ELA), including but not limited to field experiences, practicums, student teaching, and internships with qualified students from the university.

Gail Hawkins Bush made a motion to approve the agreement with Slippery Rock University.

Leigh Kraemer-Naser seconded the motion.

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

B. Approval of Seed Money for School Clubs

Cody Smith, High School Principal, shared a proposal requesting approval for $1,000 to be reserved for each student club to be used for specific initiatives for the club. These initiatives may include funding service-learning projects, items needed for the club, club events, etc.

Total funding requested: $23,000.

Marcella Arline made a motion to approve the proposal.

Leigh Kraemer-Naser seconded the motion.

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

C. Approval of Agreement with Crane Communications

Scott Stuccio, Director of Outreach, shared details of an agreement with Crane Communications, Inc to develop and execute Marketing and Advertising services including but not limited to media procurement and creative development and production.

Matthew Ryan made a motion to approve the agreement with Crane Communications.

Gail Hawkins Bush seconded the motion.

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

D. Approval of Service Engine Optimization Agreement

Mr. Stuccio shared details of an agreement to for search engine optimization in order to build traffic to the new Reach Cyber Charter School website.

Gail Hawkins Bush made a motion to approve the agreement for search engine optimization.

Paul Donecker seconded the motion.

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

VIII. Information Items

A. Legislative Update

Brandie Karpew, Board and Legislative Liaison, shared an update on recent government affairs. She specifically highlighted the recent budget hearings with the Pennsylvania Department of Education.

B. **School Success Partner (SSP) Update**

Laura Johnson presented on behalf of the School Success Partner team. She reviewed PVS' support of transition efforts and enrollment.

C. **State Testing Update**

Dr. Kelly McConnell shared that state testing for students in scheduled to begin next Monday, April 24, 2023. Reach will be testing at 40 locations across Pennsylvania to ensure that all students have a location within an hour of driving time from their homes.

IX. Executive Session

A. **Executive Session (A)**

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.

All members of the Board were present except for Leigh Anne Naser.

A settlement agreement was reached.

B. **Executive Session (B)**

Pursuant to 65 Pa. C.S. §§ 708(a)(5) – to review and conduct agency business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law, including matters related to the initiation and conduct of investigations of possible or certain violations of the law and quasi-judicial deliberations.

The Board discussed the agreed it was necessary to ask the following questions to the Pennsylvania Department of Education before agreeing to an enrollment parameter for the renewal of the charter:

- How will Reach handle students identified as McKinney Vento if the parameter is met?
- How will Reach handle students identified as in need of Special Education if the parameter is met?

- How will Reach identify who is put on a waitlist when we are a statewide school and pull from over 500 districts?

Executive session ended at 10:32 at which time the Board returned to the public session. Marcella Arline made a motion to approve the settlement agreement and to present the questions to the PA Department of Education related to enrollment parameters.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

A motion was made by Gail to close the meeting and seconded by Cedric at 10:40.

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 10:40 AM.

Respectfully Submitted,
Brandie Karpew

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Board Meeting

Date and Time
Wednesday May 17, 2023 at 9:00 AM

Location
Meeting Location:

Harrisburg Hilton
One North Second Street
Harrisburg, Pennsylvania, 17101-1601, USA

Trustees Present
Anthony Alexander, David Taylor, Gail Hawkins Bush, Leigh Kraemer-Naser (remote), Marcella Arline, Matthew Ryan, Paul Donecker

Trustees Absent
None

Guests Present
Andy Gribbin, April Kretchman (remote), Brandie Karpew, Cody Smith, Corey Groff, Danielle Marsicano (remote), Devin Meza-Rushanan, Gregory McCurdy, JD Smith, Jane Swan, Josh Hicks (remote), Karen Yeselavage, Katherine Rutkowski, Kelly McConnell, Laura Johnson

(remote), LeeAnn Ritchie, Lisa Blickley (remote), Michael Garman, Rachel Graver, Scott Shedd, Scott Stuccio, Stephanie Bost (remote)

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 May 17, 2023 at 9:15 AM.

II. Public Comment

A. Comments from the Public

There were no items 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. There were no requested changes to the agenda.
Marcella Arline made a motion to approve the agenda.
Matthew Ryan seconded the motion.
The board **VOTED** to approve the motion.

IV. Oral Reports

A. CEO's Report

Jane Swan, Chief Executive Officer, reviewed the current enrollment numbers for the school noting trends in
enrollment.

Mrs. Swan further shared that the school's solicitor had sent questions regarding the school's charter renewal to the Pennsylvania Department of Education and the school is awaiting a response.

B. Staffing Update

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the 801 current staff members and 84% of staff who are 10-month staff. Since the beginning of the school year, 108 employees have been hired and 48 have departed.

C. Financial Report

Director of Finance, Karen Yeselavage, provided an update on the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous month's statements. Mrs. Yeselavage further reviewed the school's balance sheet and current forecast.

V. Consent Items

A. Approval of Consent Items

Mr. Taylor asked if there were any items from the Consent Items that should be moved to Action Items for discussion, or tabled. No changes were noted.

> • Approval of Minutes from the April 19, 2023 Board Meeting
> • Approval of Staffing Report
> • Approval of Pearson Invoice(s) for April 2023
> • Approval of Renewal of Youth Artist Workshop Summer 2023 MOU
> • Approval of Renewal of agreement with Vector Solutions
> • Approval of Renewal of agreement with Lexia
> • Approval of Renewal agreement with Certiport
> • Approval of Renewal of agreement with Code HS
> • Approval of Renewal of contract with BoardOn Track
> • Approval of Renewal of Security Services Agreement with Reclamere
> • Approval of 2021 Tax Return

Gail Hawkins Bush made a motion to approve the Consent Item and the minutes from Reach Cyber Charter School on 04-19-23.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

VI. Action Items

A. Approval of Audit and Tax Services Proposal

Mrs. Yeselavage reviewed the proposal from Barbacane Thornton and Company (BTCPA) to audit the financial statements of the governmental activities and each major fund of the Reach Cyber Charter School as of June 30, 2023, 2024, and 2025 and for the years then ended, and the related notes to the financial statements, which collectively comprise the Reach Cyber Charter School's basic financial statements.

In addition, BTCPA will audit Reach's compliance over major federal award programs for the period ended June 30, 2023 and 2024.
Marcella Arline made a motion to approve the proposal with BTCPA.

Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

B. Approval of Draft Budget for 2023-2024 (to follow)

Mrs. Yeselavage reviewed the draft 2023-2024 budget, including major revenue sources, projected enrollment, staffing costs and other non-personnel related expenditures.
She noted that the 2023-2024 year will be the first year of the school's self-management, resulting in a savings of approximately $40 million in fees formerly paid to Pearson.

Marcella Arline made a motion to approve the draft budget for 2023-2024.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

C. Approval of Updates to Board Policies

Brandie Karpew, Board and Legislative Liaison, requested approval of updates made to current board policies. The changes to the policies included no substantial changes, simply reformatting and removing references to Connections Academy.

Mrs. Swan requested an update to the language related to the role of the Board Treasurer, removing the reference to signing the audit engagement.

Matthew Ryan made a motion to approve the updates to the Board Policies.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

D. Approval of Summer Work Hourly Rate Increase

Michael Garman, Director of Human Resources, requested approval to increase the current summer work hourly rate from $27.00 per hour to $30.00 per hour.

School leadership identified a need to evaluate the current summer work hourly rate to determine how competitive the rate is to school districts throughout the state. The results of the evaluation demonstrate that the current summer work hourly rate of $27.00 lags other school districts.

This recommendation increases the School's summer work costs by approximately $43,213.
Paul Donecker made a motion to approve the increase to the summer hourly work rate.
Matthew Ryan seconded the motion.
The board **VOTED** to approve the motion.

E.

Approval of Class Service Agreement

This item was a continuation of a conversation that was tabled at the March 2023 meeting of the Board of Trustees. With many of the questions about the contract now being answered, Corey Groff, Director of Teaching and Learning, brought the contract forward for approval.

Class Technologies is a virtual classroom platform built on Zoom used to spark engagement, interaction, and connection.
Gail Hawkins Bush made a motion to approve the contract with Class Technologies.
Matthew Ryan seconded the motion.
The board **VOTED** to approve the motion.

F. **Approval of agreement with Improv Learning**

Mr. Groff shared information regarding a contract with Improv Learning to provide virtual Driver's Education classes.
Matthew Ryan made a motion to approve the agreement with Improv Learning.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

G. **Approval of agreement with Accelerate Ed**

Mr. Groff shared details of an agreement with Accelerate Ed to provide online education courses.
Marcella Arline made a motion to approve the agreement with Accelerate Ed.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

H. **Approval of agreement with Flexpoint**

Mr. Groff shared details of an agreement with Flexpoint to provide online education courses for middle school core classes.
Matthew Ryan made a motion to approve the agreement with Flexpoint.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

I. **Approval of GoSignMeUp Canvas Integration Proposal**

Scott Stuccio, Director of Outreach, shared a proposal that would allow Reach to offer events of all types to students and families via Canvas.
Marcella Arline made a motion to approve the agreement with GoSignMeUp.
Paul Donecker seconded the motion.
The board **VOTED** to approve the motion.

J. **Approval of Invoice for WeatherSTEM Pollinator Camera**

Mr. Stuccio shared an invoice for a WeatherSTEM Pollinator Camera that will be used to record activity occurring at the school's pollinator garden.
Leigh Kraemer-Naser made a motion to approve the invoice for the pollinator camera.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

K. Approval of Amendment to Lease Agreement

Mr. Stuccio shared an addendum to the current lease of the property located at 750 East Park Drive that would allow Reach to lease additional space on the first floor of the building.
Marcella Arline made a motion to approve the addendum to the lease agreement.
Anthony Alexander seconded the motion.
The board **VOTED** to approve the motion.

L. Approval of Employee Handbook Updates

Mr. Garman presented on proposed updates made to the Employee Handbook. Reach Cyber Charter School's Human Resources department in collaboration with the senior leadership conducted a comprehensive review of the current 2022-2023 Employee Handbook. The following changes and updates will be available for employee review and acknowledgment effective July 1, 2023.

- Clarified when payouts of reward system and salary increases occur for staff on a leave of absence.
- Revised the timeline for Tier I and Tier II incentive payouts.
- Updated office closure guidance for the Harrisburg school office.
- Expanded bereavement leave guidelines to include a person who stood in loco parentis; established a time limit for bereavement leave usage.
- Updated FMLA guidelines to include how holidays and school breaks impact FMLA entitlement.
- Clarified maternity leave, short term disability, and Family and Medical Leave Act (FMLA) leave entitlements to illustrate the interplay between these programs.
- Added miscarriage and stillbirth to qualifying reasons for Serious Illness Leave.
- Updated Parental Leave guidelines to limit entitlement to no more than three (3) events per calendar year.
- Clarified and expanded arrest and criminal conviction reporting to comply with PA School Code.
- Removed mid-year performance reviews; staff receive annual reviews only.
- Added a section on Copyright and Fair Use Doctrine.
- Clarified guidance on animals in the workplace and included a process for requesting
  an accommodation.

Paul Donecker made a motion to approve the updates to the Employee Handbook.

Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

M. Approval of PA-REAP Job Posting Service

Mr. Garman requested approval of an agreement with Pennsylvania REAP. PA REAP is a job posting service that Human Resource departments can use to find educators, administrators or staff.
Matthew Ryan made a motion to approve the agreement with PA REAP.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

N. Approval of changes to the Dual Enrollment Policy

Cody Smith, High School Principal, shared recommended changes to the current Dual Enrollment policy, specifically removing the portion about participating colleges monitoring attendance by a form signed monthly by the professor of the course and remitted to the school.
Gail Hawkins Bush made a motion to approve the changes to the Dual Enrollment policy.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

VII. Information Items

A. Legislative Update

Mrs. Karpew shared an update on recent government affairs. She specifically highlighted the recent efforts of both pro charter and anti-charter organizations to influence what may happen this legislative session.

B. School Success Partner (SSP) Update

Laura Johnson presented on behalf of the School Success Partner team. She reviewed PVS'
support of transition efforts and enrollment.

C. State Testing Update

Dr. Kelly McConnell, Director of Data and Assessments, shared that state testing for students began Monday, April 24, 2023. Reach has currently tested 3,300 students at 40 locations across Pennsylvania.

At this time, PSSA testing has been completed and the Keystone high school exams are underway. Testing is scheduled to be concluded on May 26, 2023, and scores should be received in early July.

VIII. Executive Session

A. **Executive Session (A)**

The Board entered into an Executive Session at 10:24 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present.

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

Board members present were: David Taylor, Paul Donecker, Gail Hawkins Bush, Marcella Arline, and Matt Ryan, Anthony Alexander, and Leigh Anne Kramer (remote).

Guests present at the request of the Board were: Pat Hennessey, Jane Swan, and Mike Garman. All others left the meeting at this time.

Personnel issues were discussed, along with related special education issues. There were no motions made.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 11:00 a.m.

IX. 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 11:02 AM.

Respectfully Submitted,
Brandie Karpew

Reach Cyber Charter School Board of Trustees

Minutes

Reach Cyber Charter School

Board Meeting

Date and Time
Wednesday June 21, 2023 at 9:00 AM

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

Trustees Present
Anthony Alexander (remote), David Taylor (remote), Gail Hawkins Bush (remote), Leigh Kraemer-Naser (remote), Marcella Arline (remote), Matthew Ryan (remote)

Trustees Absent
Paul Donecker

Trustees who arrived after the meeting opened
Anthony Alexander

Trustees who left before the meeting adjourned
Leigh Kraemer-Naser

Guests Present
Alicia Swope, Andy Gribbin, Brandie Karpew, Cody Smith, Corey Groff, Danielle Marsicano (remote), Devin Meza-Rushanan, Gregory McCurdy, Jane Swan, Josh Hicks (remote), Karen

Yeselavage, Kelly McConnell, Laura Johnson (remote), Lisa Blickley (remote), Michael Garman (remote), Mike Hinshaw (remote), Pat Hennesey (remote), Rachel Graver, Scott Shedd, Scott Stuccio

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 Jun 21, 2023 at 9:04 AM.

II. Public Comment

A. Comments from the Public

There were no items 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. There were no requested changes to the agenda.
Marcella Arline made a motion to approve the agenda.
Matthew Ryan seconded the motion.
The board **VOTED** to approve the motion.

IV. Oral Reports

A. CEO's Report

Jane Swan, Chief Executive Officer, shared an update about the recent graduation held on June 9, in State College. Reach graduated 847 seniors. Board President, David Taylor, provided the commencement address.

Ms. Swan reviewed the current enrollment numbers for the school noting trends in enrollment. She also shared the results of the Intent to Return survey. 89% of Reach households completed the survey and 90% of those survey intend to return for the next school year.

B. Staffing Update

Michael Garman, Director of Human Resources, reviewed current staffing levels with the Board highlighting the 787 current staff members and 83% of staff who are 10-month staff.

Since the beginning of the school year, 108 employees have been hired and 60 have departed.

Mr. Garman further shared an update on professional development incentives at Reach. These incentives are for staff that obtain job-related certifications, Instructional II certifications and advanced degrees. All incentives will be paid in July.

C. Financial Report

Director of Finance, Karen Yeselavage, provided an update on the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous month's statements. Mrs. Yeselavage further reviewed the school's balance sheet and current forecast.

D. Annual Act 44 Director of Safety Report on Safety and Security at the School

Greg McCurdy, Director of Special Education, provided the annual ACT 44 Director of Safety Report as required by the end of June each year. He noted the traditional protocols for the school facility and for staff members.

V. Consent Items

A. Approval of Consent Items for June 2023

Mr. Taylor asked if there were any items from the Consent Items that should be moved to Action Items for discussion, or tabled. No changes were noted.

- Approval of Minutes from the May 17, 2023 Board Meeting
- Approval of Staffing Report
- Approval of Pearson Invoice(s) for May 2023
- Approval of Focus Invoice
- Approval of IXL Contract Renewal
- Approval to renew JAMF Education annula license
- Approval to continue agreement with Sora

Gail Hawkins Bush made a motion to approve the Consent Item and the minutes from Reach Cyber Charter School on 05-17-23.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

VI. Action Items

A. Approval of Directors

Brandie Karpew, Board and Legislative Liaison, advised the Board that two Board member's term was up for renewal at this meeting, David Taylor and Gail Hawkins Bush.

Both were asked if they were interested in renewing their term on the Board, which both confirmed. Brief discussion was held on the renewal of the terms, and fellow Board members indicated their support and appreciation for their continued service.

Marcella Arline made a motion to approve both David Taylor and Gail Hawkins Bush for an additional board term.

Matthew Ryan seconded the motion.

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

B. Approval of Officers for the 2023-2024 School Year

Ms. Karpew advised the Board that it was also time to elect officers for the next year.

Gail Hawkins Bush made a motion to nominate David Taylor to the position of Board President.

Marcella Arline seconded the motion.

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

Marcella Arline made a motion to nominate Gail Hawkins Bush to the position of Board Vice President.

Matthew Ryan seconded the motion.

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

David Taylor made a motion to nominate Paul Donecker to the position of Board Secretary.

Marcella Arline seconded the motion.

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

Matthew Ryan made a motion to nominate Marcella Arline as Board Treasurer.

Gail Hawkins Bush seconded the motion.

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

C. Approval of Board Meetings Schedule for the 2023-2024 School Year

Ms. Karpew shared a draft version of a meeting schedule for the Reach CCS Board of Trustees for the 2023-24 school year. It was noted that the date for the May 2024 meeting was incorrect and should be updated. The Board also decided to meet earlier in December 2023 to avoid being close to Holiday break.

Marcella Arline made a motion to approve the board meeting schedule for the 2023-24 school year with suggested updates.

Matthew Ryan seconded the motion.

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

D. Approval of Draft Budget for the 2022-2023 School Year

Ms. Yeselavage reviewed the proposed 2023-2024 school year budget outline with the Board, noting the thorough review of a draft completed at the last meeting, as well as the necessary posting and review process for the school's budget in PA.

Marcella Arline made a motion to approve the draft budget for the 2023-24 school year.

Matthew Ryan seconded the motion.

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

E. Approval of GDC invoice for ViewSonic Monitors /Dell Docks/Logitech Combo

Scott Shedd, Director of Technoloy, shared information about this quote. This quote will facilitate the replacement of the in office workstation equipment being reclaimed by Pearson and will better match our new inventory.
Marcella Arline made a motion to Approve the quote for ViewSonic Monitors, Dell Docks and Logitech Combo.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

F. Approval of contract with GDC IT for DMZ server

Mr. Shedd spoke about this contract with GDC IT. This server adheres to our initial architecture choices and will be used to house and support DMZ services and functionality, with attention to future use and requirements.
Matthew Ryan made a motion to approve the contract with GDC IT for DMZ server.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

G. Approval of Invoice for Codi Headsets

Mr. Shedd shared that new headsets are needed for the 2023-23 school year. These headsets will fulfill the promise of new headsets for the student body as we move into the new school.
Marcella Arline made a motion to approve the purchase of Codi headsets.
Matthew Ryan seconded the motion.
The board **VOTED** to approve the motion.

H. Approval of Agreement with Read and Write

Greg McCurdy, Director of Special Education, shared information about a tool that supports Universal Design for Learning which will be used primarily for students with disabilities. The program provides Text-to-Speech, Text and Picture Dictionaries, a Check-It feature for writing, Audio Maker, which converts text into an audio file, creates vocabulary lists and much more.
Marcella Arline made a motion to approve the agreement with Read and Write.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.
Leigh Kraemer-Naser left at 9:45 AM.

I. Approval of Agreement with Clever IDM

Mr. Shedd presented the board with an agreement with Clever IDM which will allow student account management integration between Focus and Reach's Azure Active Directory.
Matthew Ryan made a motion to approve the agreement with Clever IDM.

Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.
Anthony Alexander arrived at 9:50 AM.

J. Approval of Agreement with Edmentum

Corey Groff, Director of Teaching and Learning, presented a proposal to purchase Edmentum courseware to be used at the elementary, middle, and high school levels.
Gail Hawkins Bush made a motion to approve the agreement with Edmentum.
Matthew Ryan seconded the motion.
The board **VOTED** to approve the motion.

K. Approval of K-8 Art kit proposal

Mr. Groff asked the Board to approve a proposal that would ensure that all students have the necessary supplies they need to successfully engage with our curriculum, by providing all k-8 students enrolled in art classes during the 2023-2024 school year with art supplies.
Gail Hawkins Bush made a motion to approve the purchase of art kits for students.
Matthew Ryan seconded the motion.
The board **VOTED** to approve the motion.

L. Approval of Updates to Board Policies

Brandie Karpew, Board and Legislative Liaison, requested approval of updates made to current board policies. The changes to the policies included no substantial changes, simply reformatting and removing references to Connections Academy.
Gail Hawkins Bush made a motion to approve the updates to board policies.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

M. Approval of Business Travel & Expense Reimbursement Guidelines

Mr. Garman requested the Board's approval to update the Business Travel and Expense Reimbursement guidelines as included in the board packet effective July 1, 2023
Marcella Arline made a motion to approve the updated business travel and expense reimbursement guidelines.
Gail Hawkins Bush seconded the motion.
The board **VOTED** to approve the motion.

VII. Information Items

A. Legislative Update

Ms. Karpew shared an update on recent government affairs. She specifically highlighted the upcoming state budget process deadline of June 30, 2023.

B. School Success Partner (SSP) Update

Laura Johnson presented on behalf of the School Success Partner team. She reviewed PVS'
support of transition efforts.

Ms. Johnson shared this would be her final board meeting with Reach and shared appreciation for the time spent with the school and staff.

C. State Testing Update

Dr. Kelly McConnell, Director of Data and Assessments, shared that state testing is now complete for the 2022-23 school year. The school is now awaiting our official scores.

VIII. Strategic Planning

A. Approval of Additional Funds to be held in Reserve

Ms. Yeselavage presented this item to the board. She detailed the proposed use of additional funds, and the benefits to the school, students and staff. Ms. Swan indicated that school leadership was requesting a total proposed reservation of $12 Million, to be aligned with
the following Strategic plan Smart Goals:

1. SMART Goal 2/ Goal Target Area: Grow and Strengthen STEM Program
    • $2 million for hydroponics kits for all students
2. SMART Goal 3/ Goal Target Area: Prepare for Responsible School Growth
    • $10 million for new building purchase

Marcella Arline made a motion to approve the additional funds to be held in reserve.
Matthew Ryan seconded the motion.
The board **VOTED** to approve the motion.

IX. Executive Session

A. Executive Session (A)

The Board entered into an Executive Session at 10:05 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members
present.

The Board cited the following for entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708(a)

(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee and 65 Pa. C.S. §§ 708(a)(5) – To

review and discuss agency business which, if conducted
in public, would violate a lawful privilege or lead to the disclosure of information or
confidentiality protected by law.

Board members present were: David Taylor, Gail Hawkins Bush, Marcella Arline, Matt
Ryan, and Anthony Alexander.

Guests present at the request of the Board were: Pat Hennessey, Jane Swan, and
Rachel Graver. All others left the meeting at this time.

No action was taken during Executive Session.

There being no further discussion and upon a motion being made, seconded and
confirmed via roll call vote of all Board members present, the Board resumed
Open Session at 10:36 a.m.

The public meeting ended with a motion by Matt, second by Marcella and all in favor. No
new approvals etc to add.

Matthew Ryan made a motion to close the meeting of the Reach CCS Board of Trustees.
Marcella Arline seconded the motion.
The board **VOTED** to approve the motion.

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 10:36 AM.

Respectfully Submitted,
Brandie Karpew

Complete the following information for all <u>professional staff members</u>

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	ABELS, STACEY	Instructional II Elementary K-6 (2810)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
2	Adams, Danielle	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	6-8	Special Education -- Math, ELA, Science, Social Studies	1560	100%	0%
3	ADAMS, JULIA	Instructional I Special Education PK-8 (9226),Instructional I Grades PK-4 (2825)	K-5	ELA	1560	100%	0%
4	AGLOW, JEFFREY	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	STEM	1560	100%	0%
5	AGWUOCHA, AMANDA	Instructional I Grades PK-4 (2825)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
6	AINSWORTH, SIMON	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional I Mathematics 7-12 (6800)	6-8	Math	1560	100%	0%
7	AKE, TONYA	Instructional II Elementary K-6 (2810)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
8	ALIBERTO, KIMBERLY	Instructional II Special Education PK-12 (9225), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level English 6-9 (2850)	6-8	Special Education -- Math, ELA, Science, Social Studies	1560	100%	0%
9	ALLEGRETTI, STEFANI	Instructional I Elementary K-6 (2810), Instructional I Mid-Level English 6-9 (2850), Instructional I Art PK-12 (1405), Instructional I Art PK-12 (1405)	K-5	Art	1560	100%	0%
10	AMBROSE, ANDREA	Instructional II Grades PK-4 (2825)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
11	ANDERSON, KAELIN	Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional II Special Education PK-8 (9226), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	6-8	STEM	1560	100%	0%
12	ANDERSON, WYATT	Instructional I Technology Education PK-12 (6075)	9-12	Carpentry	1560	100%	0%
13	ANGELOPULOS, MAUREEN	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
14	ANTHONY, MORGAN	Instructional I Mathematics 7-12 (6800)	6-8	Math	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
15	Ardiff, Lauren	Instructional II Biology 7-12 (8405), Instructional II Elementary K-6 (2810), Instructional II Mid-Level Science 6-9 (2880)	9-12	Scienc	1560	100%	0%
16	AREHART, LISA	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	ELA, Social Studies	1560	100%	0%
17	BAC, KARA	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	Math	1560	100%	0%
18	Bachart, Tiffany	Instructional II Elementary K-6 (2810), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education PK-12 (9225)	6-8	ELA	1200	100%	0%
19	BADARACCO, ERIC	Instructional II English 7-12 (3230), Instructional II Mid-Level English 6-9 (2850), Instructional II Social Studies 7-12 (8875), Letter of Equivalency Master's Equivalency - (1185)	6-8	Social Studies, Art	352	100%	0%
20	BAILEY, JESSICA	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810), Educational Specialist I Inst Technology Specialist PK-12 (1825)	K-5	ELA, Social Studies	1560	100%	0%
21	Baker, AMANDA	Instructional II Biology 7-12 (8405), Instructional II Elementary K-6 (2810), Instructional II General Science 7-12 (8450), Instructional II Mathematics 7-12 (6800), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level Science 6-9 (2880), Instructional II English 7-12 (3230)	K-5	STEM	1560	100%	0%
22	BAKER, JENNIFER	Instructional I Grades PK-4 (2825)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
23	BAKER, JESSICA	Instructional II Grades PK-4 (2825), Instructional II Grades 5-6 (2826)	K-12	Math, ELA, Science, Social Studies	1560	100%	0%
24	BAKER, STACEY	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235), HOUSSE Designation English 7-12 (3230)	9-12	ELA	1560	100%	0%
25	Balch, Leah	Instructional I Elementary K-6 (2810)	K-5	Math, ELA, Science, Social Studies	1232	100%	0%
26	Barclay, Lindsey	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1400	100%	0%
27	BARGE, SONYA	Instructional II Elementary K-6 (2810)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
28	BARKER, AMBER	Instructional I Grades PK-4 (2825), Instructional I Elementary K-6 (2810), Instructional I Biology 7-12 (8405), Instructional I Mid-Level Science 6-9 (2880), Instructional I Family-Consumer Sci PK-12 (5600)	6-8	Science	1560	100%	0%
29	BARNA, JACQUELYN	Instructional I Social Studies 7-12 (8875), Instructional I Bus-Computer-Info Tech PK-12 (1603), Instructional I Mid-Level English 6-9 (2850)	6-8	ELA	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
30	Barnett, Kristin	Educational Specialist II School Nurse PK-12 (1890)	K-12	Nurse	528	100%	0%
31	BARRETT, LEE	Educational Specialist II Secondary School Counselor 7-12 (1837), Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
32	BARTON, MELISSA	Instructional II Grades PK-4 (2825), Instructional II Grades 5-6 (2826), Instructional II Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	6-8	Math	1560	100%	0%
33	BEATES, JAMESON	Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
34	BECKER, JENNA	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
35	BECKWITH, TIFFANY	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Grades PK-4 (2825), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education 7-12 (9227), Instructional II Special Education PK-8 (9226)	6-8	Educational Technology	1560	100%	0%
36	BEEGLE, KELLY	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
37	BENDER, JOHANNA	Instructional I Grades PK-4 (2825)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
38	BENDIS, JESSICA	Instructional II Early Childhood N-3 (2840), Instructional II Special Education PK-12 (9225)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
39	BENFIELD, AISLINN	Instructional II Biology 7-12 (8405), Instructional II General Science 7-12 (8450), Instructional II Chemistry 7-12 (8420)	K-5	STEM	1560	100%	0%
40	BENSON, SARA	Instructional I Reading Specialist PK-12 (7650), Instructional I Elementary K-6 (2810)	K-5	ELA, Social Studies	1560	100%	0%
41	BERGER, HEATHER	Administrative II Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Elementary Assistant Principal	1560	100%	0%
42	BERNSTEIN, EMILY	Instructional II Mathematics 7-12 (6800)	6-8	Math	1560	100%	0%
43	BESHERO, JOHN	Instructional I English 7-12 (3230), Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
44	BEYER, MICHELLE	Instructional II Art PK-12 (1405), Instructional II Elementary K-6 (2810), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Special Education Expansion 7-12 (9229), Instructional II English 7-12 (3230)	K-5	ELA, Social Studies, Science	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
45	Bianchi, Linda	Instructional II French PK-12 (4410), Instructional II Spanish PK-12 (4490)	9-12	Electives	704	100%	0%
46	BILDER, JILL	Instructional I Elementary K-6 (2810)	K-12	Family Mentor	1560	100%	0%
47	BIXLER, CAITLYN	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Elementary K-6 (2810)	K-5	ELA, Social Studies	1560	100%	0%
48	BLAIR, CARISSA	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226), Endorsement Autism PK-12 (1180), Instructional I Special Education Expansion 7-12	6-8	ELA	1560	100%	0%
49	BLICKENSTAFF, KENNETH	Instructional I Biology 7-12 (8405)	6-8	Science	1560	100%	0%
50	BLOCKBERGER, GABRIELLE	Instructional I Grades PK-4 (2825)	K-5	ELA, Science, Math Social Studies	1560	100%	0%
51	BOANDL, SHANNON	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	6-8	Math	1560	100%	0%
52	BOGDAN, MARK	Instructional II English 7-12 (3230), Instructional II Social Studies 7-12 (8875)	9-12	ELA	1560	100%	0%
53	BOLLAND, HALEY	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	ELA, Social Studies	1560	100%	0%
54	BONGIVENGO, KELLIE	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Science, Math Social Studies	1560	100%	0%
55	BONSER, AFTON	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810)	K-5	Math, Science	1560	100%	0%
56	Booth, Timothy	Instructional II English 7-12 (3230), Instructional II Mathematics 7-12 (6800)	9-12	Math	880	100%	0%
57	BORGER, CHRISTINA	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-12	Math	1560	100%	0%
58	BOST, STEPHANIE	Administrative II Principal PK-12 (1115), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Mid-Level Mathematics 6-9 (2860)	9-12	High School Assistant Principal	1560	100%	0%
59	Botzman, Danielle	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
60	BOULDIN, JOLIE	Instructional I Art PK-12 (1405)	9-12	Art	1560	100%	0%
61	Bower, Michelle	Endorsement Gifted PK-12 (1189), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-12 (9225)	9-12	Special Education - Math, ELA, Science, Social Studies	528	100%	0%
62	BOXER, HOLLY	Instructional I Grades PK-4 (2825)	K-5	ELA, Science, Math Social Studies	1560	100%	0%
63	Boyd (LOOKENBILL), TAYLOR	Instructional I Biology 7-12 (8405)	6-8	Biology	1560	100%	0%
64	Boyer, Laura	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Science 6-9 (2880), Instructional II Special Education PK-12 (9225), Letter of Equivalency Master's Equivalency - (1185)	9-12	Special Education	1056	100%	0%
65	BRADY, CARA	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Social Studies	1560	100%	0%
66	BRIDGE, NICHOLAS	Instructional I Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
67	BROWN, AMANDA	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Elementary K-6 (2810)	6-8	ELA	1560	100%	0%
68	BROWN, ASHLEY	Instructional II Special Education PK-12 (9225), Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	ELA	1560	100%	0%
69	BROWN, EMILY	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
70	BRUBAKER, SARAH	Instructional II Social Studies 7-12 (8875), Instructional II Technology Education PK-12 (6075)	6-8	Educational Technology	704	100%	0%
71	Brudowsky (WEAVER), AMANDA	Instructional I Family-Consumer Sci PK-12 (5600)	9-12	Career Planning	1560	100%	0%
72	BUBB, KATHRYN	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Social Studies, Science	1560	100%	0%
73	BULAT, RACHEL	Instructional I Grades PK-4 (2825)	K-5	ELA, Social Studies, Science	1560	100%	0%
74	Bullock, Allison	Instructional II Elementary K-6 (2810), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Mathematics 6-9 (2860)	K-5	ELA	528	100%	0%

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75	BURT, JUDITH	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	ELA, Science, Math Social Studies	1560	100%	0%
76	BUSCH, LAUREN	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Science, Math Social Studies	1560	100%	0%
77	Bustamante, Stephanie	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%
78	Buterbaugh, Jenna	Educational Specialist II School Speech & Language Pathologist PK-12 (1883)	K-5	Speech Language Pathologist	1560	100%	0%
79	BUTLER, CAROLINE	Instructional II Elementary K-6 (2810)	K-5	Math	1560	100%	0%
80	BYERS, MEGAN	Instructional II Special Education PK-12 (9225)	9-12	ELA	1560	100%	0%
81	Cabrera, Paula	Instructional II Spanish PK-12 (4490), Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	Spanish	1560	100%	0%
82	CALL, COURTNEY	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
83	CAMPBELL, ELIZABETH	Instructional I Grades 5-6 (2826), Instructional I Grades PK-4 (2825)	K-5	Math	1560	100%	0%
84	CARMACK, LAURIE	Instructional II Bus-Computer-Info Tech PK-12 (1603), Endorsement Science Technology Engineering & Math (STEM) Ed PK- 12 (1181), Private School - Teacher Mentally Retarded K-12 (19220), Instructional II Art PK-12 (1405), Instructional II English 7-12 (3230), Instructional II Special Education PK-12 (9225), Educational Specialist I Inst Technology Specialist PK-12 (1825)	9-12	STEM	1560	100%	0%
85	CARMOSKY, CYNTHIA	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
86	CARNACK, MELISSA	Instructional II Health PK-12 (4810), Instructional II Family-Consumer Sci PK-12 (5600)	9-12	Electives	1560	100%	0%
87	CARROLL, ERICA	Administrative I Principal PK-12 (1115), Instructional II English 7-12 (3230)	9-12	High School Assistant Principal	1560	100%	0%
88	CARTWRIGHT, TRACIE	Instructional II Early Childhood N-3 (2840), Instructional II Reading Specialist PK-12 (7650)	K-5	ELA, Science, Social Studies	1560	100%	0%
89	CARULLI, KAYCEE	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226), Instructional II Grades 5-6 (2826), Adminsitrative I Principal PK-12 (1115)	K-5	ELA, Science, Social Studies, Math	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
90	CASWELL, BETH	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	ELA, Science, Social Studies, Math	1560	100%	0%
91	CELINSCAK, LYNDEN	Instructional II Elementary K-6 (2810)	K-5	ELA, Science, Social Studies, Math	1560	100%	0%
92	CHACON, ANDY	Instructional II Special Education PK-12 (9225), Educational Specialist I Inst Technology Specialist PK-12 (1825)	K-5	ELA, Science, Social Studies, Math	1560	100%	0%
93	CHASE, KATERILYNN	Instructional I Speech & Language Impaired PK-12 (9265)	K-5	Speech Language Pathologist	1560	100%	0%
94	CHICCHI, KIMBERLY	Educational Specialist I Inst Technology Specialist PK-12 (1825), Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II English 7-12 (3230), Instructional II Social Studies 7-12 (8875), Instructional II Special Education 7-12 (9227)	9-12	Social Studies	1560	100%	0%
95	CHITSAZ, MARIYAM	Instructional I Art PK-12 (1405)	K-5	Art	1560	100%	0%
96	CIARAVINO, CHRISTINA	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825)	K-5	ELA, Science, Social Studies, Math	1560	100%	0%
97	CIBELLO, KATLYN	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Grades PK-4 (2825)	6-8	EL Specialist	1232	100%	0%
98	CLARKE, CAITLIN	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
99	COATES, CRISTIN	Instructional II Special Education 7-12 (9227), Instructional II Biology 7-12 (8405), Instructional II General Science 7-12 (8450)	9-12	Special Education - Science	1056	100%	0%
100	COATES, JOHN	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Social Studies 7-12 (8875), Instructional II Biology 7-12 (8405)	9-12	Educational Technology	1560	100%	0%
101	COLE, JENNIFER	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	ELA	1560	100%	0%
102	COLE, MICHAEL	Instructional II Biology 7-12 (8405), Instructional II Environmental Educ PK-12 (4820), Instructional II Art PK-12 (1405)	9-12	Science	1560	100%	0%
103	COLLURA, MARISSA	Administrative I Principal PK-12 (1115), Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
104	COMUNALE, MARY	Instructional II Biology 7-12 (8405), Instructional II English 7-12 (3230), Instructional II Mid-Level Mathematics 6-9 (2860)	6-8	Science	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
105	CONFER, JORDAN	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
106	COOPER, CARRIE	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839), Instructional I Elementary K-6 (2810), Instructional I Reading Specialist PK-12 (7650)	K-5	Counseling	1560	100%	0%
107	CORNACCHIA, MICHELLE	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115), Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-8	ELA	1560	100%	0%
108	CRAIG, LAUREN	Instructional II Elementary K-6 (2810), Instructional II Mid-Level English 6-9 (2850), Instructional II Reading Specialist PK-12 (7650), Instructional II Special Education PK-12 (9225)	9-12	ELA	1560	100%	0%
109	Crawford, Angela	Instructional I Grades PK-4 (2825)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
110	CRESSMAN, BRITTNEY	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
111	CRONCE, CHRISTOPHER	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
112	CRONRATH, HOLLY	Instructional II Biology 7-12 (8405)	9-12	Science	1560	100%	0%
113	CRUZ, MARISOL	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
114	CRYER, LAURA	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
115	Daley, Melinda	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	704	100%	0%
116	DANDO, REBECCA	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	6-8	Math	1560	100%	0%
117	DANGELO, KRISTEN	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
118	DAROWISH, ELIZABETH	Instructional II Music PK-12 (7205)	K-5	Music	1560	100%	0%
119	DAVIS, KELSEY	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%

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120	DAVIS, LINDSEY	Instructional I Art PK-12 (1405), Instructional I Mid-Level English 6-9 (2850), Instructional I English 7-12 (3230)	6-8	ELA	1560	100%	0%
121	DEININGER, STEPHANIE	Instructional I Art PK-12 (1405)	6-8	Art	1560	100%	0%
122	DELLERT, JULIE	Instructional II Art PK-12 (1405)	9-12	Educational Technology	1560	100%	0%
123	Delmas, Kristine	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	6-8	Special Education - Math, ELA, Science, Social Studies	1560	100%	0%
124	DELUCA, HOLLY	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115)	K-5	ELA, Social Studies	1560	100%	0%
125	DEMARCO, JENNIFER	Instructional II Biology 7-12 (8405), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Administrative I Principal PK-12 (1115)	9-12	STEM	1560	100%	0%
126	DERR, CODY	Endorsement Online Instruction Program PK-12 (1184), Instructional II Biology 7-12 (8405), Administrative I Principal PK-12 (1115)	6-8	Science	1560	100%	0%
127	DESMOND, DIANE	Instructional I English 7-12 (3230), Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional I Special Education 7-12 (9227), Instructional I Special Education PK-8 (9226), Endorsement Autism PK-12 (1180)	9-12	Work Experience Facilitator	1560	100%	0%
128	DESMOND, SARAJANE	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
129	DEWING, CLAYTON	Instructional I Health & Physical Educ PK-12 (4805), Instructional I Biology 7-12 (8405), Instructional I Safety Ed/Driver Ed 7- 12 (5215), Instructional I General Science 7-12 (8450)	9-12	Health & PE	1560	100%	0%
130	DEWING, KATHERINE	Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Health & Physical Educ PK-12 (4805)	9-12	Health & PE	1560	100%	0%
131	DIBERT, JENNIFER	Instructional II Ment and/or Phys Handicapped K-12 (9235), Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	Math	1560	100%	0%
132	DIEGEL, CRISTEN	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	ELA	1232	100%	0%
133	DIENNO, MELISSA	Endorsement Gifted PK-12 (1189), Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
134	DILLON, KIMBERLEE	Instructional I Biology 7-12 (8405)	9-12	Science	1560	100%	0%

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135	DIMAURO, SAMANTHA	Instructional II English 7-12 (3230), Instructional II Reading Specialist PK-12 (7650)	6-8	ELA	1560	100%	0%
136	DiNardo SHAFFERT, MELISSA	Instructional II Communications 7-12 (3200), Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
137	D'ONOFRIO, CORINNE	Instructional I Art PK-12 (1405)	K-5	Art	1560	100%	0%
138	DRIPPS-COOPER, KIMBERLY	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-8 (9226)	6-8	ELA	1560	100%	0%
139	DUNCAN, ZACHARY	Program Specialist English as a Second Language (ESL) PK-12 (4499), Administrative I Principal PK-12 (1115), Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
140	DUNNING, CODY	Instructional I General Science 7-12 (8450), Instructional I Earth and Space Science 7-12 (8440)	9-12	Science	1560	100%	0%
141	Duquette, Lee	Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Spanish PK-12 (4490), Instructional II Special Education PK-12 (9225)	9-12	Special Education - Math, ELA, Science, Social Studies	880	100%	0%
142	EBERLY, ALISON	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
143	EDDINGER, CAITLIN	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
144	EDGETT, NICHOLAS	Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
145	EDWARDS, JENNIFER	Instructional I Reading Specialist PK-12 (7650), Instructional I Elementary K-6 (2810)	K-5	Reading Specialist	1560	100%	0%
146	EFINGER, JENNIFER	Instructional I Grades PK-4 (2825), Instructional I Grades 5-6 (2826)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
147	EHRHART, ADAM	Instructional II Elementary K-6 (2810)	K-5	Math, Science	1560	100%	0%
148	EHRMAN, AUDREY	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
149	EICHELBERGER, MILVANA	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%

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150	EICHENSEHR, SHANNON	Instructional I Early Childhood N-3 (2840)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
151	Eisenhower (HEFFLER), KATHRYN	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
152	FAIRMAN, CHELSEA	Instructional II Art PK-12 (1405)	K-5	Art	1560	100%	0%
153	Falzone, Stephanie	Educational Specialist II Secondary School Counselor 7-12 (1837)	6-8	School Counselor	1560	100%	0%
154	FARRELL, SARAH	Instructional II Elementary K-6 (2810), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	K-5	STEM	1560	100%	0%
155	FERRARO, ASHLEY	Educational Specialist II School Speech & Language Pathologist PK-12 (1883)	K-5	Speech Language Pathologist	1560	100%	0%
156	FINK, ALLISON	Instructional I Health & Physical Educ PK-12 (4805)	9-12	Health & PE	1560	100%	0%
157	FINNEGAN, JESSICA	Educational Specialist I School Nurse PK-12 (1890)	K-12	School Nurse	1560	100%	0%
158	Fitchett, Maggie	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Language Pathologist	1056	100%	0%
159	Fitzpatrick, Samantha	Educational Specialist I School Social Worker PK-12 (1851)	K-12	Social Worker	1560	100%	0%
160	FIX, LAUREN	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional II Special Education PK-12 (9225)	9-12	ELA	1560	100%	0%
161	FLAHERTY, MARLEE	Instructional II Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
162	FLAMINO, ALEXANDRIA	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	6-8	Math	1560	100%	0%
163	FLANNERY, ALYSSA	Instructional II Elementary K-6 (2810), Instructional II Library Science PK-12 (6420), Instructional II Mid-Level English 6-9 (2850)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
164	FLEDERBACH, RICHARD	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%

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165	FLYNN, BRIDGET	Instructional II Reading Specialist PK-12 (7650), Instructional II Special Education PK-12 (9225)	K-12	Family Mentor	1560	100%	0%
166	FORD-WELBORN, WHITNEY	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-12	Child Find Specialist	1560	100%	0%
167	Forgy, Lane	Instructional II Agriculture PK-12 (1200), Instructional II Chemistry 7-12 (8420), Instructional II General Science 7-12 (8450), Instructional II Biology 7-12 (8405)	9-12	Biology	1560	100%	0%
168	FRAGOMENI, JUDITH	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	6-8	Reading Specialist	1560	100%	0%
169	FRATZOLA, AMANDA	Instructional I Elementary K-6 (2810)	K-5	Math	1560	100%	0%
170	FREDERICKSON, MELISSA	Instructional II Art PK-12 (1405), Instructional II Safety Ed/Driver Ed 7-12 (5215)	K-5	Art	1560	100%	0%
171	FREELAND, LAUREN	Administrative I Principal PK-12 (1115), Instructional II Biology 7-12 (8405), Instructional II Environmental Educ PK-12 (4820), Instructional II General Science 7-12 (8450)	9-12	Science	1560	100%	0%
172	FRITZ, NICOLE	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	6-8	Math	1560	100%	0%
173	FRITZGES, JESSICA	Instructional II Earth and Space Science 7-12 (8440), Instructional II Elementary K-6 (2810), Instructional II Physics 7-12 (8470), Instructional II Mid-Level Science 6-9 (2880)	9-12	Science	1560	100%	0%
174	GABLE, ADAM	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
175	GAFFNEY (MALIS), SARAH	Instructional II Agriculture PK-12 (1200), Instructional II Health & Physical Educ PK-12 (4805), Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115)	9-12	Special Education	704	100%	0%
176	GALLAGHER, CATHERINE	Instructional II Bus-Computer-Info Tech PK-12 (1603)	K-5	Educational Technology	1560	100%	0%
177	Gallagher, Sarah	Educational Specialist I School Speech & Language Pathologist PK-12 (1883), Instructional II Bus-Computer-Info Tech PK-12 (1603)	K-5	Speech Language Pathologist	1560	100%	0%
178	GAMONEDA, DENISE	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Instructional Coach	1560	100%	0%
179	Gardner, Tara	Instructional I Special Education PK-12 (9231), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	Special Education - Math, ELA, Science, Social Studies	1400	100%	0%

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180	GARNER, KRISTA	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education PK-12 (9225)	9-12	Math, Science, Special Education	352	100%	0%
181	GAUDIO (Chapman), JENNA	Instructional I Elementary K-6 (2810)	K-5	Math, Science	1560	100%	0%
182	GEGARIS, CYNTHIA	Instructional I Elementary K-6 (2810), Private School - Teacher Elementary Education K-8 (12810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
183	GEIGER, SARAH	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
184	Gentile, Kristen	Instructional I Elementary K-6 (2810)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
185	GENTZYEL, KAETHA	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	6-8	ELA	1560	100%	0%
186	GERHARD, JESSICA	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
187	GERMAN, KIRSTEN	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
188	GERMELLO, CLAIRE	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
189	GIBB, HEATHER	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	K-5	ELA, Social Studies	1560	100%	0%
190	GIBBS Christian), ARIEL	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
191	GILGA, AMY	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education PK-12 (9225)	6-8	Math	1560	100%	0%
192	Giovannagelo (LABOLITO), RACHAEL	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	ELA	1560	100%	0%
193	GLASSER, SHERYL	Administrative I Principal PK-12 (1115), Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	6-8	Supervisor of Special Education	1560	100%	0%
194	GLUNK, JOSHUA	Instructional I English 7-12 (3230), Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%

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195	GODBOLDT, LATONTA	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
196	GOODMAN, ELYSE	Instructional II Art PK-12 (1405)	K-5	Art	1560	100%	0%
197	GORNIC, AMANDA	Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Reading Specialist PK-12 (7650)	9-12	Instructional Coach Literacy	1560	100%	0%
198	GOULD, MICHELLE	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
199	GRAVER, RACHEL	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860), Administrative I Principal PK-12 (1115)	K-12	Chief Operations Officer	1560	100%	0%
200	GRAW, RYAN	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
201	GRAW, SARAH	Instructional I English 7-12 (3230), Instructional I Special Education 7-12 (9227)	9-12	Special Education	1560	100%	0%
202	GRIBBIN, ANDREW	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Mid-Level Science 6-9 (2880)	K-12	Director of STEM	1560	100%	0%
203	GROFF, COREY	Letter of Eligibility Superintendent PK-12 (1150), Instructional II Social Studies 7-12 (8875), Administrative II Principal PK-12 (1115)	K-12	Director of Teaching/Learning	1560	100%	0%
204	Gronczewski, Gabriella	Instructional I Grades PK-4 (2825)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
205	Grullon, Christine	Educational Specialist I School Social Worker PK-12 (1851)	K-12	Social Worker	1560	100%	0%
206	GRUPP, KAILA	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
207	GUADAGNINO, ELIZABETH	Instructional II Elementary K-6 (2810)	K-5	ELA, Science, Social Studies	1560	100%	0%
208	GUERRA, RACHEL	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-8 (9226)	K-5	Special Education	1560	100%	0%
209	HAINES, KIMBERLY	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%

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210	HAINES, PAULA	Instructional II Special Education PK-8 (9226), Instructional II Special Education Expansion 7-12 (9229), Instructional II Mid- Level Mathematics 6-9 (2860), Instructional II Elementary K-6 (2810)	6-8	Math	1560	100%	0%
211	HALLAS, KRISTEN	Instructional II Art PK-12 (1405)	6-8	Art	1560	100%	0%
212	HAMRICK, EMMA	Instructional II Biology 7-12 (8405), Instructional I General Science 7-12 (8450), Instructional I Chemistry 7-12 (8420)	6-8	Science	1560	100%	0%
213	HAROLD, SADIE	Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Grades PK-4 (2825)	K-5	Math Specialist	1560	100%	0%
214	HARRIS, MEESHA	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Counseling	1560	100%	0%
215	HARTLEY, RANELLE	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
216	HARTLINE, NICOLE	Instructional I Grades 5-6 (2826), Instructional I Grades PK-4 (2825), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	K-5	Math, Science	1560	100%	0%
217	HARTMAN, BENJAMIN	Non-Certified Educator Designation Non-Certified Educator PK-12 (20000), Instructional I Mathematics 7-12 (6800), Instructional I Bus-Computer-Info Tech PK-12 (1603), Instructional I Physics 7-12 (8470)	9-12	Math	1560	100%	0%
218	HARTOS, LESLIE	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
219	HAUENSTEIN (Stroup), AMY	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
220	HAVRILLA, SHAUNA	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839), Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Counseling	1560	100%	0%
221	HEATER, BROOKE	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
222	Heckman, Kayla	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
223	Heffron, Lisa	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	Math	1560	100%	0%
224	HEHN JR, JAMES	Instructional I Social Studies 7-12 (8875), Instructional I Mid-Level Mathematics 6-9 (2860), Instructional I English 7-12 (3230)	9-12	Math	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
225	HEILNER, MELISSA	Instructional II Grades PK-4 (2825), Instructional II Art PK-12 (1405), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	K-5	Art	1560	100%	0%
226	HEINRICH, JOHN	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
227	HELFRICH, MAUREEN	Instructional I Elementary K-6 (2810), Educational Specialist I Inst Technology Specialist PK-12 (1825)	K-5	Educational Technology, ELA, Math, Science, Social Studies	1560	100%	0%
228	HELM, ALLYSSA	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
229	HEMBREE, TONI	Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
230	HERRILKO (Bigham), BLAKELEY	Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100), Instructional I Special Education PK-8 (9226)	6-8	Special Education	1560	100%	0%
231	HERTZOG, AMY	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
232	Hewitt, Racquel	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	1560	100%	0%
233	HILL, JESSICA	Educational Specialist I School Nurse PK-12 (1890)	K-12	School Nurse	1560	100%	0%
234	Hill, Maya	Instructional I Speech & Language Impaired PK-12 (9265)	K-12	Speech Language Pathologist	352	100%	0%
235	HILLIARD, KRISTEN	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
236	HILTY, BRYANN	Instructional I Health & Physical Educ PK-12 (4805)	K-5	Health and Physical Education	1560	100%	0%
237	HINSHAW, MICHAEL	Administrative II Principal PK-12 (1115)	9-12	Assistant Principal	1560	100%	0%
238	HOCKENBERRY, MAURINE	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235)HOUSSE Designation Elementary K-6 (2810), Supervisory Supvr Special Education PK-12 (9215)	9-12	Assistant Principal	1560	100%	0%
239	HORN, CONNIE	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Computer Science 7-12 (1657), Instructional II Mathematics 7-12 (6800)	9-12	Educational Technology	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
240	Hottenstein, Jennifer	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115)	9-12	Work Experience Facilitator	1560	100%	0%
241	HOWELL, MARCELLA	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
242	HOY (Loveday), SHELBY	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	6-8	Special Education	1560	100%	0%
243	HUCK (Kenealy), LEA	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
244	HUGHES, BRITTANY	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
245	HUGHES, TYLER	Administrative I Principal PK-12 (1115), Instructional II Mathematics 7-12 (6800)	6-8	Math	1560	100%	0%
246	HULSEBOS, KYRA	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
247	Hurbanek, Jenna	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650), Instructional II Special Education PK-12 (9225)	9-12	English	1560	100%	0%
248	HUSARIK, LORI	Instructional II Elementary K-6 (2810), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Reading Specialist PK-12 (7650)	6-8	Math	1560	100%	0%
249	HUTCHINGS, JAMIE	Instructional II Biology 7-12 (8405), Instructional II Environmental Educ PK-12 (4820), Instructional II General Science 7-12 (8450), Letter of Equivalency Master's Equivalency - (1185)	6-8	Science	1560	100%	0%
250	Izing, Jenna	Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Special Education PK-12 (9225)	9-12	English	1440	100%	0%
251	JACOBSON (Baskwill), PAIGE	Instructional II English 7-12 (3230)	9-12	English	1560	100%	0%
252	James, Nicole	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	Special Education - Math, ELA, Science, Social Studies	1400	100%	0%
253	JASKELEWICZ, SUSAN	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
254	JECKER, LAURA	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Elementary K-6 (2810), Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Marketing (Distributive) Ed PK-12 (1666), Administrative I Principal PK-12 (1115)	K-5	Educational Technology, Math, Science	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
255	JEFFERSON, SHERESE	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839), Endorsement Social Emotional and Behavorial Wellness PK-12 (1192)	6-8	Counseling	1560	100%	0%
256	JENKINS, KELLI	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
257	JODON, TYLER	Elementary K-6 (2810), Technology Education PK-12 (6075),	K-5	ELA, Math, Science, Social Studies	1400	100%	0%
258	Johnson (Cobb), Danielle	Instructional II Elementary K-6 (2810), Administrative II Principal PK-12 (1115)		Manager of RTI	1560	100%	0%
259	JOHNSON (Lowery), JENINE	Instructional I English 7-12 (3230), Educational Specialist II Elementary School Counselor K-6 (1836), Educational Specialist II Secondary School Counselor 7-12 (1837), Administrative I Principal PK-12 (1115), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	Counseling	1560	100%	0%
260	JOHNSON, JESSICA	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
261	JOHNSON, KATE	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
262	JOHNSON, KATIE	Instructional II English 7-12 (3230), Instructional II Mid-Level Citiz. Ed 6-9 (2870)	9-12	ELA, Math, Science, Social Studies	1560	100%	0%
263	JONES, GRETA	Letter of Equivalency Master's Equivalency - (1185), Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Mid-Level English 6-9 (2850), Instructional II Special Education PK-12 (9225)	9-12	Life Skills - Math, Reading/English, Science, Social Studies	1560	100%	0%
264	JONES, MEGAN	Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional I Grades PK-4 (2825)	6-8	Science, Math	1560	100%	0%
265	JUE, VICTORIA	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
266	JUKA, JILL	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
267	Julius, Renee	Instructional I English 7-12 (3230), Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English	1560	100%	0%
268	KARPEN, HEATHER	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	6-8	Special Education	1560	100%	0%
269	KASE, DAVID	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
270	KASE, MARTHA	Instructional II Elementary K-6 (2810), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Mathematics 6- 9 (2860), Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-8	Math Specialist	1560	100%	0%
271	KASLAVAGE, AMBER	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
272	KEIM, AMBER	Instructional II Biology 7-12 (8405), Instructional II Mathematics 7-12 (6800), Instructional II General Science 7-12 (8450)	9-12	Math, Science	1560	100%	0%
273	KEITH, KAREN	Instructional II English 7-12 (3230), Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K- 12 (9235), Administrative I Principal PK-12 (1115)	9-12	Assistant Director of Special Education	1560	100%	0%
274	KELLEY, REBECCA	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
275	Kelly (NIPAR), ELLEN	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	Special Education-Math, ELA, Science, Social Studies	1560	100%	0%
276	KELLY, COLLEEN	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
277	KELLY, MARCUS	Instructional II Mathematics 7-12 (6800), Administrative I Principal PK-12 (1115)	6-8	Assistant Principal	1560	100%	0%
278	KELSO, AMY	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
279	KENNEDY, CHRISTINE	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II English 7-12 (3230), Instructional II Marketing (Distributive) Ed PK-12 (1666)	K-5	Educational Technology	1560	100%	0%
280	KEPNER, LINDSEY	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	6-8	ELA	1560	100%	0%
281	KERLE, ASHLEE	Endorsement Online Instruction Program PK-12 (1184), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level English 6-9 (2850), Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
282	KERR, TRACI	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
283	KIOALICAS, KRISTA	Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Special Education PK-12 (9225)	9-12	ELA	528	100%	0%
284	KIRCHNER, CARLY	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%

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285	Klimczak, Joanne	Instructional I Bus-Computer-Info Tech PK-12 (1603), Instructional I Elementary K-6 (2810), Family-Consumer Sci PK-12 (5600)	K-5	Education Technology	1560	100%	0%
286	Kline, Aimee	Instructional I Grades PK-4 (2825), Endorsement Online Instruction Program PK-12 (1184)	K-5	STEM	120	100%	0%
287	KLINGER, FRANCESCA	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
288	KLINGER, PATRICIA	Instructional II Bus-Computer-Info Tech PK-12 (1603), Administrative I Principal PK-12 (1115), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Accounting 7-12 (1610), Instructional II Data Processing 7-12 (1625), Instructional II Office Technologies 7-12 (1658), Instructional II Mid-Level Science 6-9 (2880), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Citiz. Ed 6-9 (2870)	9-12	Educational Technology	1560	100%	0%
289	KNAPP, MELISSA	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
290	KNORR, SHEREE-LEE	Instructional II Elementary K-6 (2810), Administrative I Elementary Principal K-6 (1100), Instructional II Ment and/or Phys Handicapped K-12 (9235), Supervisory II Supvr Special Education PK-12 (9215), Administrative Principal PK-12 (1115), Letter of Eligibility Superintendent PK-12 (1150)	9-12	Special Education	1560	100%	0%
291	KOCH, LUKE	Instructional I Mathematics 7-12 (6800)	6-8	Math	1560	100%	0%
292	KOCHKODIN, GREGORY	Instructional I Reading Specialist PK-12 (7650), Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
293	KOHL, BRYAN	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	6-8	Math Specialist	880	100%	0%
294	KOMINSKY, ALYSSA	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
295	KOSCHOFF, KATELYN	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
296	KOZUP, NATASHA	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%
297	KRETCHMAN, APRIL	Instructional II Elementary K-6 (2810), Instructional II Mathematics 7-12 (6800), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level Science 6-9 (2880), Administrative I Principal PK- 12 (1115)	K-12	Manager of Professional Development	1560	100%	0%
298	KRONANDER, LISA	Instructional II Chemistry 7-12 (8420), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level Science 6 9 (2880)	6-8	Math	1560	100%	0%
299	KRZEMIENIECKI, MICHELLE	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies, Summer Art	1560	100%	0%

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300	KRZYZKOWSKI, TIFFANY	Instructional II Health & Physical Educ PK-12 (4805)	K-5	Physical Education	1232	100%	0%
301	KUKUK, VICTORIA	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
302	KULLIVER (Marley), LAUREN	Educational Specialist I Secondary School Counselor 7-12 (1837)	6-8	Counseling	1560	100%	0%
303	KUREY, JOSETTE	Instructional II English 7-12 (3230), Instructional II Mid-Level English 6-9 (2850)	9-12	ELA	1560	100%	0%
304	LABELLA, MICHAEL	Instructional I English 7-12 (3230)	9-12	ELA	1560	100%	0%
305	LABOWSKI (Moussa), RACHEL	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	6-8	Speech Language Pathologist	1560	100%	0%
306	LABUDA, KRISTEN	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
307	LADISLAW, DANIEL	Administrative II Principal PK-12 (1115), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Citizenship 7-12 (8825), Instructional II Mid-Level English 6-9 (2850)	6-8	Principal	1056	100%	0%
308	LAGASSE, TIMOTHY	Instructional I General Science 7-12 (8450)	6-8	Science	1560	100%	0%
309	LAMISON, CORYNNE	Instructional II Art PK-12 (1405), Instructional II Family-Consumer Sci PK-12 (5600), Administrative I Principal PK-12 (1115), Program Specialist English as a Second Language (ESL) PK-12 (4499)	6-8	Assistant Principal	1560	100%	0%
310	LANE, STEPHANIE	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Elementary K-6 (2810), Administrative I Principal PK-12 (1115)	K-12	Manager of STEM Education	1560	100%	0%
311	Lantz (SMITH), BRITTANY	Instructional I Bus-Computer-Info Tech PK-12 (1603), Instructional I Elementary K-6 (2810)	K-5	Electives	1560	100%	0%
312	Lavelle, Patrick	Instructional II Special Education PK-12 (9225)	9-12	Special Education - Math, ELA, Science, Social Studies	1400	100%	0%
313	LAVELLE, RACHEL	Educational Specialist I Secondary School Counselor 7-12 (1837)	K-12	Coordinator of Counseling Services	1560	100%	0%
314	LAVIN, ANGELA	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	K-12	Family Mentor	1560	100%	0%

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315	LECAUSE, NICOLE	Instructional I Ment and/or Phys Handicapped K-12 (9235)	9-12	Life Skills	1560	100%	0%
316	LEIBIG, CHRISTINE	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
317	LEIBIG, DANIELLE	Instructional II Elementary K-6 (2810)	K-12	STEM	1560	100%	0%
318	LEIBOWITZ, BENJAMIN	Instructional II English 7-12 (3230), Instructional II Grades PK-4 (2825)	9-12	ELA	1560	100%	0%
319	LESTER, LINDSAY	Administrative I Principal PK-12 (1115), Instructional II Art PK-12 (1405)	K-5	Assistant Principal	1560	100%	0%
320	LINDENBAUM, ASHLEY	Educational Specialist I School Nurse PK-12 (1890)	K-12	School Nurse	1560	100%	0%
321	Liptak, Ashley	Instructional II Citizenship 7-12 (8825)	6-8	Social Studies	1400	100%	0%
322	LONG, LAUREL	Administrative I Principal PK-12 (1115), Instructional II General Science 7-12 (8450), Instructional II Ment and/or Phys Handicapped K-12 (9235),	9-12	Math	528	100%	0%
323	LONG, SARAH	Instructional I Special Education PK-12 (9225), Instructional I Elementary K-6 (2810)	K-5	STEM	1560	100%	0%
324	LORAH, KATHRYN	Educational Specialist II School Psychologist PK-12 (1875), Instructional I Elementary K-6 (2810)	K-12	School Psychologist	1560	100%	0%
325	LOUGHRIE, GRACE	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	ELA, Science, Social Studies	1560	100%	0%
326	LOVE FORD, LATASHA	Instructional II Chemistry 7-12 (8420)	9-12	Science	1560	100%	0%
327	LUCKENBILL, BRAD	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional I Social Studies 7-12 (8875)	6-8	Math	1560	100%	0%
328	LUDY (Bieleski), MELANIE	Instructional I General Science 7-12 (8450), Instructional I Chemistry 7-12 (8420), Instructional I Mathematics 7-12 (6800)	6-8	Math, Science	1560	100%	0%
329	LUTZ, SARA	Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Social Studies 7-12 (8875)	K-5	Educational Technology	1560	100%	0%

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330	Lynch, Pamela	Instructional I Elementary K-6 (2810), Instructional I Biology 7-12 (8405)	9-12	Science	1560	100%	0%
331	MACE, MEGHAN	Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	1560	100%	0%
332	MACKEY, SYDNEY	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
333	MAKARA, JULIANA	Educational Specialist II School Speech & Language Pathologist PK-12 (1883)	K-12	Speech Language Pathologist	1560	100%	0%
334	Malak, Matthew	Instructional I Safety Ed/Driver Ed 7-12 (5215), Instructional I Technology Education PK-12 (6075), Instructional I Technology Education PK-12 (6075), Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional I Social Studies 7-12 (8875)	6-8	Social Studies, Math	1560	100%	0%
335	MALONEY, LINDSAY	Instructional I Art PK-12 (1405)	9-12	Art	1560	100%	0%
336	MANCUSO (Brennan), KRISA	Instructional I Grades PK-4 (2825)	K-5	ELA, Science, Social Studies	1560	100%	0%
337	MANGELLI, AMBER	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
338	MANGIACARNE, KATIE	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%
339	MARGHELLA, GABRIELLE	Endorsement Gifted PK-12 (1189), Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	K-5	Gifted Education Specialist	1560	100%	0%
340	MARRO, BETHANY	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	ELA, Science, Social Studies	1560	100%	0%
341	MARTENEY, TINA	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II English 7-12 (3230)	6-8	Educational Technology	1560	100%	0%
342	MARTIN, JESSICA	Instructional I English 7-12 (3230)	9-12	ELA	1560	100%	0%
343	MARTIN, NICOLE	Educational Specialist II Elementary School Counselor K-6 (1836), Educational Specialist II Secondary School Counselor 7-12 (1837)	6-8	Counseling	1560	100%	0%
344	MARTINEZ, ADRIENNE	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%

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345	MATEJKA, KELLY	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
346	MATLIN, DAPHNE	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Instructional II Mathematics 7-12 (6800)	K-5	Math	528	100%	0%
347	MAZANOWSKI, KELSIE	Instructional II Health & Physical Educ PK-12 (4805)	6-8	Health and Physical Education	1560	100%	0%
348	Mazenko, Marci	Instructional II Ment and/or Phys Handicapped K-12 (9235)	9-12	Special Education	880	100%	0%
349	MAZUR, DERRICK	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100),	6-8	Math	1560	100%	0%
350	MCCONNELL, KELLEY	Instructional II English 7-12 (3230), Instructional II General Science 7-12 (8450), Instructional II Mid-Level Science 6-9 (2880), Administrative II Principal PK-12 (1115)	K-12	Director of Data/Student ASMT	1560	100%	0%
351	MCCOY, ROBIN	Instructional I Elementary K-6 (2810)	6-8	ELA, Gifted and Talented ELA	1560	100%	0%
352	MCCRACKEN, GRETA	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
353	MCCURDY, GREGORY	Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235), Supervisory Supvr Special Education PK-12 (9215)	K-12	Director of Special Education	1560	100%	0%
354	MCDEVITT, SHANAE	Instructional I Biology 7-12 (8405)	6-8	Science	1560	100%	0%
355	MCFARLAND, MICHELLE	Administrative II Principal PK-12 (1115), Instructional II Social Studies 7-12 (8875)	K-12	Manager of RTI	1560	100%	0%
356	MCGAHEE, KAREN	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II General Science 7-12 (8450)	9-12	STEM	1560	100%	0%
357	MCGEE, JOSEPH	Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
358	MCHALE, MICHELLE	Instructional II Biology 7-12 (8405), Instructional II General Science 7-12 (8450)	9-12	Science	1560	100%	0%
359	MCPHERSON, BRIANNE	Instructional II Elementary K-6 (2810)	K-12	Professional Development Coordinator	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
360	MCQUAIDE, THERESA	Instructional I Mathematics 7-12 (6800)	K-12	Data Coordinator	1560	100%	0%
361	MEDURA, ALISON	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
362	MEERS (Steirer), JESSICA	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
363	MEIER, KELSEY	Instructional I Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
364	MELENDEZ, BRIANNA	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
365	MENTZER, ELECE	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
366	MEZA-RUSHANAN, DEVIN	Instructional II Citizenship 7-12 (8825), Instructional II Social Studies 7-12 (8875), Administrative II Principal PK-12 (1115)	K-5	Principal	1560	100%	0%
367	MICCO, MICHAEL	Educational Specialist II Inst Technology Specialist PK-12 (1825), Administrative II Principal PK-12 (1115), Instructional II Chemistry 7-12 (8420), Instructional II Mid-Level Science 6-9 (2880)	K-5	Assistant Principal	1560	100%	0%
368	MIEDEL, JAMIE	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810)	K-5	Assistant Principal	1560	100%	0%
369	MILLER, ANNE	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-12	Related Services Coordinator	1560	100%	0%
370	MILLER, KAYLA	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226), Program Specialist English as a Second Language (ESL) PK-12 (4499), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	6-8	ELA	1560	100%	0%
371	MILLER, MARY	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
372	MILLER, REBECCA	Instructional II Special Education PK-12 (9225)	6-8	ELA	1560	100%	0%
373	MILLS, CHRISTINE	Instructional II Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100), Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
374	Mills, Kayla	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-12 (9231)	9-12	Special Education	880	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
375	MINNICK, SARAH	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
376	Mogitz, Amanda	Instructional I Biology 7-12 (8405)	9-12	Biology	1440	100%	0%
377	MOORE (Cron), PAIGE	Instructional I Grades PK-4 (2825), Instructional I Grades 5-6 (2826)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
378	MORGAN DRAKE, LISA	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Educational Technology	1560	100%	0%
379	MORGAN, ELYSE	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
380	MORRISON, LINDSAY	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
381	MOSER, HILLARY	Instructional II Mathematics 7-12 (6800)	9-12	Math Specialist	1560	100%	0%
382	MOSLEY III, JOHN	Instructional I Elementary K-6 (2810), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	EL Specialist	1560	100%	0%
383	MOUSER (Hackenberry), KATELYN	Instructional II Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
384	MOYER, TRAVIS	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Mathematics 7-12 (6800)	9-12	STEM	1560	100%	0%
385	MURHON, RAYMOND	Instructional II Health & Physical Educ PK-12 (4805), Administrative I Principal PK-12 (1115)	K-5	Physical Education	1560	100%	0%
386	MURRAY, JENNIFER	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Life Skills - Math, Reading/English, Science, Social Studies	1560	100%	0%
387	MURRAY, TYLER	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226),	K-5	Math	1560	100%	0%
388	Myers, Morgan	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115)	9-12	Life Skills	1440	100%	0%
389	NACE, EMILY	Instructional II Grades PK-4 (2825), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
390	NAIRN, SARA	Instructional II Chemistry 7-12 (8420), Instructional II Physics 7-12 (8470)	9-12	Science	1560	100%	0%
391	NAT, ASHLEY	Instructional I Elementary K-6 (2810),	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
392	NAUGHTON, PATRICIA	Instructional I Earth and Space Science 7-12 (8440)	9-12	Science	1560	100%	0%
393	NAULTY, NICOLE	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
394	NEILL, SARAH	Instructional II Mathematics 7-12 (6800)	6-8	Instructional Coach Math	1560	100%	0%
395	NELSON, CAITLIN	Instructional I Elementary K-6 (2810)	K-5	Math, Science	1560	100%	0%
396	NEWCOMER, ASHLEY	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
397	NEWELL, MAURA	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	6-8	ELA	1560	100%	0%
398	NOLAN, LAUREN	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860), Supervisory Supvr Curriculum & Inst PK-12 (2915), Endorsement Mathematics Coach PK-12 (1183)	6-8	Math	528	100%	0%
399	NTIAMOAH, KWAME	Administrative I Principal PK-12 (1115), Instructional II Social Studies 7-12 (8875), Instructional I Special Education PK-12 (9225)	K-5	Assistant Principal	1560	100%	0%
400	O'Brien, Andrea	Instructional I Speech & Language Impaired PK-12 (9265)	6-8	SLP	1560	100%	0%
401	O'CONNOR, ELLEN	Instructional I Earth and Space Science 7-12 (8440)	9-12	Science	1560	100%	0%
402	OKUM (Grimes), ASHLEY	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
403	OPREAN (Marinelli), ALAINA	Instructional I Grades 5-6 (2826), Instructional I Grades PK-4 (2825), Instructional I Special Education PK-82 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
404	OWEN, AMY	Endorsement Mathematics Coach PK-12 (1183), Instructional II Mathematics 7-12 (6800)	9-12	Math Specialist	1560	100%	0%

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405	PALM, KIMBERLY	Instructional II Social Studies 7-12 (8875), Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
406	PARIDA, ARCHANA	Instructional II Elementary K-6 (2810), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
407	PARK, BROOKE	Instructional II Elementary K-6 (2810), Instructional II Library Science PK-12 (6420)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
408	PARKER, RACHEL	Educational Specialist II Secondary School Counselor 7-12 (1837)	K-12	Director of Counseling	1056	100%	0%
409	Parker, Sheila	Instructional II Cooperative Ed. 7-12 (2361), Instructional II Reading Specialist PK-12 (7650), Instructional II English 7-12 (3230)	9-12	English	1040	100%	0%
410	PEARSON, MARIA ELENA	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
411	PEARSON, MICHAEL	Instructional II Elementary K-6 (2810)	K-5	Math, Science	1560	100%	0%
412	PEGG-ECCLESTON, KATHERINE	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
413	PEPPER, DAWN	Instructional II Health & Physical Educ PK-12 (4805)	6-8	Health and Physical Education	1560	100%	0%
414	PEREZ, SHEILA	Administrative I Principal PK-12 (1115), Instructional II Early Childhood N-3 (2840), Instructional II Special Education PK-12 (9225), General Science 7-12 (8450), HOUSSE Designation Social Studies 7-12 (8875)	K-5	Assistant Director of Special Education	1560	100%	0%
415	PERKINS, ALYSSA	Instructional I Special Education Expansion 7-12 (9229), Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	9-12	Austic Support	1560	100%	0%
416	PERRI, EMILY	Endorsement Mathematics Coach PK-12 (1183), Instructional II Elementary K-6 (2810)	K-5	Instructional Coach Math	1560	100%	0%
417	PETERSON, KRISTIN	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
418	PETROSHUK, CASEY	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-12	Life Skills	1560	100%	0%
419	PETTA, STEPHANIE	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%

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420	PETTI, KELSEY	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
421	PFROGNER, DONNA	Instructional I Elementary K-6 (2810), Instructional I Library Science PK-12 (6420)	K-12	Manager of Family Services	1560	100%	0%
422	PHILLIPS, JILL	Instructional II Elementary K-6 (2810), Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
423	PIASKOWSKI, JENNA	Instructional II Citizenship 7-12 (8825), Instructional II Mid-Level English 6-9 (2850), Instructional II Mid-Level Mathematics 6 9 (2860), Instructional II Mid-Level Science 6-9 (2880), Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
424	PICCININI (Radu), KRISTI	Instructional II Mid-Level English 6-9 (2850), Instructional II Elementary K-6 (2810), Instructional I English 7-12 (3230)	6-8	ELA	1560	100%	0%
425	PIEKARA, KIMBERLY	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	Educational Technology	1560	100%	0%
426	PIERCE, JAMES	Instructional I Elementary K-6 (2810), Administrative I Principal PK-12 (1115)	K-5	Math	1560	100%	0%
427	Pino, Nathan	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	Special Education - Math, ELA, Science, Social Studies	1400	100%	0%
428	Pippens, Brett	Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100), Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6-8	Science	1400	100%	0%
429	PIZZANI, JENNIFER	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810)	6-8	Reading Specialist	1560	100%	0%
430	PIZZI (Dischinger), WENDY	Instructional I English 7-12 (3230), Instructional I Elementary K-6 (2810), Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	ELA	1560	100%	0%
431	Poleshuk (MELTON), CHLOE	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
432	POOR, CASSANDRA	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
433	POPOVSKI, LAURA	Educational Specialist II Elementary School Counselor K-6 (1836), Educational Specialist II Secondary School Counselor 7- 12 (1837)	9-12	Counseling	1560	100%	0%
434	PORTERFIELD, RACHEL	Instructional I Communications 7-12 (3200), Instructional I English 7-12 (3230)	6-8	ELA	1560	100%	0%

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435	POWERS, TYLER	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	1560	100%	0%
436	PRATTE, JOLLENE	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
437	PRONIO, MARY	Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235)	K-12	Gifted Education Specialist	1560	100%	0%
438	Puentes, Kathy	Instructional II English 7-12 (3230), Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Reading Specialist PK-12 (7650)	9-12	Reading Specialist	880	100%	0%
439	PURNELL, CHRISTINA	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%
440	PURVIS, KELLY	Instructional II Elementary K-6 (2810)	6-8	Science, Summer Art	1560	100%	0%
441	PUSCIAN, NICOLE	Instructional II Health & Physical Educ PK-12 (4805), Instructional II Mid-Level Science 6-9 (2880)	K-5	Physical Education	1560	100%	0%
442	RABEL, BERNADETTE	Instructional II Biology 7-12 (8405), Endorsement Online Instruction Program PK-12 (1184)	9-12	AP Biology, Biology	1560	100%	0%
443	RAEDER, DANIEL	Instructional I Grades PK-4 (2825)	K-5	ELA, Science, Social Studies	1560	100%	0%
444	RAFFERTY, ELIZABETH	Instructional II Elementary K-6 (2810), Endorsement Online Instruction Program PK-12 (1184)	6-8	Social Studies	1560	100%	0%
445	RALSTON, REBEKAH	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
446	Ramsey, Jessica	Instructional I Mid-Level Mathematics 6-9 (2860), Instructional I Social Studies 7-12 (8875), Instructional I Family-Consumer Sci PK-12 (5600)	9-12	Career Readiness Teacher	1560	100%	0%
447	RANKIN, RACQUEL	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
448	Raptosh, Sarah	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	880	100%	0%
449	Raymond (LISICA), RACHAEL	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%

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450	REAM, CAITLIN	Instructional I General Science 7-12 (8450), Instructional I Social Studies 7-12 (8875), Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	9-12	Instructional Coach	1560	100%	0%
451	REAM, NOAH	Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100), Instructional I Grades PK-4 (2825), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	K-5	Math, Science	1560	100%	0%
452	Reed (WISE), AMANDA	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-5	Speech Language Pathologist	1560	100%	0%
453	REEDY, TIMOTHY	Instructional I General Science 7-12 (8450), Instructional I Social Studies 7-12 (8875), Instructional I Special Education PK-12 (9231)	9-12	Science	1560	100%	0%
454	REID, JENNIFER	Educational Specialist I Secondary School Counselor 7-12 (1837), Educational Specialist I Elementary K-6 (1836)	6-8	Counseling	1560	100%	0%
455	REIDER, STEVE	Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
456	REMALEY, CATHERINE	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
457	REYES, CYNTHIA	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	STEM	1560	100%	0%
458	RHODY, RACHEL	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	K-5	ELA, Social Studies	1560	100%	0%
459	RICE, KRISTINE	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
460	RICHAR, MICHELLE	Instructional I English 7-12 (3230)	6-8	ELA	1560	100%	0%
461	RICHARDS, STACEE	Instructional II Health & Physical Educ PK-12 (4805), Instructional II Elementary K-6 (2810)	6-8	Health and Physical Education	1560	100%	0%
462	RICKERT, GIANNA	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
463	RIEGER, JENNIFER	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	K-5	ELA, Science, Social Studies	1560	100%	0%
464	RIGGS, TONI	Instructional II Biology 7-12 (8405), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	Science, Educational Technology	1560	100%	0%

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465	RINGLING, MICALE	Instructional I Grades PK-4 (2825)	K-5	ELA, Science, Social Studies	1560	100%	0%
466	RITCHIE, LEEANN	Instructional II English 7-12 (3230), Supervisory Supvr Curriculum & Inst PK-12 (2915), Administrative I Principal PK-12 (1115)	K-12	Chief Academic Officer	1560	100%	0%
467	RITTER, KIMBERLY	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
468	Roberts, Tess	Instructional I Speech & Language Impaired PK-12 (9265)	K-5	Speech Language Pathologist	1560	100%	0%
469	ROBEY, ELIZABETH	Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	K-5	Math, Science	528	100%	0%
470	ROBISON, ADAM	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	1560	100%	0%
471	RODGERS, MEGHAN	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
472	ROGERS (Noella), NICOLE	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
473	Rohrer, Alexis	Instructional I Elementary K-6 (2810), Instructional I Mid-Level Mathematics 6-9 (2860)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
474	ROMAN, STACEY	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Counseling	1560	100%	0%
475	ROMANCHICK, THOMAS	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	704	100%	0%
476	ROSS, DENISE	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650), Instructional II Special Education PK- 12 (9225)	K-5	Reading Specialist	1560	100%	0%
477	Rote, Lindsay	Instructional II Mathematics 7-12 (6800)	9-12	Math	1400	100%	0%
478	ROTH, KATHRYN	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Math, Science	1560	100%	0%
479	ROURKE, MONICA	Instructional I Early Childhood N-3 (2840), Instructional I Special Education PK-12 (9225), Administrative I Principal PK-12 (1115)	K-12	Related Service Specialist	1560	100%	0%

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480	RUBINO, TIFFANY	Instructional I Communications 7-12 (3200), Instructional I English 7-12 (3230)	6-8	Gifted and Talented ELA, ELA	1560	100%	0%
481	RUFF, ALLYSON	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	6-8	Math	1560	100%	0%
482	RUPPE, MARCI	Instructional II Early Childhood N-3 (2840), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%
483	RUTKOWSKI, KATHERINE	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Administrative I Principal PK-12 (1115)	K-12	Director of MTSS	1560	100%	0%
484	RUX, ANNA	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-12	ELA	1560	100%	0%
485	RYCHTARSKY, PAMELA	Instructional II Library Science PK-12 (6420), Instructional II Mathematics 7-12 (6800), Instructional II Physics 7-12 (8470)	9-12	Math	1560	100%	0%
486	RYDER, JEANNETTE	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
487	SADD (Watson), SAMANTHA	Instructional I Speech & Language Impaired PK-12 (9265)	K-5	Speech Language Pathologist	1560	100%	0%
488	SANDERS, STEFANIE	Instructional I Grades 5-6 (2826), Instructional I Grades PK-4 (2825)	K-5	ELA, Science, Social Studies	1560	100%	0%
489	Sansoni (NEARY), KAITLYN	Instructional II Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100), Instructional II Special Education PK-8 (9226)	6-8	Social Studies	1560	100%	0%
490	SANTELLO, ALEXIS	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	6-8	Math	1560	100%	0%
491	SARGENT, LYDIA	Instructional I Grades 5-6 (2826), Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science Social Studies and Summer ELA, Math, Math K	1560	100%	0%
492	SAVAGE, BRITT	Instructional II Early Childhood N-3 (2840), Instructional II Special Education PK-12 (9225)	K-12	Life Skills - Math, Reading/English, Science, Social Studies	1560	100%	0%
493	SAYERS, JENNIFER	Instructional II English 7-12 (3230)	9-12	ELA	1232	100%	0%
494	SCAVICCHIO, GRACE	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	6-8	ELA	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
495	SCHAEFFER, DEBORAH	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235)	K-12	Supervisor of Special Education	1560	100%	0%
496	SCHEITRUM, RACHEL	Instructional II General Science 7-12 (8450), Instructional II Physics 7-12 (8470)	9-12	Science	1560	100%	0%
497	SCHRINER (Zimmer), ASHLEY	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
498	SCHUSTER, ANDREA	Instructional I Elementary K-6 (2810)	6-8	Math	1560	100%	0%
499	SCHWARZ, JULIE	Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	Science	1560	100%	0%
500	SEAMON, STACY	Instructional I General Science 7-12 (8450)	9-12	Science	1560	100%	0%
501	SELBY, NATALIE	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
502	SEVERN, BRITTANY	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
503	Shaffer, Beth	Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Social Studies 7-12 (8875), Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	Special Education Substitute	1200	100%	0%
504	SHAFFER, KARI	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650), Administrative I Principal PK-12 (1115)	K-5	Assistant Principal	1560	100%	0%
505	SHEEDY, CATHARINE	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	K-5	Speech Language Pathologist	1560	100%	0%
506	SHEETS, JAMIE	Instructional II English 7-12 (3230), Instructional II Social Studies 7-12 (8875), Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	1560	100%	0%
507	SHIELDS, REBECCA	Instructional II English 7-12 (3230), Instructional II Health & Physical Educ PK-12 (4805), Instructional II Social Studies 7-12 (8875), Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Social Studies	1560	100%	0%
508	SHOLLENBERGER, HEATHER	Instructional I Reading Specialist PK-12 (7650), Instructional I Elementary K-6 (2810)	K-5	Reading Specialist	1560	100%	0%
509	SHUMBRES, STEVEN	Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%

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510	SIBBETT, REBECCA	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-12	Life Skills - Math, Reading/English, Science, Social Studies	1560	100%	0%
511	SIFFORD, JUSTIN	Instructional I English 7-12 (3230)	9-12	ELA	1560	100%	0%
512	SILVESTRI, COLETTE	Instructional II Music PK-12 (7205)	K-12	Gifted Education Specialist	1560	100%	0%
513	SIM, MICHAEL	Instructional II Mathematics 7-12 (6800), Administrative II Principal PK-12 (1115)	K-12	Math Improvement Facilitator	1560	100%	0%
514	SIMKO, KELLY	Instructional II Bus-Computer-Info Tech PK-12 (1603)	9-12	Educational Technology	1560	100%	0%
515	SKAUGEN, KRISTEN	Instructional II Safety Ed/Driver Ed 7-12 (5215), Instructional II Health & Physical Educ PK-12 (4805)	K-5	Physical Education	1560	100%	0%
516	SLEZAK, KRISTEN	Instructional I Early Childhood N-3 (2840), Instructional I Elementary K-6 (2810), Instructional I Reading Specialist PK-12 (7650)	K-5	ELA, Social Studies	1560	100%	0%
517	SLOTHER, TANIA	Instructional II Elementary K-6 (2810), Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	6-8	Math	1560	100%	0%
518	SMITH (Gerard), GRACE	Instructional II English 7-12 (3230)	9-12	English	1560	100%	0%
519	SMITH, ALYSSA	Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
520	SMITH, AMY	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	1560	100%	0%
521	SMITH, BRENDA	Instructional II Bus-Computer-Info Tech PK-12 (1603), Instructional II English 7-12 (3230), Instructional II Mathematics 7-12 (6800)	9-12	Educational Technology	1560	100%	0%
522	SMITH, CODY	Administrative I Principal PK-12 (1115), Instructional II Social Studies 7-12 (8875)	9-12	Principal	1560	100%	0%
523	SMITH, ELLEN	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
524	SMITH, JADIE	Educational Specialist I School Speech & Language Pathologist PK-12 (1883)	9-12	Speech Language Pathologist	1560	100%	0%

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525	SMITH, JASON	Instructional II Special Education PK-8 (9226), Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
526	SMITH, JESSICA	Instructional I Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
527	SMITH, JORDANN	Administrative II Principal PK-12 (1115), Instructional II Bus-Computer-Info Tech PK-12 (1603)	K-12	Director of Career Readiness	1560	100%	0%
528	SMITH, KAILEY	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
529	SMITH, KATHLEEN	Related Occupational Area Veterinarian Assistant 7-12 (2550), Instructional I Biology 7-12 (8405), Career and Technical Instructional II Veterinarian Assistant 7-12 (2550)	9-12	Science	1560	100%	0%
530	SMITH, KELLY	Instructional II Biology 7-12 (8405), Instructional II General Science 7-12 (8450)	9-12	Science	1560	100%	0%
531	SMITH, KRISTA	Program Specialist English as a Second Language (ESL) PK-12 (4499), Administrative II Principal PK-12 (1115), Instructional II Health & Physical Educ PK-12 (4805)	K-5	Assistant Principal	1560	100%	0%
532	Smith, Mary	Educational Specialist I School Social Worker PK-12 (1851)	K-12	Manager of Social Work	1560	100%	0%
533	SMITH, TERREN	Instructional II English 7-12 (3230), Instructional II Special Education 7-12 (9227), Instructional II Reading Specialist PK-12 (7650)	9-12	ELA	1560	100%	0%
534	Smith-Lewis, Querida	Instructional II Elementary K-6 (2810), Administrative I Principal PK-12 (1115)	K-5	Math Specialist	1400	100%	0%
535	SNEAD, TOSHIA	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	ELA	880	100%	0%
536	SNOVER, EILEEN	Instructional II Grades PK-4 (2825), Instructional II English 7-12 (3230), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	EL Specialist	1232	100%	0%
537	SPOTTS (Demarte), NICOLE	Instructional II Elementary K-6 (2810)	K-5	ELA, Science, Math, Social Studies	1560	100%	0%
538	Springer, Seth	Administrative I Principal PK-12 (1115), Educational Specialist I Secondary School Counselor 7-12 (1837), Instructional II Elementary K-6 (2810), Educational Specialist I Elementary School Counselor K-6 (1836)	K-12	School Counselor	352	100%	0%
539	Spuck (Barlow), ERIKA	Instructional II Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%

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540	St. Laurent (FULTZ), MARY	Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
541	STANALONIS, MELISSA	Instructional II Biology 7-12 (8405), Instructional II General Science 7-12 (8450)	K-12	Family Mentor	1560	100%	0%
542	Staros, Lisa	Instructional II Speech & Language Impaired PK-12 (9265)	K-5	Speech Language Pathologist	1560	100%	0%
543	STARR, JULIA	Instructional II Biology 7-12 (8405), Instructional II Special Education PK-12 (9225), Instructional II Mid-Level Science 6-9 (2880), Instructional II Agriculture PK-12 (1200)	6-8	Science	1560	100%	0%
544	STEINBERG, NATALIE	Instructional I Elementary K-6 (2810)	K-5	ELA, Science, Social Studies	1560	100%	0%
545	Stephano (Baggio), MARYGRACE	Instructional I Elementary K-6 (2810)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
546	STEPHENSON, THEMBI	Instructional II Biology 7-12 (8405), Instructional II Spanish PK-12 (4490)	9-12	Spanish	1560	100%	0%
547	STERN, NICOLE	Instructional II Health & Physical Educ PK-12 (4805)	K-5	Physical Education	1560	100%	0%
548	Stine, Amber	Educational Specialist I School Social Worker PK-12 (1851)	K-12	Social Worker	1560	100%	0%
549	STITH, ANTIONETTE	Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	STEM	1560	100%	0%
550	STOLL, COURTNEY	Instructional II English 7-12 (3230), Instructional II Library Science PK-12 (6420), Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
551	STOLTZFUS, ERIN	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
552	STONE, LEAH	Instructional II Family-Consumer Sci PK-12 (5600), Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
553	STONEBRAKER, ERIN	Instructional I General Science 7-12 (8450), Instructional I Earth and Space Science 7-12 (8440), Instructional I Special Education 7-12 (9227)	9-12	Science	880	100%	0%
554	STRICKLER, BILLIE	Instructional I Grades PK-4 (2825)	K-4	ELA, Math, Science, Social Studies	1560	100%	0%

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555	STRISHOCK, KRISTY	Administrative I Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	Math, Science	1560	100%	0%
556	STROUP, LAUREN	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226),	K-5	Life Skills	176	100%	0%
557	SULLIVAN, ALYSSA	Instructional II Art PK-12 (1405)	6-8	Art	1560	100%	0%
558	Super, Laurie	Endorsement Instructional Coach PK-12 (1182), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	Special Education - Math, ELA, Science, Social Studies	704	100%	0%
559	Sutsko, Sara	Instructional I Grades PK-4 (2825), Program Specialist English as a Second Language (ESL) PK-12 (4499)	9-12	English	1560	100%	0%
560	SWAN, JANE	Instructional II English 7-12 (3230), Administrative II Principal PK-12 (1115)	K-12	Chief Executive Officer	1560	100%	0%
561	Swann, Steven	Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional I Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	352	100%	0%
562	SWEENEY, SARAH	Instructional II Spanish PK-12 (4490)	9-12	Spanish	1560	100%	0%
563	SWEIGART, RAELEE	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Mathematics 7-12 (6800)	9-12	Instruction Coach Math	1560	100%	0%
564	SWIDORSKI, SARA	Instructional II Chemistry 7-12 (8420)	9-12	Science	1560	100%	0%
565	SWITZER (Rainier), KAYLA	Administrative I Principal PK-12 (1115), Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Citizenship 7-12 (8825), Instructional II English 7-12 (3230), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Social Studies 7-12 (8875)	K-12	Curriculum Coordinator	1560	100%	0%
566	SWOPE, ALICIA	Administrative II Principal PK-12 (1115), Instructional II Elementary K-6 (2810), Instructional II Mid-Level Mathematics 6-9 (2860)	9-12	Assistant Principal	1560	100%	0%
567	SWOPE, ASHLEY	Educational Specialist II School Nurse PK-12 (1890)	9-12	Science	1560	100%	0%
568	TABIN, DANIELLE	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226), Instructional I Special Education Expansion 7-12 (9229)	9-12	Math	1560	100%	0%
569	TALARICO, JILL	Instructional II Elementary K-6 (2810), Instructional II Library Science PK-12 (6420), Instructional II Mid-Level Science 6-9 (2880), Instructional II Mid-Level Mathematics 6-9 (2860)	6-8	Science	1560	100%	0%

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570	TALIPAN, TONI	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	K-5	Instructional Coach Literacy	1560	100%	0%
571	TALLEY, TAMMY	Educational Specialist I Elementary School Counselor K-6 (1836), Educational Specialist I Secondary School Counselor 7-12 (1837)	K-12	Family Mentor	1560	100%	0%
572	TAYLOR, MARIA	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
573	TEJADA (Marrow), JULING	Instructional I Ment and/or Phys Handicapped K-12 (9235), Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Career Readiness Coordinator	1560	100%	0%
574	THIEL, KATHLEEN	Instructional II Reading Specialist PK-12 (7650), Instructional II Social Studies 7-12 (8875), Instructional II English 7-12 (3230), Administrative I Principal PK-12 (1115)	6-8	Instructional Coach Literacy	1560	100%	0%
575	THOMAS (Sanders), MEAGHAN	Instructional I English 7-12 (3230)	6-8	ELA	1560	100%	0%
576	THOMPSON, ANGELA	Instructional II Bus-Computer-Info Tech PK-12 (1603), Administrative I Principal PK-12 (1115)	6-8	Assistant Principal	1560	100%	0%
577	Thompson, Karen	Career and Technical Instructional II Cooperative Ed. 7-12 (2361), Career and Technical Instructional II Cosmetology 7-12 (2023)	9-12	Cosmetology	1400	100%	0%
578	THOMPSON, KIMBERLY	Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235), Instructional II Reading Specialist PK-12 (7650)	K-5	Reading Specialist	1560	100%	0%
579	Thompson, Nathan	Instructional II English 7-12 (3230)	6-8	English	1560	100%	0%
580	Thorson, Caitlin	Instructional II Elementary K-6 (2810), Instructional II Mid-Level English 6-9 (2850)	9-12	English	1560	100%	0%
581	TINNA, KELLIE	Instructional II Biology 7-12 (8405)	6-8	Science	1560	100%	0%
582	TITUS, CHRISTINE	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
583	TOMASSONE, DAVID	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	1560	100%	0%
584	TRACY, JAMIE	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	6-8	Math	1560	100%	0%

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585	TRAUT, LAUREN	Instructional II English 7-12 (3230), Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810)	6-8	Reading Specialist	1560	100%	0%
586	Trest (KOVACS), EMILIE	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
587	TRIMBLE, CHRISTINA	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
588	TRUAX, MALLORY	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226), Instructional I Special Education Expansion 7-12 (9229)	K-5	Special Education - ELA, Math, Science, Social Studies	1560	100%	0%
589	TURNER, AMY	Instructional II Speech & Language Impaired PK-12 (9265), Administrative I Principal PK-12 (1115)	K-12	Supervisor of Special Education	1560	100%	0%
590	TWEED, MELISSA	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
591	TWORZYDLO, ANDREW	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
592	Ullom, Lee	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825)	6	Social Studies	1560	100%	0%
593	UNIACKE, BRIAN	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
594	UNRATH, KELLEE	Instructional II Biology 7-12 (8405), Instructional II General Science 7-12 (8450)	9-12	Science	1560	100%	0%
595	VAMOSI, DYLAN	Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional I Social Studies 7-12 (8875)	6-8	ELA, Social Studies	1560	100%	0%
596	VARGAS, BETH	Instructional II Elementary K-6 (2810)	K-12	Family Mentor	1560	100%	0%
597	Verdes, Colette	Instructional I Reading Specialist PK-12 (7650), Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	K-12	Counselor	1560	100%	0%
598	VERNOUSKI (Cordaro), JESSICA	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230), Instructional II Special Education PK-12 (9225)	6-8	STEM	1560	100%	0%
599	VINSKIE, VICKI	Instructional I Special Education PK-8 (9226), Instructional I Elementary K-6 (2810)	K-5	Special Education - ELA, Math, Science, Social Studies	1560	100%	0%

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600	VITORIO, LAUREN	Instructional II Grades PK-4 (2825), Instructional II Special Education PK-8 (9226)	K-5	ELA, Science, Social Studies	1560	100%	0%
601	VON ERCK, ERIKA	Instructional I Grades PK-4 (2825), Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	K-5	STEM	1560	100%	0%
602	WAGNER, ASHLEY	Instructional II Elementary K-6 (2810)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
603	WAIBEL, AMELIA	Instructional I Grades PK-4 (2825), Instructional I Special Education PK-8 (9226)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
604	Walker, Megan	Instructional II Social Studies 7-12 (8875)	9-12	Social Studies	1560	100%	0%
605	Wallace (SIGADO), MEGAN	Instructional II Grades 5-6 (2826), Instructional II Grades PK-4 (2825), Reading Specialist PK-12 (7650)	K-5	Math, ELA, Science, Social Studies	1560	100%	0%
606	WALLACE, DENISE	Instructional II English 7-12 (3230)	9-12	ELA	1560	100%	0%
607	WALTER, SARAH	Instructional I Special Education PK-8 (9226), Instructional I Grades PK-4 (2825)	6-8	Math	1560	100%	0%
608	WASICKO, JOHN	Instructional II Elementary K-6 (2810), Instructional II Mid-Level Citiz. Ed 6-9 (2870), Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Mid-Level Science 6-9 (2880), Instructional II Special Education Expansion 7-12 (9229), Instructional II Special Education PK-8 (9226)	6-8	Math	1560	100%	0%
609	WATERHOUSE, RACHEL	Instructional I English 7-12 (3230)	6-8	ELA, Social Studies	1560	100%	0%
610	WATSON, SUZZANNE	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
611	WEINTRAUB, MEGAN	Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650)	K-5	ELA, Social Studies	1560	100%	0%
612	WENTZEL, NICOLE	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Special Education PK-12 (9225)	K-5	Special Education - ELA, Math, Science, Social Studies	1560	100%	0%
613	WERTZ, MORGAN	Instructional I English 7-12 (3230), Instructional I Special Education PK-12 (9225),	9-12	ELA	1560	100%	0%
614	WHITE, JILL	Administrative I Principal PK-12 (1115), Educational Specialist II School Psychologist PK-12 (1875)	K-12	Supervisor of Special Education	1232	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
615	WHITE, SANDRA	Instructional II Mid-Level Mathematics 6-9 (2860), Instructional II Elementary K-6 (2810), Instructional II Ment and/or Phys Handicapped K-12 (9235),	6-8	Math	704	100%	0%
616	WIEDMAN, ERIK	Educational Specialist II Elementary School Counselor K-6 (1836), Educational Specialist II Secondary School Counselor 7-12 (1837)	K-12	Manager of Counseling Services	1560	100%	0%
617	Wiest, Leslie	Instructional II Elementary K-6 (2810), Instructional II Reading Specialist PK-12 (7650), Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	Reading Specialist	1040	100%	0%
618	WILCZYNSKI, KAITLYN	Educational Specialist I School Psychologist PK-12 (1875)	K-12	School Psychologist	1560	100%	0%
619	WILEY, ASHTIN	Instructional I English 7-12 (3230)	6-8	ELA	1560	100%	0%
620	WILLIAMS, ANDREW	Instructional II Music PK-12 (7205)	9-12	Music	1560	100%	0%
621	WILLIAMS, BRITTNI	Instructional II Early Childhood N-3 (2840), Instructional II Special Education PK-12 (9225)	K-5	Special Education - ELA, Math, Science, Social Studies	1560	100%	0%
622	WILLIS, SHAYNA	Instructional I Mathematics 7-12 (6800)	6-8	Math	880	100%	0%
623	WISSINGER, CASSIE	Instructional II Elementary K-6 (2810), Instructional II English 7- 12 (3230), Instructional II Mid-Level Mathematics 6-9 (2860)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
624	Wittie, Stephanie	Instructional II Spanish PK-12 (4490), Administrative I Principal PK-12 (1115)	K-5	Spanish	528	100%	0%
625	WOOD, EMILY	Instructional II Mid-Level Citiz. Ed 6-9 (2870), Instructional II Mid-Level English 6-9 (2850)	6-8	Social Studies	1560	100%	0%
626	WOODS, AMY	Instructional II Elementary K-6 (2810), Instructional II Mathematics 7-12 (6800)	K-5	ELA, Social Studies	1560	100%	0%
627	WOODWARD, NOELLE	Instructional II Elementary K-6 (2810)	K-5	Math, Science	1560	100%	0%
628	WOOLER, AMY	Instructional I Grades PK-4 (2825), Instructional I Grades 5-6 (2826), Instructional I Reading Specialist PK-12 (7650)	6-8	ELA	1560	100%	0%
629	WRIGHT, MICHELLE	Program Specialist English as a Second Language (ESL) PK-12 (4499), Instructional II Elementary K-6 (2810), Instructional II English 7-12 (3230)	6-8	ELA	1560	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
630	WYDRA, AMANDA	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	9-12	Special Education - ELA, Math, Science, Social Studies	1560	100%	0%
631	YAHNER, JAISSA	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-8 (9226)	9-12	Department Chair of Special Education	1560	100%	0%
632	YANDRICH, CORTNEY	Instructional I Mathematics 7-12 (6800)	6-8	Math	1560	100%	0%
633	Yannarella (BIGLEY), MICHAELA	Health & Physical Educ PK-12 (4805), Safety Ed/Driver Ed 7-12 (5215)	K-5	Physical Education	1560	100%	0%
634	Yannick, Kimberly	Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225)	6-8	Special Education - Math, ELA, Science, Social Studies	1440	100%	0%
635	Yeater (Bechtel) MARGARET	Instructional II Elementary K-6 (2810), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	STEM	1560	100%	0%
636	Yeater, Margaret	Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181), Instructional II Elementary K-6 (2810), Instructional II Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100), Instructional II Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6-8	ELA	1560	100%	0%
637	YECKLEY, JENNA	Instructional II Elementary K-6 (2810)	6-8	Science	1560	100%	0%
638	YECKLEY, MARK	Instructional II Earth and Space Science 7-12 (8440), Instructional II Environmental Educ PK-12 (4820), Instructional II General Science 7-12 (8450), Endorsement Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	K-5	STEM	1560	100%	0%
639	Yoest (Goehring), Sarah	Instructional I Early Childhood N-3 (2840), Instructional I Reading Specialist PK-12 (7650)	K-5	ELA	1560	100%	0%
640	YOUNG, RAYNE	Instructional I Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%
641	Zacchero, Megan	Instructional II Speech & Language Impaired PK-12 (9265), Endorsement Autism PK-12 (1180)	K-5	Speech Language Pathologist	1560	100%	0%
642	ZAMONSKI, LAUREN	Instructional II Reading Specialist PK-12 (7650), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-8 (9226)	K-5	ELA, Science, Social Studies	1560	100%	0%
643	ZANGARI, KATHERINE	Instructional I Grades PK-4 (2825)	K-5	ELA, Math, Science, Social Studies	1560	100%	0%
644	Zell, Annette	Instructional II Special Education PK-12 (9225)	K-12	Special Education - Math, ELA, Science, Social Studies	1040	100%	0%

Staff No.	Name of employee	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
645	ZEPKA, MARYBETH	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225)	9-12	Math	1560	100%	0%
646	ZIEGLER, GREGORY	Instructional I Social Studies 7-12 (8875)	6-8	Social Studies	1560	100%	0%
647	ZIEGLER, KATIE	Instructional II Mathematics 7-12 (6800)	9-12	Math	1560	100%	0%

Reach Cyber Charter School
Balance Sheet (Unaudited)
June 30, 2023

ASSETS
Cash and Short Term Investments:

PNC Checking	$	6,268,774
PNC Money market Account	$	5,048,439
PNC Investment Account	$	42,977,215
PNC Investment Trust Account	$	10,187,743
Total Cash and Short Term Investments	**$**	**64,482,171**

Other Current Assets:

Local District Receivables	$	8,439,349
Allowance for Doubtful Accounts	$	(199,856)
Prepaid Expenses	$	502,648
Total Other Current Assets	**$**	**8,742,141**

Other Non-current Assets:

Security Deposit	$	8,917
Deposit on Equipment	$	78,967
Other Receivables	$	2,845
Total Other Non-current Assets	**$**	**90,729**

Fixed Assets:

Furniture	$	105,433
Computer Hardware	$	12,102,155
Leasehold Improvements	$	178,090
Equipment	$	512,318
Right to Use- Building Lease	$	549,076
Accum Depr: Furniture	$	(85,291)
Accum Depr:Computer Hardware	$	(2,037,436)
Accum Depr:Leasehold Improvements	$	(69,710)
Accum Depr: Equipment	$	(127,382)
Accum Depr: Right to Use Building	$	(470,637)
Net Fixed Assets	**$**	**10,656,616**
Total Assets	**$**	**83,971,657**

LIABILITIES
Current Liabilities:

Due to Connections Academy	$	4,572,149
Accounts Payable	$	484,926
Accrued Payroll, Taxes, Pension, Withholdings	$	58,887
Due to Local Districts	$	529,831
Operating Lease Liability- Short Term	$	79,922
Other Current Liabilities	$	1,617
Unearned Revenue	$	1,635,372
Total Current Liabilities	**$**	**7,362,704**

Non-Current Liabilities:

Other Non-Current Liabilities	$	156,963
Total Liabilities	**$**	**7,519,667**

FUND BALANCE

Invested in Capital	$	10,656,616
Reserved Fund Balance	$	40,609,235
Undesignated Fund Balance	$	25,186,139
Ending Fund Balance	**$**	**76,451,990**
Total Liabilities and Fund Balance	**$**	**83,971,657**

Reach Cyber Charter School

Financial Statements
And
Independent Auditor's Report

Year Ended June 30, 2022

SD Associates P.C.
Certified Public Accountants & Business Advisors

Independent Auditor's Report

To the Board of Trustees
Reach Cyber Charter School
Harrisburg, Pennsylvania

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and the major fund of Reach Cyber Charter School (the School), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of Reach Cyber Charter School, as of June 30, 2022, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Reach Cyber Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Change in Accounting Principles

As described in Note 1 to the financial statements, during the year ended June 30, 2022, the School adopted new accounting guidance, GASB Statement NO. 87, Leases. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, and budgetary comparison information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Reach Cyber Charter School's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated April 19, 2023, on our consideration of Reach Cyber Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Reach Cyber Charter School's internal control over financial reporting and compliance.

SD Associates P.C.

Certified Public Accountants
Elkins Park, Pennsylvania

April 19, 2023

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The Board of Trustees of Reach Cyber Charter School (the School) offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2022. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- ⁻ Total revenues decreased by approximately $110,000 due primarily to increased enrollment.

- ⁻ At the close of the current fiscal year, the School reports an ending fund balance of $62,429,010. This balance was the result of a $18,220,422 surplus for the year ended June 30, 2022.

- ⁻ The School's cash balance at June 30, 2022 was $26,885,361 representing an increase of $931,118 from June 30, 2021.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise four components: Management's Discussion and Analysis (this section), the basic financial statements, supplementary information, and single audit requirements.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the difference between the components (assets and deferred outflows of resources, less liabilities and deferred inflows of resources) reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The *statement of activities* presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School.

Overview of the Financial Statements (Continued)

Fund Financial Statements

A *fund* is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has only a governmental general fund.

All of the School's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called *modified accrual accounting*, which measures cash and all other *financial* assets that can readily be converted to cash. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Supplementary Information

The governmental fund budgetary comparison schedule is presented for purposes of additional analysis. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.*

Government-Wide Financial Analysis

Management has adopted Governmental Accounting Standards Board (GASB) Statement 34 which requires a comparative analysis of current and prior periods.

	2022	2021
Assets		
Current assets	$ 77,542,095	$ 57,514,603
Noncurrent assets	905,858	553,059
	78,447,953	58,067,662
Liabilities		
Current liabilities	15,193,007	13,314,932
Long-term liabilities	703,909	394,542
	15,896,916	13,709,474
Net Position	$ 62,551,037	$ 44,358,188

Government-Wide Financial Analysis (Continued)

As noted earlier, net assets may serve over time as a useful indicator of a school's financial position. In the case of the School, assets exceeded liabilities by $62,551,037 as of June 30, 2022.

The School's revenues are predominately from local school districts based on student enrollment. For the year ended June 30, 2022, the School's total revenues of $132,624,964 exceeded expenditures of $114,432,115 by $18,192,849.

	2022	2021
Revenues		
Program revenues		
Local educational agency		
assistance	$ 118,292,161	$ 127,554,932
Federal sources	15,031,990	5,007,888
State sources	128,497	143,679
General revenues		
Interest income	169,290	-
Unrealized loss on investments	(1,013,793)	-
Other	16,819	28,335
Total revenues	132,624,964	132,734,834
Expenditures		
Instruction	85,799,095	79,624,912
Support services	25,811,918	20,456,060
Noninstructional services	2,118,147	1,003,407
Depreciation and amortization	689,877	144,029
Interest Expense	13,078	-
Total expenditures	114,432,115	101,228,408
Change in net position	18,192,849	31,506,426
Net position, beginning	44,358,188	12,851,762
Net position, ending	$ 62,551,037	$ 44,358,188

Governmental Fund

The focus of the School's *governmental fund* is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental fund (the General Fund) reported an ending fund balance of $62,429,010.

Budget Variations

Actual revenues were $33,771,904 lower than the budget due to increases (decreases) as follows:

Local educational agency assistance	$ (41,545,485)
Federal sources	8,575,268
State sources	50,997
Interest income	144,290
Unrealized loss on investments	(1,013,793)
Other revenues	16,819
	$ (33,771,904)

Actual expenditures were $22,567,937 lower than the budget due to increases (decreases) as follows:

Instruction	$ (22,126,026)
Support services	(1,259,834)
Noninstructional services	(554,902)
Capital outlay	890,593
Debt service	482,232
	$ (22,567,937)

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2022, the School's investment in capital assets for its governmental activities totaled $827,419 (net of accumulated depreciation). This investment in capital assets includes leasehold improvements and equipment and furniture.

Major capital asset purchases during the year included the following:

- Capital expenditures of $502,517 for furniture and equipment

Additional information on the School's capital assets can be found in Note 5 of this report.

Right to Use Leased Assets

During the year ended June 30, 2022, the School adopted new accounting guidance, GASB Statement No. 87, Leases. As of June 30, 2022, the School's right to use leased assets totaled $78,439 (net of accumulated amortization). Additional information on the School's right to use leased assets can be found in Note 6 of this report.

Long-Term Debt

The School's lease liabilities were $79,922 at June 30, 2022 (see Note 7).
The School's accrued liabilities due after one year were $156,963 at June 30, 2022 (see Note 13).

Economic Factors and Next Year's Budgets and Rates

The fiscal and operational stability of our Commonwealth's charter schools is directly linked to the state of Pennsylvania's budget. The School's primary source of revenue, per pupil funding from school districts across the Commonwealth of Pennsylvania, is determined by the Commonwealth based on a calculation by the student's school district of residence budgeted expenditures. Per pupil funding rates are expected to increase 3 to 4 percent for General Education students and increase 1 to 2 percent for Special Education over the next two fiscal years. The rise in General Education funding rates is due to a rebound effect in larger, urban districts that saw a prior year decline in rates due to relying more heavily on Federal ESSER funding, which is excluded when calculating charter funding rates. To the extent that Commonwealth funds are increased or reduced at the district level, this will also affect charter school funding levels.

Reach will continue to use Federal ESSER funding in 2023-24, after which that stream of funding will largely be exhausted (barring any additional Federal legislation). These factors will make 2023-24 a healthy funding year, with likely more challenging years in the 2024-25 fiscal year and beyond. However, Reach is well-positioned with a healthy Balance Sheet and Fund Balance to weather any challenges.

Future Events That Will Financially Impact the School

As discussed in the notes to the financial statements, the School has entered into a Professional Services Agreement with Connections Educations, LLC (CE) for curriculum, school management services, instruction, technology, and other services. The School's contract with CE will expire June 30, 2023 after which the School will be self-managing the above referenced services. In anticipation of this future event, the School has begun hiring several new staff positions as well as purchasing technology, curriculum and other resources to prepare for self-management.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the CEO, Reach Cyber Charter School, 750 East Park Drive, Suite 204, Harrisburg, PA 17111.

	Governmental Activities
Assets	
Current assets	
Cash and cash equivalents	$ 26,885,361
Investments	41,907,746
Receivable from school districts, net of allowance	6,728,803
Federal subsidies receivable	805,810
State subsidies receivable	122,830
Prepaid expenses	1,003,662
Security deposit	87,883
Total current assets	77,542,095
Right of use leased assets, net	78,439
Property and equipment, net	827,419
Total assets	78,447,953
Liabilities	
Current liabilities	
Accounts payable and accrued expenses	718,210
Accrued salaries and benefits	7,927,664
Due to Connections Education, LLC	5,141,211
Due to school districts	1,326,000
Long-term liabilities - due within one year:	
Lease liabilities	79,922
Total current liabilities	15,193,007
Long-term liabilities - due after one year:	
Accrued expenses	156,963
Compensated absences	546,946
Total liabilities	15,896,916
Net Position	
Invested in capital assets, net	825,936
Unrestricted	61,725,101
Total net position	$ 62,551,037

Reach Cyber Charter School
Statement of Activities
Year Ended June 30, 2022

Functions	Expenses	Program Revenues Charges for Services	Program Revenues Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position Governmental Activities
Governmental Activities				
Instruction	$ 85,799,095	$ 90,935,116	$ 11,724,386	$ 16,860,407
Support services	25,811,918	27,357,045	3,059,455	4,604,582
Noninstructional services	2,118,147	5,668	370,978	(1,741,501)
Depreciation and amortization	689,877	-	-	(689,877)
Interest expense	13,078	-	-	(13,078)
Total governmental activities	$ 114,432,115	$ 118,297,829	$ 15,154,819	19,020,533
General Revenues				
Interest income				169,290
Unrealized loss on investments				(1,013,793)
Other revenues				16,819
Change in net position				18,192,849
Net Position - Beginning of Year				44,358,188
Net Position - End of Year				$ 62,551,037

	General Fund
Assets	
Cash and cash equivalents	$ 26,885,361
Investments	41,907,746
Receivable from school districts, net of allowance	6,728,803
Federal subsidies receivable	805,810
State subsidies receivable	122,830
Prepaid expenses	1,003,662
Security deposit	87,883
Total assets	$ 77,542,095
Liabilities	
Accounts payable and accrued expenses	$ 718,210
Accrued salaries and benefits	7,927,664
Due to Connections Education, LLC	5,141,211
Due to school districts	1,326,000
Total liabilities	15,113,085
Fund Balances	
Nonspendable	1,091,545
Assigned	51,617,612
Unassigned	9,719,853
Total fund balances	62,429,010
Total liabilities and fund balances	$ 77,542,095

Reach Cyber Charter School
Reconciliation of the Balance Sheet of Governmental Funds
To the Statement of Net Position
June 30, 2022

Total Fund Balance for Governmental Funds		$ 62,429,010
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. These assets consist of:		
Equipment and furniture	1,308,037	
Accumulated depreciation and amortization	(480,618)	
		827,419
Right to use leased assets used in governmental activities are not financial resources and therefore are not reported in the funds.		
Right to use assets, net		78,439
Long-term liabilities that pertain to governmental funds, including notes payable, are not due and payable in the current period and therefore are not reported as fund liabilities. All liabilities, both current and long-term, are reported in the statement of net position. Balances at year end are:		
Lease liabilities		(79,922)
Accrued liabilities		(156,963)
Certain liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Those liabilities consist of:		
Compensated absences		(546,946)
Total Net Position of Governmental Activities		$ 62,551,037

Reach Cyber Charter School
Statement of Revenues, Expenditures, and Changes in Fund Balance-
Governmental Fund
Year Ended June 30, 2022

	General Fund
Revenues	
Local educational agency assistance	$ 118,292,161
Federal sources	15,031,990
State sources	128,497
Interest income	169,290
Unrealized loss on investments	(1,013,793)
Other revenues	16,819
Total revenues	132,624,964
Expenditures	
Instruction	85,646,691
Support services	25,811,918
Noninstructional services	1,961,184
Capital outlay	1,051,593
Debt service	482,232
Total expenditures	114,953,618
Revenues in Excess of Expenditures	17,671,346
Other Financing Sources	
Lease proceeds	549,076
Net Change In Fund Balance	18,220,422
Fund Balance - Beginning of Year	44,208,588
Fund Balance - End of Year	$ 62,429,010

Reach Cyber Charter School
Reconciliation of the Statement of Revenues, Expenditures, and
Changes in Fund Balances of Governmental Funds to the
Statement of Activities
Year Ended June 30, 2022

Net Change in Fund Balances - Total Governmental Funds		$ 18,220,422

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation and amortization expense. This is the amount by which capital outlays exceeds depreciation in the current period.

Capital outlays	502,517	
Depreciation expense	(219,240)	283,277
Right to use leased asset	549,076	
Amortization expense	(470,637)	78,439

The governmental funds report note proceeds as financing sources, while repayment of mortgage principal is reported as an expenditure. In the statement of net position, however, issuing debt increases long-term liabilities and does not affect the statement of activities and repayment of principal reduces the liability. The net effect of these differences in the treatment of mortgage payable is as follows:

Accrued liabilities	(156,963)	
Lease liabilities issued	(549,076)	
Principal payments on lease liabilities	469,154	(236,885)

In the statement of activities, certain operating expenses - compensated absences (vacations and sick time) - are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used.

		(152,404)
Change in Net Position of Governmental Activities		$ 18,192,849

Note 1. Background and Summary of Significant Accounting Policies

Reach Cyber Charter School (the School) is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997. The School was granted a charter which expired on June 30, 2019. The School is going through the charter renewal process and expects to receive a new charter agreement. The School will continue to operate through the process.

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School's accounting policies are described below.

Government-Wide and Fund Financial Statements

The government-wide financial statements (the statement of net position and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's function are offset by program revenues.

The fund financial statements (governmental fund balance sheet and statement of governmental fund revenues, expenditures and changes in fund balance) report on the School's general fund.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Government-Wide Financial Statements:

The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

Fund Financial Statements

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The government reports the following major governmental fund:

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

Amounts reported as program revenues include a per-student subsidy from local school districts as well as federal and state grants. Internally dedicated resources are reported as general revenues rather than as program revenues.

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

Method of Accounting

The School has adopted the provision of Statement No. 34 ("Statement 34") of the Governmental Accounting Standards Board "*Basic Financial Statements – and Managements' Discussion and Analysis – for State and Local Governments.*" Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net position and a statement of activities. It requires the classification of net position into three components – invested in capital assets, net of related debt; restricted; and unrestricted. These calculations are defined as follows:

- Invested in capital assets, net of related debt – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds.

- Restricted – This component of net position consists of constraints placed on asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

- Unrestricted net position – This component of net position typically includes unrestricted liquid assets.

The School implemented GASB No. 54, *Fund Balance Reporting and Governmental Type Definition.* In the fund financial statements, governmental funds report the following classifications of fund balance:

- Nonspendable - includes amounts that cannot be spent because they are either not spendable in form or are legally or contractually required to be maintained intact. The School classified prepaid expenses and security deposit as being nonspendable as these items are not expected to be converted to cash.

- Restricted - included amounts restricted by external sources, such as creditors or grantors, or by constitutional provision or enabling legislation.

- Committed - includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Trustees.

- Assigned - includes amounts that the School intends to use for a specific purpose, but do not meet the definition of restricted or committed fund balance. The School assigned $51,617,612 of the fund balance as follows:
  - a) $1,076,189 for professional development
  - b) $2,379,644 for capital expenditures
  - c) $5,834,128 for STEM enhancements and mobile lab
  - d) $3,854,651 for benevolent outreach
  - e) $10,000,000 for anticipated funding reductions
  - f) $19,973,000 future student and staff technology
  - g) $8,500,000 for other anticipated costs due to self-managed transition

- Unassigned - includes all amounts that are not included in other spendable classifications.

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

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the General Fund.

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the reporting period. The School only has a general fund budget; therefore, the original budget filed and accepted by the Pennsylvania Department of Education is the final budget as well.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Concentration of Credit Risk

Periodically, the School may maintain deposits in excess of the Federal Deposit Insurance Corporation's limit of $250,000 with financial institutions.

Deposits and Investments

The School's cash and cash equivalents are considered to be cash on hand and demand deposits. The School's investments consist of obligations of the U.S. Treasury and commercial paper. Investments are reported at fair value.

Capital Assets

Capital assets, which include property, plant and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; furniture and fixtures (6-7 years) and equipment (3-6 years).

Lease Assets

Lease assets are valued at the present value of future minimum lease payment. Amortization is based on the lease terms (see Note 7).

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

Compensated Absences

It is the School's policy to permit employees to accumulate earned but unused vacation and sick pay benefits. The benefits are accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in the General Fund only if they have matured, for example, as a result of employee resignations or treatments.

Advertising Costs

All costs associated with advertising and promotions are recorded as expenditures in the year incurred.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. The School adopted the provisions of ASC 740-10, *Accounting for Uncertainty in Income Taxes.* Management evaluated the School's tax positions and concluded that the School had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The School files a Return of Organizations Exempt from Income Tax annually. The School's returns for 2021, 2020 and 2019 are subject to examination by the IRS, generally for three years after they were filed.

<u>Recently Adopted Accounting Pronouncements</u>

<u>Leases</u>

In June 2017, the GASB issued GASB Statement No. 87, "Leases" ("GASB 87"). The primary objective of the Statement is to enhance the relevance and consistency of information about government's leasing activities by requiring lessees to recognize certain lease assets and lease liabilities on the balance sheet that were previously classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. The Statement also requires disclosures related to the timing, significance, and purpose of a government's leasing arrangements. Under the Statement, a lessee is required to recognize a lease liability and an intangible right-of-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. The standard is effective for fiscal years beginning after June 15, 2021, as per GASB Statement No. 95, which extended the effective date for 18 months. Effective July 1, 2021, the School changed its method of recognizing operating lease expense in its financial statements to conform with GASB 87. As a result, the cumulative effect of applying the new method retroactively as of July 1, 2021 was the recording of a right-of-use lease asset and lease liability of $549,076.

<u>Recent Accounting Guidance</u>

<u>Subscription-Based Information Technology Arrangements</u>

In May 2020, the GASB issued GASB Statement No. 96, "Subscription-Based Information Technology Arrangements." This Statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements ("SBITA") for government end users ("governments"). This Statement (11) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosure regarding a SBITA. The Statement is effective for fiscal years beginning after June 15, 2022. The School is currently evaluating the Statement and its impact on the financial statements.

Note 2. Cash and Cash Equivalents

The School's cash and cash equivalents balance at June 30, 2022, was $26,885,361. The actual amount of cash on deposit in the School's bank accounts at June 30, 2022 was $26,971,580. As of June 30, 2022, the School's bank balance was exposed to custodial credit risk as follows:

Uninsured and collateralized with securities held by the pledging bank's trust department, not in the School's name	$ 26,721,580
Insured amount	$ 250,000

Custodial credit risk is the risk than in the event of a bank failure, the School's uninsured deposits may not be returned. The School does not have a policy for custodial credit risk.

Note 3. Investments

At June 30, 2022, the School's investment balances were as follows:

Investment Type	Fair Value	Investment Maturities (In Years)		Rating
		Less Than 1	1 - 5	
U.S. Treasury Bonds	$ 37,103,260	$ 7,406,570	$ 29,696,690	AAA
Commercial paper	4,804,486	4,804,486	-	P-1
	$ 41,907,746	$ 12,211,056	$ 29,696,690	

Interest Rate Risk. The School does not have any restrictions in any of its investment policies that limit investment maturities.

Credit Risk. The School's investment policy is to apply the "prudent investor" standard: "Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived." Investment ratings are listed above.

Concentration of Credit Risk. The School places no limit on the amount that may be invested in any one issuer.

Note 4. Receivables

Receivables as of June 30, 2022 consist primarily of subsidies from federal, state, and local authorities. Receivables are shown net of an allowance for uncollectible accounts of $199,856.

Note 5. Capital Assets

Capital asset activity for the year ended June 30, 2022 was as follows:

	Balance, 7/1/2021	Additions	Deletions	Balance, 6/30/2022
Equipment and furniture	805,520	502,517	-	1,308,037
Less: accumulated depreciation	261,378	219,240		480,618
	$ 544,142	$ 283,277	$ -	$ 827,419

Depreciation expense was $219,240 for the year ended June 30, 2022.

Note 6. Funding

The School received funding from various local school districts on a monthly basis based on enrollment. The rate of funding per student is determined on an annual basis.

Note 7. Leasing Arrangements

Lease Assets

A summary of the lease asset activity during the year ended June 30, 2022 is as follows:

	Balance, 7/1/2021	Additions	Deletions	Balance, 6/30/2022
Lease Assets:				
Facilities	$ -	$ 549,076	$ -	$ 549,076
Less: accumulated amortization	-	(470,637)		(470,637)
Lease assets, net	$ -	$ 78,439	$ -	$ 78,439

Lease Liabilities

Lease agreements are summarized as follows:

Description	Date	Payment Terms	Payment Amount	Interest Rate	Total Lease Liability	Balance, June 30, 2022
Facilities	7/1/2021	14 months	$ 40,186	4.50%	$ 549,076	$ 79,922

The School's facilities are leased for the School with the terms noted above. The contains two three-year renewal options (see Note 13), and the School will not acquire the facilities at the end of the term.

Note 7. Leasing Arrangements (Continued)

Changes in lease liabilities are as follows:

Balance, July 1, 2021	$	-
Additions		549,076
Deletions		(469,154)
Balance, June 30, 2022	$	79,922

The following is a schedule of future minimum lease payments as of June 30, 2022:

Year Ending June 30,	Principal	Interest	Total
2023	$ 79,922	$ 450	$ 80,372

The School entered into a lease agreement to lease a facility in Harrisburg, Pennsylvania under an operating lease agreement that expired August 31, 2022. This lease was amended to expand the space in July 2022 with an effective date of 9/1/2022 (see Note 13). In addition to the basic rentals, the School is subject to additional costs including taxes, occupancy, and maintenance.

Note 8. Retirement Plan

The School provides pension benefits for all of its employees through the Reach Cyber Charter School 403(b) Plan. Employees are required to participate from the date of employment, with a mandatory minimum contribution of 5%. The School will match the employees' contributions dollar for dollar up to 5% of their compensation. School contributions to the plan for the year ended June 30, 2022 totaled $2,198,742.

Note 9. Risk Management

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. Settled claims resulting from these risks have not exceeded commercial insurance coverage during the past three years.

Note 10. Grants

The School participates in numerous state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectability of any related receivable at June 30, 2022 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

Note 11. Professional Services Agreement

The School entered into an agreement with Connections Educations, LLC (CE) for curriculum, school management services, instruction, technology, and other services. The agreement commenced on July 1, 2020 and expires on the earlier of five years or the expiration of the renewal charter.

Under the contract, CE will provide direct materials/services or procurement and payment of services for the following:

1. Instructional materials as approved by the board
2. Administrative personnel, including health and other benefits, as approved by the Board where required
3. Educational support services for participating families
4. Training and other professional development as approved by the Board
5. Hardware and software as approved by the Board
6. Technical support for any hardware and software provided under the contract
7. Maintenance of student records
8. Services to special needs students as required by law
9. Administrative services including expenditures for a facility and capital, both of which require Board approval
10. Financial, treasury and other reporting as required by law
11. Student recruiting and community education
12. General school management

For all services, the School reimburses CE according to the terms of the contract based on documentation that is reviewed and approved by the Board. Total charges from CE amounted to $43,403,940 for the year ended June 30, 2022.

Note 12. Litigation

The School is, from time to time, involved in claims and lawsuits incidental to its operations. In the opinion of the administration and legal counsel, at this time, the ultimate resolution of these matters will not have an adverse effect on the financial position of the School.

Note 13. Subsequent Events

In July 2022, the School entered into the 5th amendment of their facilities lease (see Note 7) that becomes effective September 1, 2022. The lease term is 36 months and contains two three-year extensions at the School's option. Lease payments of $34,562 are due monthly and will increase 3% per annum. The new lease contains a rent abatement requiring $0 due for the first month's rent. Future minimum lease obligations are as follows.

Year Ending June 30,	Principal	Interest	Total
2023	$ 275,822	$ 35,239	$ 311,061
2024	393,064	32,054	425,118
2025	424,140	13,731	437,871
2026	72,924	410	73,334
	$ 1,165,950	$ 81,434	$ 1,247,384

Note 13. Subsequent Events (Continued)

The School entered into three settlement agreements with former students subsequent to year-end relating to matters that existed as of June 30, 2022. Upon review, Management determined an accrual of $326,878 was considered necessary to record liabilities for these settlements and related legal fees and is reported as accrued expenses on the statement of net position as of June 30, 2022.

Required Supplementary Information

Reach Cyber Charter School
Governmental Fund Budgetary Comparison Schedule
Year Ended June 30, 2022

| | Budgeted Amounts | | Actual Revenues/ | Variance With |
	Original	Final	Expenditures	Budget
Revenues				
Local educational agency assistance	$ 159,837,646	$ 159,837,646	$ 118,292,161	$ (41,545,485)
Federal sources	6,456,722	6,456,722	15,031,990	8,575,268
State sources	77,500	77,500	128,497	50,997
Interest income	25,000	25,000	169,290	144,290
Unrealized loss on investments	-	-	(1,013,793)	(1,013,793)
Other revenues	-	-	16,819	16,819
Total revenues	166,396,868	166,396,868	132,624,964	(33,771,904)
Expenditures				
Instruction	107,772,717	107,772,717	85,646,691	22,126,026
Support services	27,071,752	27,071,752	25,811,918	1,259,834
Noninstructional services	2,516,086	2,516,086	1,961,184	554,902
Capital outlay	161,000	161,000	1,051,593	(890,593)
Debt service	-	-	482,232	(482,232)
Total expenditures	137,521,555	137,521,555	114,953,618	22,567,937
Revenues in Excess of Expenditures	28,875,313	28,875,313	17,671,346	(11,203,967)
Other Financing Sources				
Lease proceeds	-	-	549,076	549,076
Net Change in Fund Balance	28,875,313	28,875,313	18,220,422	(10,654,891)
Fund Balance, Beginning	44,208,588	44,208,588	44,208,588	-
Fund Balance, Ending	$ 73,083,901	$ 73,083,901	$ 62,429,010	$ (10,654,891)

See accompanying notes to financial statements.

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Other Reports Required By Government Auditing Standards

Independent Auditor's Report on Internal Control
Over Financial Reporting and on Compliance and
Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

To the Board of Trustees
Reach Cyber Charter School
Harrisburg, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of Reach Cyber Charter School (the School) as of and for the year ended June 30, 2022 and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon, dated April 19, 2023.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such, that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion of the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.
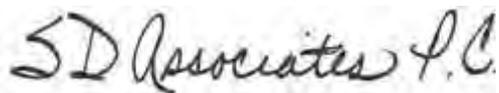
SD Associates P.C.

Certified Public Accountants
Elkins Park, Pennsylvania

April 19, 2023

Single Audit Requirements

Federal Grantor/ Pass-Through Grantor	Federal Assistance Listing Number	Pass-Through Grantor's Number	Grant Period	Program or Award	Accrued (Deferred) Revenue 7/1/2021	Total Received for the Year	Revenue Recognized	Federal Expenditures	Accrued (Deferred) Revenue 6/30/2022
U.S. Department of Education									
Pass-Through PA Department of Education									
Title I - Improving Basic Programs	84.010	013-211150	7/1/20-9/30/21	$ 2,941,880	$ 1,762,547	$ 1,762,547	$ -	$ -	$ -
Title I - Improving Basic Programs	84.010	013-221150	7/1/21-9/30/22	3,010,662	-	3,193,947	3,010,662	3,010,662	(183,285)
Title I - Program Improvement Set Aside	84.010	042-201150	9/9/20-9/30/21	75,000	16,870	17,308	438	438	-
Title I - Program Improvement Set Aside	84.010	042-211150	9/13/21-9/30/22	75,000	-	75,000	75,000	75,000	-
					1,779,417	5,048,802	3,086,100	3,086,100	(183,285)
Title II - Improving Teacher Quality	84.367	020-221150	7/1/20-9/30/21	327,910	210,070	210,070	-	-	-
Title II - Improving Teacher Quality	84.367	020-221150	7/1/21-9/30/22	293,867	-	326,751	293,867	293,867	(32,884)
Title IV - Student Support and Academic Enrichment	84.424	144-211150	7/1/20-9/30/21	67,273	10,704	10,704		-	-
Title IV - Student Support and Academic Enrichment	84.424	144-221150	7/1/21-9/30/22	221,233	-	221,102	183,811	183,811	(37,291)
COVID-19 Relief Funding:									
Elementary and Secondary School Emergency Relief Fund	84.425D	200-201150	3/13/20-9/30/22	728,580	76,693	76,693	-	-	-
Elementary and Secondary School Emergency Relief Fund	84.425D	200-211150	3/13/20-9/30/23	10,863,449	-	7,326,512	9,277,770	9,277,770	1,951,258
American Rescue Plan-Elementary and Secondary School Emergency Relief Fund	84.425U	223-211150	3/13/20-9/30/24	21,973,613	-	1,598,081	-	-	(1,598,081)
American Rescue Plan-Elementary and Secondary School Emergency Relief Fund:									
Homelss Children and Youth	84.425W	181-212365	7/1/21-9/30/24	62,381	-	3,199	8,249	8,249	5,050
ESSER 7% Reserve	84.425U	225-211150	3/13/20-9/30/24	1,707,844	-	217,362	277,465	277,465	60,103
					76,693	9,221,847	9,563,484	9,563,484	418,330
Pass-Through Capital Area Intermediate Unit									
Title III - Language Instruction for English Learners	84.365	N/A	7/1/20-9/30/21	2,544	2,544	2,544			
Title III - Language Instruction for English Learners	84.365	N/A	7/1/21-9/30/22	2,000	-	-	2,000	2,000	2,000
Individuals with Disabilities Education									
Act Part B	84.027	N/A	7/1/20-9/30/21	1,322,455	171,423	171,423	-	-	-
Individuals with Disabilities Education									
Act Part B	84.027	N/A	7/1/21-9/30/22	1,522,446	-	1,261,226	1,522,446	1,522,446	261,220
COVID-19 Relief Funding-American Rescue Plan:									
Individuals with Disabilities Education Act Part B	84.027X	N/A	7/1/21-9/30/22	377,720	-	-	377,720	377,720	377,720
Individuals with Disabilities Education									
Act Preschool	84.173	N/A	7/1/21-6/30/22	2,563	-	2,563	2,563	2,563	-
Total Special Education Cluster					171,423	1,435,212	1,902,729	1,902,729	638,940
Total U.S. Department of Education					2,250,851	16,477,032	15,031,991	15,031,991	805,810
Total Federal Awards					$ 2,250,851	$ 16,477,032	$ 15,031,991	$ 15,031,991	$ 805,810

See accompanying notes to schedule of expenditures of federal awards.

Note 1   Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Reach Cyber Charter School (the School) under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

Note 2   Summary of Significant Accounting Policies

(1)   Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

(2) Pass-through entity identifying numbers are presented where available.

Note 3   Indirect Cost Rate

The School has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

**Independent Auditor's Report on Compliance for
Each Major Program and on Internal Control Over
Compliance Required by Uniform Guidance**

To the Board of Trustees
Reach Cyber Charter School
Harrisburg, Pennsylvania

Opinion on Each Major Federal Program

We have audited Reach Cyber Charter School's (the School) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2022. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Reach Cyber Charter School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the regulations of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over

compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.
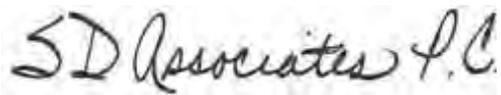
SD Associates P.C.

Certified Public Accountants
Elkins Park, Pennsylvania

April 19, 2023

A.   Summary of Audit Results

1.   The Independent Auditor's Report expresses an unmodified opinion on the basic financial statements of Reach Cyber Charter School.

2.   No material weaknesses or significant deficiencies relating to the audit of the financial statements are reported in the Report on Compliance and on Internal Control over Financial Reporting.

3.   No instances of noncompliance material to the financial statements of Reach Cyber Charter School which would be required to be reported in accordance with Government Auditing Standards were disclosed during the audit.

4.   No material weaknesses or significant deficiencies relating to the audit of major federal award programs is reported in the Report on Compliance with Requirements Applicable to Each Major Program and Internal Control Over Compliance.

5.   The independent auditor's report on compliance for the major federal award programs for Reach Cyber Charter School expresses an unqualified opinion.

6.   There were no audit findings, which were required to be reported in accordance with 2 CFR section 200.516(a).

7.   The program tested as a major program was the Education Stabilization Fund, Assistance Listing No. 84.425.

8.   The threshold for distinguishing Types A and B programs was $750,000.

9.   Reach Cyber Charter School qualified as a low-risk auditee.

B.   Findings-Financial Statement Audit

None.

C.   Findings and Questioned Costs-Major Federal Award Programs Audit

None.

Reach Cyber Charter School
Revenue and Expense Statement- Budget to Actual (Unaudited)
2022-2023 Year to Date as of 6/30/23

	June 2023		Unaudited YTD 6/30/23		2022/2023 Approved Budget
Revenues:					
Function 6000- Local Sources	$ 10,274,379	$	121,190,214	$	124,013,036
Function 7000- State Sources	$ -	$	12,360	$	147,500
Function 8000- Federal Sources	$ 616,884	$	12,358,134	$	16,813,652
TOTAL REVENUES	**$ 10,891,263**	**$**	**133,560,708**	**$**	**140,974,188**
Expenditures:					
Function 1000- Instructional Programs					
100- Salaries	$ 2,834,745	$	28,640,662	$	33,856,094
200- Employee Benefits	$ 751,029	$	8,109,848	$	10,038,332
300- Purchased Professional and Tech Svcs (Note 1)	$ 3,370,989	$	36,903,364	$	37,741,275
400- Purchased Property Services	$ 62,598	$	284,108	$	250,000
500- Other Purchased Services	$ 759,945	$	2,928,665	$	3,250,000
600- Supplies	$ 743,373	$	6,359,076	$	11,492,000
700- Property	$ -	$	254,394	$	9,489,150
800- Dues, Fees, Other	$ 25	$	2,636	$	25,000
Subtotal 1000- Instructional Programs	$ 8,522,704	$	83,482,753	$	106,141,851
Function 2000- Support Services					
100- Salaries	$ 1,687,994	$	18,079,886	$	20,834,549
200- Employee Benefits	$ 481,646	$	5,539,188	$	6,177,444
300- Purchased Professional and Tech Svcs (Note)	$ 544,436	$	4,719,144	$	12,327,586
400- Purchased Property Services (Note)	$ 180,036	$	918,036	$	636,000
500- Other Purchased Services	$ 257,008	$	1,004,076	$	4,345,000
600- Supplies	$ 92,179	$	1,065,772	$	390,000
700- Property	$ 372,037	$	2,015,617	$	2,436,730
800- Dues, Fees, Other	$ 6,391	$	142,331	$	175,000
Subtotal 2000- Support Services	$ 3,621,727	$	33,484,050	$	47,322,309
Function 3000- Non Instructional/ Community Services					
300- Purchased Professional and Tech Svcs (Note)	$ 13,500	$	24,745	$	36,000
400- Purchased Property Services	$ 3,833	$	41,047	$	35,000
500- Other Purchased Services	$ 7,782	$	58,980	$	222,000
600- Supplies	$ 485	$	2,411,023	$	4,010,000
800- Dues, Fees, Other	$ 12,841	$	157,160	$	120,000
Subtotal 3000- Non Instructional/ Community Services	$ 38,441	$	2,692,955	$	4,423,000
TOTAL EXPENDITURES	**$ 12,182,872**	**$**	**119,659,758**	**$**	**157,887,160**
NET INCREASE/ (DECREASE)	**$ (1,291,609)**	**$**	**13,900,951**	**$**	**(16,912,972)**
Beginning Fund Balance		$	62,551,039		
ENDING FUND BALANCE		**$**	**76,451,990**		

NOTES:

* Summary amounts Include monthly and up-front Pearson fees charged per schedule on following page of Treasurer's Report.

* Estimated year to date amounts do not include certain year end accruals and audit adjustments to be calculated at a later date in conjunction with the 23/24 audit engagement.

Reach Cyber Charter School
Pearson Fees
2022-2023 Year to Date as of 6/30/23

Description	Rate	Months	Enrollment/Unit	Budgeted 22/23 (1)	YTD through 5/31/23	June	YTD 6/30/23
Curriculum and Instructional Support Svcs - Upfront	$ 425		Total Enrollment	$ 4,364,750	$ 3,738,823	$ 316,094	$ 4,054,917
Curriculum and Instructional Support Svcs - Monthly	$ 130	9	Current Enrollment	$ 9,243,000	$ 7,514,781	$ 962,000	$ 8,476,781
Student Connexus License	$ 70	9	Current Enrollment	$ 4,977,000	$ 4,046,420	$ 518,000	$ 4,564,420
Student Technology Assistance Services - Upfront	$ 400		Total Enrollment	$ 4,108,000	$ 3,518,896	$ 297,500	$ 3,816,396
Student Technology Assistance Services - Monthly	$ 63	9	Current Enrollment	$ 4,479,300	$ 3,641,778	$ 466,200	$ 4,107,978
Enrollment/Placement/Student Support Svcs - Upfront	$ 525		Total Enrollment	$ 5,391,750	$ 4,618,566	$ 390,469	$ 5,009,035
Enrollment/Placement/Student Support Svcs - Monthly	$ 30	9	Current Enrollment	$ 2,133,000	$ 1,734,180	$ 222,000	$ 1,956,180
School Operations Support Services	$ 65	9	Current Enrollment	$ 4,621,500	$ 3,757,390	$ 481,000	$ 4,238,390
Professional Development Services	$ 125	9	Current Staff	$ 905,625	$ 793,250	$ 102,125	$ 895,375
School Staff Support Services	$ 212	9	Current Staff	$ 1,535,940	$ 1,345,352	$ 173,204	$ 1,518,556
Direct Course Instruction Service	$ 275			$ 270,575	$ 176,199	$ -	$ 176,199
Short Term Sub Teaching Services	$ 300			$ 29,400	$ 12,000	$ -	$ 12,000
Facilities Support Services	$ 25,000			$ 25,000	$ 22,915	$ 2,083	$ 24,998
Total Connections Products and Services				**$ 42,084,840**	**$ 34,920,551**	**$ 3,930,675**	**$ 38,851,225**

2022-2023 Enrollment:	(1) Annual Budget	(2) Annual Forecast
Forecasted Staff FTE's	805	817
Forecasted Funded Enrollment	7,900	7,400
Forecasted Total Enrollment	10,270	9,620

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333

Division of Federal Programs
Consolidated Program Review

2022-2023 School Year

Reach Cyber CS
750 East Park Drive
Suite 204
Harrisburg

LEA Level Monitoring

	__Name__	__Phone Number__	Check if Interviewed
Superintendent:	Jane Swan	7174098356	☐
Business Manager:	Karen Yeselavage	7179034282	☐
Federal Program Coordinator:	Joshua Hicks	7177457353	☐
Parent/Family Member:			☐

Program(s) Reviewed:

☑ Title IA: Program   ☑ Title IVA: Program

☐ Ed-Flex Waiver Review   ☐ Title VI-B REAP

☑ Title IIA: Program   ☐ Title VIII

Program Reviewer(s): Dr. Helen Gross

Program Review Date: 06/29/2023

pennsylvania
DEPARTMENT OF EDUCATION

Wednesday, July 5, 2023

Jane Swan
School Leader
750 East Park Drive
Suite 204
Harrisburg

Dear Jane Swan,

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2022-23 school year. Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Reach Cyber CS compliance. At this time, all documents uploaded to Fedmonitor have been reviewed and no further action is required. The 2022-23 Consolidated Monitoring is now closed.

You may print off a copy of your completed Monitoring Instrument at https://www.federalmonitor.com/pa. If you have any questions, please feel free to contact your regional coordinator.

Thank you for your cooperation.

Sincerely,

Susan McCrone

Susan McCrone
Chief
Division of Federal Programs

Title IA: Program

Component I: Appropriately State Certified

The Local Education Agency (LEA) will ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements.

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Teachers working in a Title I program are appropriately state certified. **Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met.** If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified. If you are a Charter School, please submit entire roster.	☑	☐	☐	☑ list of staff, highlighting those on emergency permits	**District Comments** 2/2/2023 2:07:02 PM Federal Programs Manager Joshua Hicks Attached list of staff names with assignments for 21-22 and 22-23 school years as well as staff names and certification areas for the 22-23 school year. Currently, all staff are appropriately state certified. Actual copies of certifications are on file for review, upon request, as the file was too large for submission in the tool. **Monitor Comments** 6/29/2023 3:15:35 PM State Monitor Helen Gross All staff appear to be ASC for the 22/23 school year. A PDE 414 type document was provided.
Documentation must be uploaded for all LEAs					Reach Staff Certifications 22-23.xlsx Teacher assignments for 21-22 and 22-23.xlsx
If you have additional comments to make about this section, enter them here:					

Component II: Equity Plan

The LEA will describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.	☑	☐	☐	☑ Updated Equity Plan, with **dated** agenda and sign-in sheet	**District Comments** 2/2/2023 2:06:08 PM Federal Programs Manager Joshua Hicks See Federal Programs Annual Parent meeting powerpoint agenda slide 3 and slide 21 for proof Equity Plan was reviewed at annual parent meeting, Feb 17 2023. Parent sign in sheet is also attached from the event. **Monitor Comments** 6/29/2023 3:16:12 PM State Monitor Helen Gross Documentation was provided and reviewed.

Documentation must be uploaded for all LEAs	Reach 9-1-22 LEA Teacher Equity Plan.docx.pdf 2022_2023 Reach Federal Programs Annual Parent Meeting Agenda PowerPoint.pptx.pdf 22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses).xlsx
If you have additional comments to make about this section, enter them here:	

Component III: Foster Care

The Local Education Agency (LEA) must develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed and signed transportation procedures for students in foster care.	☑	☐	☐	☑ Written transportation procedures with signatures	**District Comments**
					2/2/2023 2:52:34 PM
					Federal Programs Manager Joshua Hicks
					Reach is a cyber charter school and does not transport students to and from campus on a regular basis; however, the school has written policies and procedures in place to assist students in need. In the instance that transportation would be needed for testing or other academic situations that might require transport, the school refers to and follows the attached handbook and board policy.
					Monitor Comments
					6/29/2023 3:00:35 PM
					State Monitor Helen Gross
					Reach Cyber CS is a cyber charter school and exempt from this requirement.

Documentation must be uploaded for all LEAs	Board Policy_ Reach Homeless Policy revised10_26_22.docx.pdf

If you have additional comments to make about this section, enter them here:	

Component IV: Head Start Coordination Requirements

Each LEA receiving Title I funds must carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually.	☐	☐	☑	☐ MOU, with signatures, uploaded to eGrants. MOU must be dated to demonstrate it was reviewed this year	**District Comments** 2/14/2023 9:35:50 AM Federal Programs Manager Joshua Hicks According to guidance on the PDE website regarding Head Start MOUs, cyber charter schools are exempt from this requirement. Please see the following link: https://www.education.pa.gov/Teachers%20-%20Administrators/Federal%20Programs/TitleI/Pages/default.aspx **Monitor Comments** 6/29/2023 3:01:29 PM State Monitor Helen Gross Reach Cyber CS is a cyber charter school and exempt from this requirement.

Documentation must be uploaded for all LEAs	
If you have additional comments to make about this section, enter them here:	

Component V: Transition

Title I requires that activities be coordinated with outside agencies, when applicable, so that transitions from early childhood/preschool to kindergarten, middle school to high school, and high school to post-secondary education as well as school to work transitions are coordinated to prevent duplication of efforts or services.

Section 1112(b)(8)
Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA implements strategies to facilitate effective transitions for students.	☑	☐	☐	☑ Consolidated Application - Transition and Coordination section and a list of transition strategies for served Title I buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education	**District Comments** 2/3/2023 10:02:18 AM Federal Programs Manager Joshua Hicks Please see transition and coordination section of the consolidated application and attached list of transition strategies. **Monitor Comments** 6/29/2023 3:16:58 PM State Monitor Helen Gross Documentation was provided and reviewed.

Documentation must be uploaded for all LEAs	Transitions Title IA.pdf Reach Cyber--List of Transition Strategies w Career Experiences.docx

If you have additional comments to make about this section, enter them here:	

Component VI: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components: • description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) • description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance	☑	☐	☐	☑ LEA Parent and Family Engagement policy with **review/revision** date. **Dated** parent meeting agenda and sign in sheet and evidence of distribution, examples website posting, handbook, mailing, etc.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs • description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying:					**District Comments** 2/2/2023 3:10:54 PM Federal Programs Manager Joshua Hicks See file 1 for approved parent and family engagement policy distributed to parents with approval date. Parent engagement policy is also located in student handbook accessible by students and parents 24/7 on the school website. Handbook attached (In file 11, please see page 6 under roles and responsibilities for link to Parent engagement policy). File 2 is the webmail distribution of the Parent engagement policy. File 3 is the read receipt for the Parent engagement policy distribution to ALL parents. Files 4-7 are invites, surveys, and reminders for parents and teachers to attend the annual parent meeting where feedback and collaboration is requested regarding the Parent engagement policy. The annual parent meeting was held February 17, 2023. The agenda for the annual parent meeting (which includes the Parent engagement policy discussion and review) is on slide 3 of file 8, the annual parent meeting powerpoint. File 9 is the DATED sign in sheet for the annual parent meeting. File 10 includes the direct notes taken relating to the parent compact and parent and family engagement policy. Board minutes from the meeting where policy was approved are in file 12. Process/narrative: The Parent and Family Engagement policy is developed, reviewed, and revised annually by several groups of stakeholders, including parents. Yearly evaluation and any revisions to the policy are tracked via Connexus(R) IssueAware Ticket (the school's internal tracking system). Our most recent review was during the 2022-23 annual parent meeting. The Policy is Board approved each year and included in the school handbook which is available 24/7 via Connexus. The policy is distributed to all parents, students, and staff with the School-parent Compact via must read webmail with a read receipt request. **Monitor Comments** 6/29/2023 3:22:18 PM State Monitor Helen Gross Documentation was provided and reviewed. All required components were highlighted, dated, and fully explained by Mr. Hicks. The LEA provides multiple methods of distribution to parents.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments

◦ barriers to greater participation in activities,
     ◦ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
     ◦ strategies to support successful school and family interactions
 • description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and
 • description of involvement of parents in the activities of the Title I schools.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Documentation must be uploaded for all LEAs					File 1. 22-23 Reach Parent Policy and Compact_9.13.2022 (2).docx File 2. 22-23 11-1-22 WebMail - Parent and Family Engagement Policy and Compact.pdf File 3. 22-23 Reach Parent Policy Webmail Receipts 12.19.2022.xlsx File 4. 22-23 Parent invitation--Annual Parent Meeting.pdf File 5. 22-23 Parent Interest Survey--Annual Parent Meeting (Responses).xlsx File 6. 22-23 Reminder WebMail - Announcement_ Reminder_ Federal Programs Annual Parent Meeting Invitation, Friday, February 17, 12_15 p.m_.pdf File 7. 22-23 Annual Parent Meeting Staff Invite.pdf File 8. 22-23 Reach Federal Programs Annual Parent Meeting PowerPoint.pdf File 9. 22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses) (2).xlsx File 10. 22-23 Annual Parent Mtg Parent and Family Engagement notes.docx File 11. 22-23 Reach Student Handbook.docx File 12. Parent fam engagement-parent Compact Approval-Board minutes September_2022_Minutes.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)	☑	☐	☐	☑ **Dated** agendas and sign in sheets demonstrating parents were included in the decision on how to use the LEA Parent & Family set aside	**District Comments** 2/3/2023 10:22:11 AM Federal Programs Manager Joshua Hicks See agenda and powerpoint for annual parent meeting where funds and Federal Programs spending and set asides are reviewed with families as well as attached sign in sheet. Also worth noting the school has recruited a group of Community Coordinators who are parents of enrolled students in the school who have the responsibility to liaise between the school and other parents/families and to plan parent and family engagement activities, including those funded with the reserved parent involvement funds from Title I. Parents are also invited to attend the annual Title I parent meeting and to serve on the Title I Planning committee during which budget and uses of Title funding are discussed. **Monitor Comments** 6/29/2023 3:23:56 PM State Monitor Helen Gross Documentation was provided and reviewed. All required components were highlighted, dated, and fully explained by Mr. Hicks. The LEA has recruited a group of Community Coordinators who are parents of enrolled students in the school who have the responsibility to liaise between the school and other parents/families and to plan parent and family engagement activities, including those funded with the reserved parent involvement funds from Title I.
Documentation must be uploaded for all LEAs					22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses).xlsx Reach 2223 Parent Policy Webmail Receipts 12.19.2022.xlsx 22-23 Reach Federal Programs Annual Parent Meeting PowerPoint.pdf
	☑	☐	☐	☑ LEA Parent and Family Engagement policy that **includes at least one of the five bullets**, parent meeting agenda and sign in sheet	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. If the LEA received $500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, **including at least one of the following:** • supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • supporting programs that reach parents and family members at home, in the community, and at school • disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members					**District Comments** 2/3/2023 10:23:49 AM Federal Programs Manager Joshua Hicks Parent and family engagement policy attached. Specifically, see section 1 of parent/family engagement policy (Highlighted) for supporting programs that reach parents and family members at home, in the community, and at school. Additionally, the school has recruited a group of Community Coordinators who are parents of enrolled students in the school who have the responsibility to liaise between the school and other parents/families and to plan parent and family engagement activities, including those funded with the reserved parent involvement funds from Title I. Parents are also invited to attend the annual Title I parent meeting and to serve on the Title I Planning committee during which budget and uses of Title funding are discussed. **Monitor Comments** 6/29/2023 3:24:32 PM State Monitor Helen Gross Documentation was provided and reviewed. All required components were highlighted, dated, and fully explained by Mr. Hicks. The LEA has recruited a group of Community Coordinators who are parents of enrolled students in the school who have the responsibility to liaise between the school and other parents/families and to plan parent and family engagement activities, including those funded with the reserved parent involvement funds from Title I.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement • engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received $500,000 or less in Title I funds.)					
Documentation must be uploaded for all LEAs					Example 1 Parent and Family Engagement.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. LEA must conduct an annual evaluation of **the content and effectiveness of the parent and family engagement policy** use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.	☑	☐	☐	☑ Dated agenda and sign in sheets from meeting with parents to discuss the evaluation ☐ Surveys and **collated** results to demonstrate evaluation process	**District Comments** 2/6/2023 9:21:28 AM Federal Programs Manager Joshua Hicks See annual parent meeting agenda and sign in sheets. The Parent and Family Engagement policy is developed and reviewed and revised annually by several groups of stakeholders, including parents. Yearly evaluation and any revisions to the policy are tracked via Connexus(R) IssueAware Ticket (the school's internal tracking system). Parents and other stakeholders provide feedback on the policy and on parent involvement activities at the annual Title I Parent Meeting and/or the Board meeting during which the policy is reviewed and approved. See attached parent and family engagement notes from the breakout room. Parents and staff also provide feedback on the school program, including parent involvement activities, at the Title I Planning Committee meeting. **Monitor Comments** 6/29/2023 3:26:29 PM State Monitor Helen Gross Complete documentation was provided and reviewed. It is important to note that yearly evaluation and any revisions to the parent engagement policy are tracked via Connexus(R) IssueAware Ticket

Documentation must be uploaded for all LEAs	Compact Approval-Board minutes September_2022_Minutes.pdf 22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses).xlsx Reach 2223 Parent Policy Webmail Receipts 12.19.2022 (1).xlsx Staff Email--Reach Cyber Charter School Mail - Parent and Family Engagement Policy and Compact.pdf 22-23 Reach Federal Programs Annual Parent Meeting PowerPoint.pdf 22-23 Annual Parent Meeting--Parent and Family Engagement notes.docx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than $500,000 in Title I funds. (This can be marked N/A if the LEA receives less than $500,000 in Title I funds.)	☑	☐	☐	☑ **LEA level budget** (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities	**District Comments** 2/6/2023 9:50:47 AM Federal Programs Manager Joshua Hicks See set aside of 1% for a total of 29699. Reach has allocated and is on target to exceed the required set aside amount for the 2022-23 school year as seen in the attached Title 1 Current expenditures from Sage... document. You will see the in the 3300s, we have expended $514831, of which, $15371 has been used toward the set aside to pay community coordinators. This amount is paid out at two points during the school year, with the second combined payment of $15731 being disbursed in late May/early June. If you go to the grant budget other expenditures detail, you will see that we have set aside $29699 under the 3300 function code. You can also see these amounts reflected in the attached Reach grant tracking sheet which we use to reflect the budget and track funds. The school uses engagement funds to employ Community Coordinators--parents of enrolled students in the school who have the responsibility to liaise between the school and other parents/families and to plan parent and family engagement activities, including those funded with the reserved parent involvement funds from Title I. I've also included the overall final approved LEA budget for context. **Monitor Comments** 6/29/2023 3:28:35 PM State Monitor Helen Gross Documentation provided shows that the LEA /school level budget allocates 1% for required allowable parent and family engagement activities

Documentation must be uploaded for all LEAs

TI Budget-Other Expenditures-Detail.pdf
Reach Grant Tracking 22-23 TI.xlsx
Title I Current Grant Expenditures from Sage--FAI Quarterly--Budget
Items Complete.pdf
FINAL Approved Budget 22-23.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. For those LEAs that received $500,000 and more, of the 1% reserved, LEAs must distribute at least 90% to schools with priority given to high need schools. LEAs receiving less than $500,000 in Title I can mark N/A.	☑	☐	☐	☑ Building Level budgets demonstrating 90% was allocated to schools and a list of allowable parent and family engagement expenditures to date. If current year expenditures are not available, provide a list of prior year expenditures.	**District Comments** 2/6/2023 9:25:55 AM Federal Programs Manager Joshua Hicks Reach is one school and therefore does not have "building" level budgets or one school with higher needs than others. Reach has allocated and is on target to exceed the required set aside amount for the 2022-23 school year as seen in the attached Title 1 Current expenditures from Sage... document. You will see the in the 3300s, we have expended $514831, of which, $15371 has been used toward the set aside to pay community coordinators. This amount is paid out at two points during the school year, with the second combined payment of $15731 being disbursed in late May/early June. If you go to the grant budget other expenditures detail, you will see that we have set aside $29699 under the 3300 function code. You can also see these amounts reflected in the attached Reach grant tracking sheet which we use to reflect the budget and track funds. **Monitor Comments** 6/29/2023 3:29:27 PM State Monitor Helen Gross Documentation provided shows that the LEA /school level budget allocates 1% for required allowable parent and family engagement activities

Documentation must be uploaded for all LEAs	Reach Grant Tracking 22-23 TI.xlsx Title I Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf FINAL Approved Budget 22-23.pdf TI Budget-Other Expenditures-Detail.pdf

| If you have additional comments to make about this section, enter them here: | **Monitor Comments**

6/29/2023 4:24:55 PM

State Monitor Helen Gross

Parent Engagement and consistent communication appears to be a top priority at Reach Cyber CS. |

Component VII: Consolidation of Federal Administrative Funds

A local educational agency (LEA) that consolidates administrative funds for any fiscal year (FY) shall not use any other funds under the programs included in the consolidation for administration for that FY (Every Student Succeeds Act [ESSA] Section 8203). Indirect costs are a part of costs of administration; thus, indirect costs pertaining to programs included in the consolidation may only be paid out of the funds available for the administrative cost pool. For example, if a program must budget and expend at least 85 percent on direct services to students, then the total allowable for administration (e.g., program administration plus indirect costs) cannot exceed 15 percent.

Programs that may be included in the consolidation of administrative funds are:

- Title I, Part A (Basic)
- Title I, Part C (Migrant Education)
- Title I, Part D (Delinquent)
- Title II, Part A (Supporting Effective Instruction)
- Title III (Immigrant Students)
- Title III (English Learner Students)
- Title IV, Part A (Student Support and Academic Enrichment)

The consolidated funds may be used for the administration of the programs included in the consolidation and for uses, at the school district and school levels, designed to enhance the effective and coordinated use of funds under those programs.

ESSA Section 8203

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA is consolidating, Federal Administrative funds. (If not applicable, mark N/A)	☐	☐	☑	☐ Approval letter from Regional Coordinator including the above information	**District Comments** 2/6/2023 9:12:48 AM Federal Programs Manager Joshua Hicks The LEA is school wide but does not consolidate administrative funds. **Monitor Comments** 6/29/2023 3:30:39 PM State Monitor Helen Gross The LEA does not consolidate Federal Administrative funds.
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
If you have additional comments to make about this section, enter them here:					

Component VIII: Program Accuracy Verification

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400
2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title I application. **Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.**	☑	☐	☐		

Component IX: Nonpublic Schools

The LEA provides Title I services to eligible children attending nonpublic schools.

Sections 1117, 8501, and 8503
Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

☑ **If the LEA does not serve Nonpublic Schools, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has documented procedures detailing the provision of services.	☐	☐	☐	☐ Copy of LEA's Nonpublic Procedures	
Documentation must be uploaded for all LEAs					
2. Initial Consultation has occurred between the LEA and nonpublic official(s) **prior** to submitting LEA's Consolidated Application and the start of the services.	☐	☐	☐	☐ Intent to participate ☐ Copies of outreach attempts, i.e., letters, e-mails, call log ☐ Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
Documentation must be uploaded for all LEAs					
3. Consultation is ongoing between LEA and nonpublic officials.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
Documentation must be uploaded for all LEAs					
4. The results of agreement following consultation have been transmitted to the PDE's equitable services ombudsman.	☐	☐	☐	☐ Signed Affirmation of Consultation form uploaded to eGrants	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA regularly monitors the provision of Title I services to nonpublic students.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Visitation log ☐ Emails ☐ Virtual visit/meeting	
Documentation must be uploaded for all LEAs					
6. LEA is evaluating the Title I program serving nonpublic school students.	☐	☐	☐	☐ Evaluation data ☐ Needs assessment, survey form and collated results ☐ Assessment data	
Documentation must be uploaded for all LEAs					
7. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	☐	☐	☐	☐ Carryover section of eGrants ☐ Dated copies of letters, e-mails ☐ Agenda ☐ Meeting sign-in sheets between LEA and nonpublic officials	
Documentation must be uploaded for all LEAs					
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students. If equipment was not purchased for Nonpublic schools, select N/A.	☐	☐	☐	☐ UGG compliant inventory equipment log **dated and signed** by LEA to ensure physical inventory is **conducted annually at the end of the school year**	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.	☐	☐	☐	☐ Copy of third-party contracts that include; • Breakdown of instructional costs, • Type of services to be delivered, • Administrative costs for nonpublic schools • Multi-year contracts DO NOT exceed three years • An exit clause.	
Documentation must be uploaded for all LEAs					
10. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.	☐	☐	☐	☐ Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
Documentation must be uploaded for all LEAs					
11. LEA has performance goal detailing use of equitable share as discussed and agreed upon during consultation with NP.	☐	☐	☐	☐ Consolidated application, Performance Goals section listing nonpublic student's measurable goals	
Documentation must be uploaded for all LEAs					
12. Evidence LEA is following procurement procedures when the LEA is using a third-party provider for nonpublic equitable services.	☐	☐	☐	☐ Informal quotes or RFPs	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
13. LEA has Title I Nonpublic complaint procedures available for nonpublic schools.	☐	☐	☐	☐ Copy of Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, i.e. • Agenda listing review/receipt of Complaint Procedures • Mail receipt • Email to nonpublic official(s) including URL link to LEA's Complaint Procedures	
Documentation must be uploaded for all LEAs					
14. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement if allocation is $500,000 and over.	☐	☐	☐	☐ Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants	
Documentation must be uploaded for all LEAs					
15. Evidence of data used to calculate the amount of funds (equitable share) available to provide services.	☐	☐	☐	☐ Nonpublic data used to determine the number of income eligible (low-income) students (Title I specific), AND eGrants Title I ☐ Section: Nonpublic Organizations Summary	
Documentation must be uploaded for all LEAs					
16. Evidence that LEA budgets appropriate Nonpublic Equitable Share	☐	☐	☐	☐ Title I budget AND Budget Summary section of eGrants	
Documentation must be uploaded for all LEAs					
17. Transferability Sec. 5103(b) Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. (Complete only if transfer) Evidence of Nonpublic school consultation to discuss transferred amounts	☐	☐	☐	☐ Agendas/sign in sheets ☐ Emails ☐ Other documentation to reflect nonpublic consultation occurred prior to the transfer of funds.	

Title IA: Program -- Component IX: Nonpublic Schools

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Documentation must be uploaded for all LEAs, as applicable					
If you have additional comments to make about this section, enter them here:					

Comments

Documentation / responses were well organized / complete.

Title IIA: Program

Component I:

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to (1) increase student achievement consistent with the challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

If the LEA transferred all of Title IIA funds only answer question, #3. All others can be marked N/A, with comment all Title IIA funds transferred to Title IA/Title IVA.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.	☐	☐	☑	☐ Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers ☐ Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application	**District Comments** 2/6/2023 10:01:40 AM Federal Programs Manager Joshua Hicks Title II funds are used for district-wide professional development and for lead position stipends for staff support and development. Please see attached grant budgets as well as internal spending overview that details current year Title II spending uses. **Monitor Comments** 6/29/2023 3:31:19 PM State Monitor Helen Gross Title II funds are used for district-wide professional development and for lead position stipends for staff support and development.

Documentation must be uploaded for all LEAs	Title II Spending Overview 2022-23.xlsx TIIA Budget Summary.pdf TIIA Budget Detail--Professional Development.pdf Title II Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title II activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools (note: will be effective 23-24 schoolyear)	☐	☐	☑	☐ Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	**District Comments** 2/6/2023 9:56:48 AM Federal Programs Manager Joshua Hicks Reach is one school and therefore cannot prioritize between schools. **Monitor Comments** 6/29/2023 3:31:52 PM State Monitor Helen Gross Reach is a single school entity.

Documentation must be uploaded for all LEAs

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. The LEA provides evidence of stakeholder engagement in the development of Title II activities (including transfer discussions) e.g. parents, community members, schools staff.	☑	☐	☐	☑ Dated agendas and sign-in sheets for meetings that took place **prior** to the writing of the grant	**District Comments** 2/6/2023 10:02:42 AM Federal Programs Manager Joshua Hicks Please see attached PowerPoint agendas for 21-22 parent meeting and 22-23 planning meeting (to show ongoing review). Parent and faculty sign in sheets are attached for the 2021-22 parent meeting. Title I, II, and IV spending and activities (and effectiveness thereof) are reviewed at both planning meetings and the annual parent meeting. You will find this data review in both the parent meeting and planning meeting PowerPoints. **Monitor Comments** 6/29/2023 3:34:42 PM State Monitor Helen Gross The LEA provided extensive and appropriately timely evidence of stakeholder engagement in the development of Title II activities

Documentation must be uploaded for all LEAs

Reach 2122 annual parent meeting agenda ppt.pdf
Agenda 2022_2023 Reach Federal Programs Planning Meeting PowerPoint.pdf
22-23 Middle School Notes--Fall FP Planning Mtg.docx
22-23 High School Notes--Fall FP Planning Mtg.docx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					21-22 Title I Parent Meeting staff attendance.xlsx 21-22 Annual Title I Parent Meeting Attendance.docx 22-23 Federal Programs Planning Committee-Fall Meeting Agenda Sign In Sheet (Responses) (1).xlsx
4. The LEA provides evidence that Title II activities are evidence-based and expected to improve student achievement. Please note: for the 2023-24 monitoring, LEAs will be required to provide evidence that the Title II activities meets one of the 4 ESSA tiers of evidence. Please add a comment to indicate how your LEAs' Title II activities meets one of the four tiers of evidence and are evidence based. This requirement cannot be marked Not Met.	☑	☐	☐		**District Comments** 2/6/2023 10:05:43 AM Federal Programs Manager Joshua Hicks There is no option to attach evidence to this slide; however, if you review the Agenda 2022-2023 Reach Federal Programs Planning Meeting PowerPoint from section 3 above, you will find multiple slides covering student performance data. There is a direct connection between the training topics paid for with Title II funds and the programs and performance data we monitor for effectiveness. This data is shared with parents, staff, administration, and community attendees at our planning and parent meetings to guide discussion and direct future spending of Title II funds.
If you have additional comments to make about this section, enter them here:					

Component II: Program Accuracy Verification

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400
2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Comments
1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title II application. **Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.**	☑	☐		
If you have additional comments to make about this section, enter them here:				

Title IVA: Program

Component I:

The Student Support and Academic Enrichment (SSAE) program is intended to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

Questions #1, #2, and # 3 must be answered despite transferring funds and if the LEA received $30,000 in Title IV funds. If the LEA received less than $30,000 and is transferring all funds, answer question #1 and #2 and mark N/A for question #3.

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	☑	☐	☐	☑ **Dated** agendas and sign-in sheets for meetings that took place **prior** to writing the grant.	**District Comments** 2/6/2023 10:31:49 AM Federal Programs Manager Joshua Hicks See attached annual parent meeting powerpoint agenda and sign in for PREVIOUS school year 2021-22 where Title IV funds were reviewed with families prior to grants being written. **Monitor Comments** 6/29/2023 3:35:13 PM State Monitor Helen Gross The LEA provided extensive and appropriately timely evidence of stakeholder engagement in the development of Title IV activities

Documentation must be uploaded for all LEAs

Reach 2122 annual parent meeting agenda ppt.pdf
21_22 Annual Parent meeting invite for 2_3.docx
21_22 Annual Title I Parent Meeting 2021_2022.docx
21_22 Annual Title I Parent Meeting attendance 2_3.docx
21_22 HS Title 1 Parent Meeting Notes.docx
21_22 Reach Annual Parent Meeting taff attendance on Thu Feb 3_ 2022.xlsx
21_22 Reach Annual Parent Meeting - Middle School.docx
21_22 Reach Annual Parent Meeting -Title I Break Out Room Discussion.docx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					21_22 Reach Annual Parent Meeting - Notes_ Elementary.docx
2. The LEA **continued to consult** with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	☑	☐	☐	☑ **Dated** agendas and sign-in sheets for consultation that took place during the implementation of the grant	**District Comments**
					2/6/2023 10:46:36 AM
					Federal Programs Manager Joshua Hicks
					See most recent planning committee meeting agenda and sign ins as well as the annual parent meeting agenda and sign ins for the 2022-23 school year. Reach regularly consults parents and caretakers throughout the year regarding grant activities and fund usage. Attached grant expenditure summary is shared with families to provide them with an overview of Federal funds and fund use and promote discussion and collaboration.
					Monitor Comments
					6/29/2023 3:36:53 PM
					State Monitor Helen Gross
					The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted

Documentation must be uploaded for all LEAs

22-23 2-17-2023 Reach Federal Programs Annual Parent Meeting Agenda PowerPoint.pptx.pdf
22-23 Parent and Family Engagement notes--Fall FP Planning Mtg.docx
22-23 Middle School Notes--Fall FP Planning Mtg.docx
22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses) (2).xlsx
2022-23 Grant Expenditure Summary.docx
22-23 Federal Programs Planning Committee-Fall Meeting Agenda Sign In Sheet (Responses) (1).xlsx
22-23 Elementary Notes--Fall FP Planning Mtg.docx
22-23 Title I Planning Committee Survey (Responses).xlsx
22-23 High School Notes--Fall FP Planning Mtg.docx
22-23 12-20-2022 Agenda Reach Federal Programs Planning Meeting PowerPoint.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. If LEA receives more than $30,000, the activities supported by Title IV are aligned with the needs of the district/schools. (Evidence: Needs Assessment Data that is less than 3 years old)	☑	☐	☐	☑ **Dated** needs Assessment	**District Comments** 2/6/2023 2:37:46 PM Federal Programs Manager Joshua Hicks See attached board approval for CSI improvement plan for which a needs assessment was conducted. See also attached needs assessment summary from CSI plan. **Monitor Comments** 6/29/2023 3:37:45 PM State Monitor Helen Gross Documentation was provided and reviewed.

Documentation must be uploaded for all LEAs	Needs Assessment Proof--Approval of CSI Improvement Plan on June 16 2021.pdf	
	Needs Assessment from CSI Plan Summary of Strengths and Challenges - Future Ready Comprehensive Planning Portal.pdf	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. If the LEA **distributed funds to schools**, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.	☐	☐	☑	☐ Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools ☐ If LEA has schools designated CSI and A-TSI, list of schools receiving funds	**District Comments** 2/6/2023 10:58:33 AM Federal Programs Manager Joshua Hicks Reach is one school and therefore does not distribute funds to schools as there is only one school. **Monitor Comments** 6/29/2023 3:38:18 PM State Monitor Helen Gross Reach Cyber CS is a single school entity.

Documentation must be uploaded for all LEAs

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA has only budgeted **a maximum of 15%** of the **total** amount budgeted in Effective Use of Technology **for technology infrastructure** (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).	☑	☐	☐	☑ Consolidated application showing funds in the Effective Use of Technology expenditure section AND a statement of expenditures demonstrating funds are allowable and included in the approved application	**District Comments** 2/6/2023 2:21:17 PM Federal Programs Manager Joshua Hicks Reach did not use any Title IV funds on technology infrastructure. See effective use of technology (with $8000 for professional development only) and the grant budget which has 0 listed for purchased property services and property. **Monitor Comments** 6/29/2023 3:39:11 PM State Monitor Helen Gross Reach did not use any Title IV funds on technology infrastructure.

Documentation must be uploaded for all LEAs

Title IV Effective Use of Technology Narrative from Consol App.pdf
Title IV Grant Tracking Expenditures Summary Sheet.xlsx
Title IV Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. If the LEA has received more than $30,000 in Title IV funds, a **minimum** of 20% has been budgeted for Well-Rounded Educational activities.	☑	☐	☐	☐ Consolidated application Well-Rounded narrative completed, funds allocated AND a statement of expenditures demonstrating funds are allowable and included in the approved application ☑ Consolidated application showing funds in the Well-Rounded expenditure section	**District Comments** 2/6/2023 2:27:04 PM Federal Programs Manager Joshua Hicks Consolidated application showing funds in the Well-Rounded section is attached. Also please see grant tracking expenditures summary sheet for items labeled well rounded educational activities that total above 20% of grant spending (multiple stem coach salary/benefits). Currently expended funds can also be seen by viewing the current grant expenditures from Sage... document. **Monitor Comments** 6/29/2023 3:40:09 PM State Monitor Helen Gross Complete documentation was provided and reviewed.

Documentation must be uploaded for all LEAs

Title IV Well Rounded Narrative from Consolidated App.pdf
Title IV Grant Tracking Expenditures Summary Sheet.xlsx
Title IV Current Grant Expenditures from Sage--FAI Quarterly--Budget
Items Complete.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. If the LEA has received more than $30,000 in Title IV funds, a **minimum** of 20% has been budgeted for Safe and Healthy activities.	☑	☐	☐	☑ Consolidated application Safe and Healthy narrative completed, funds allocated AND a statement of expenditures demonstrating funds are allowable and included in the approved application	**District Comments** 2/6/2023 2:25:50 PM Federal Programs Manager Joshua Hicks Safe and Healthy Narrative from consolidated app is attached. Also please see grant tracking expenditures sheet for items labeled safe and healthy that total above 20% of grant spending (well over $100,000 out of the grant total of $236,230, social worker, psychologist, counselor salary/benefits and DEI trainings). Current spending can also be seen by viewing the current grant expenditures from Sage... document. **Monitor Comments** 6/29/2023 3:41:08 PM State Monitor Helen Gross Complete documentation was provided and reviewed.

Documentation must be uploaded for all LEAs

Title IV Safe and Healthy Narrative from Consol App.pdf
Title IV Grant Tracking Expenditures Summary Sheet.xlsx
Title IV Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. If the LEA has received more than $30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	☑	☐	☐	☑ Consolidated application Effective Use of Technology narrative completed funds allocated AND a statement of expenditures demonstrating funds are allowable and included in the approved application	**District Comments** 2/6/2023 2:26:16 PM Federal Programs Manager Joshua Hicks Consolidated application Effective Use of Technology narrative is attached. Also please see grant tracking expenditures sheet for items labeled use of technology (PETE&C Conference, etc). Current spending can also be seen by viewing the current grant expenditures from Sage... document. **Monitor Comments** 6/29/2023 3:41:28 PM State Monitor Helen Gross Complete documentation was provided and reviewed.

Documentation must be uploaded for all LEAs

Title IV Effective Use of Technology Narrative from Consol App.pdf
Title IV Grant Tracking Expenditures Summary Sheet.xlsx
Title IV Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf

If you have additional comments to make about this section, enter them here:	

Component II: Program Accuracy Verification

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400

2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Comments
1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title IV application. **Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.**	☑	☐		
If you have additional comments to make about this section, enter them here:				

Title VIII: (Title IIA, IIIA, and IVA): Non-Public Equitable Services

Requirements

The LEA provides Title services to eligible children attending non-public schools. The equitable services requirements that apply to those programs are contained in ESEA section 8501. Title VIII Programs Covered Under the Division of Federal Programs purview:

Title II, Part A Supporting effective instruction state grants
Title III, Part A English language acquisition, language enhancement, and academic achievement
Title IV, Part A Student support and academic enrichment grants

Secs. 8501, and 8503
Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Initial Consultation has occurred between the LEA and nonpublic official(s) **prior** to submitting LEA's Consolidated Application and the start of the services.	☐	☐	☐	☐ Intent to participate ☐ Copies of outreach attempts, i.e., letters, e-mails, call log ☐ Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
Documentation must be uploaded for all LEAs					
2. Consultation is ongoing between the LEA and Nonpublic school official regarding the provision of services, whether to pool funds, and the transfer of funds* if applicable. *Title III funds may not be transferred.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ **Dated** meeting agendas and sign-in sheet(s) between LEA and nonpublic official(s)	
Documentation must be uploaded for all LEAs					
3. The results of agreement following consultation have been transmitted to the equitable services ombudsman.	☐	☐	☐	☐ Signed Affirmation of Consultation form uploaded to eGrants	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. The LEA is serving schools located within their geographical boundaries.	☐	☐	☐	☐ Participation list and eGrants - list of nonpublic schools obtained by the LEA entered in the Non-Public Allocation Breakout area of Equitable Non-Public Share section. Participation list and schools listed in eGrants must match, or back up documentation to verify inaccuracy is required. ☐ Title III only: The participation list of schools should be used to determine Title III NP eligibility, NOT the enrollment counts. Total school enrollment counts are used for Title IIA and Title IV equitable share but NOT for Title III.	
Documentation must be uploaded for all LEAs					
5. Evidence LEA is following procurement procedures when the LEA is using a third-party provider for nonpublic equitable services.	☐	☐	☐	☐ Informal quotes or RFPs	
Documentation must be uploaded for all LEAs					
6. LEA has accurately determined the amount required for equitable services to NP schoolteachers and other educational personnel now based on the LEA's total allocation for Titles IIA, III and IVA.	☐	☐	☐	☐ eGrants - Calculation/equitable share in Equitable Nonpublic Share section and LEA budget listing the NP equitable share	
Documentation must be uploaded for all LEAs					
7. LEA has budgeted expenditures for nonpublic services based on the NP share calculated in eGrants	☐	☐	☐	☐ LEA budget detailing NP expenditures	
Documentation must be uploaded for all LEAs					
8. LEA has procedures for provision of services to eligible NP School Students, Teachers, and Other Educational Personnel (Title VIII). Please note: for the 2022-23 SY LEAs will be required to have documented procedures detailing the provision of services.	☐	☐	☐	☐ Copy of LEA's Nonpublic Procedures	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
9. LEA has performance goal detailing use of equitable share as discussed and agreed upon during consultation with NP.	☐	☐	☐	☐ Consolidated application, Performance Goals section listing measurable goal(s)	
Documentation must be uploaded for all LEAs					
10. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students. If equipment was not purchased for Nonpublic schools, select N/A	☐	☐	☐	☐ UGG compliant inventory equipment log **dated and signed** by LEA to ensure physical inventory is **conducted annually at the end of the school year**	
Documentation must be uploaded for all LEAs					
If you have additional comments to make about this section, enter them here:					

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

Division of Federal Program
Consolidated Program Review
2022-2023 School Year
Reach Cyber CS

Reach Cyber Charter School

SCHOOL Level Monitoring

	Name	**Check if Interviewed**
Principal:	Joshua Hicks	☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers:	Dr. Helen Gross	Visit Date:	6/29/2023

School Level Monitoring

Component I: Appropriately State Certified

The Local Education Agency (LEA) and the Title I School has professional standards for paraprofessionals working in a program supported with Title I.

Sec. 1112(c)(6) Sec. 1112(e)(1)(A)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. **All instructional paraprofessionals** working in a Title I program are appropriately certified.	☑	☐	☐	☑ List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	**District Comments** 3/22/2023 3:40:02 PM Federal Programs Manager Joshua Hicks We currently employ four paraprofessional staff members. Each has completed the Bureau of Special Education Paraprofessional Credential of Competency lessons. I have attached a verification letter regarding proof of credential of competency assessment completion here as well as a list of paraprofessionals working at Reach with their qualifications. **Monitor Comments** 6/29/2023 3:42:44 PM State Monitor Helen Gross All instructional paraprofessionals working in a Title I program are appropriately certified/highly qualified.

Documentation must be uploaded for all LEAs	Paraprofessional List 2022.docx Paraprofessional Competency verification.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	☑	☐	☐	☑ Copy of Right-to-Know - Teacher Qualifications letter **dated** and evidence of distribution date	**District Comments** 3/7/2023 10:43:31 AM Federal Programs Manager Joshua Hicks See parents' right to know_22 with the message sent October 3, 2022 (see proof of send date evidence). **Monitor Comments** 6/29/2023 3:55:09 PM State Monitor Helen Gross A copy of the Right-to-Know - Teacher Qualifications letter dated and evidence of distribution date(s) was provided and reviewed.

Documentation must be uploaded for all LEAs

Parent Right to Know_Spanish_9.15.2022.pdf
Right to Know--Proof of Send Date.jpeg
Parents Right to Know_English_8.25.2022.docx
Reach Parents' Right To Know_22.docx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	☑	☐		☑ Copy of Right-to-Know Four Consecutive Week letter AND evidence of distribution date with signature, if distributed	**District Comments** 3/7/2023 10:38:59 AM Federal Programs Manager Joshua Hicks No Reach teachers or substitutes have fallen under the conditions that require the four consecutive week letter. However, I have attached an example copy of our notice should the need arise. **Monitor Comments** 6/29/2023 3:58:24 PM State Monitor Helen Gross Certified staff exceed the 75/25 threshold and no letter needed to be sent. However, an example notice was provided and is kept on file with the Federal Programs Coordinator/Principal.

Documentation must be uploaded for all LEAs

Notice of Teacher Status_9.12.2022.docx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
If you have additional comments to make about this section, enter them here:					

Component II: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **All the following are Required components**: • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement	☑	☐	☐	☑ School Parent and Family Engagement policy, (that includes all required components), with review/revision date, dated parent meeting, dated agenda & sign-in sheets, and method of distribution	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments

• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I.
• Provide Title I parents
  ○ Timely information about Title I programs
  ○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards
  ○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
					District Comments
					3/1/2023 1:53:28 PM
					Federal Programs Manager Joshua Hicks
					See file 1 for approved parent and family engagement policy distributed to parents with approval date. Required components/bullets are labeled with comments in file 1: Reach Parent Policy and Compact. Parent engagement policy is also located in student handbook accessible by students and parents 24/7 on the school website. Handbook attached (In file 11, please see page 6 under roles and responsibilities for link to Parent engagement policy). File 2 is the webmail distribution of the Parent engagement policy. File 3 is the read receipt for the Parent engagement policy distribution to ALL parents. Files 4-7 are invites, surveys, and reminders for parents and teachers to attend the annual parent meeting where feedback and collaboration is requested regarding the Parent engagement policy. The annual parent meeting was held February 17, 2023. The agenda for the annual parent meeting (which includes the Parent engagement policy discussion and review) is on slide 3 of file 8, the annual parent meeting powerpoint. File 9 is the DATED sign in sheet for the annual parent meeting. File 10 includes the direct notes taken relating to the parent compact and parent and family engagement policy. Board minutes from the meeting where policy was approved are in file 12.
					Monitor Comments
					6/29/2023 3:59:13 PM
					State Monitor Helen Gross
					Documentation was provided and reviewed. All required components were highlighted, dated, and fully explained by Mr. Hicks. The LEA provides multiple methods of distribution to parents.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). ○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. ○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. ○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. ○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. ○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).					
Documentation must be uploaded for all LEAs				File 1. 22-23 Reach Parent Policy and Compact_9.13.2022 (2).docx File 2. 22-23 11-1-22 WebMail - Parent and Family Engagement Policy and Compact.pdf	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					File 3. 22-23 Reach Parent Policy Webmail Receipts 12.19.2022.xlsx File 4. 22-23 Parent invitation--Annual Parent Meeting.pdf File 5. 22-23 Parent Interest Survey--Annual Parent Meeting (Responses).xlsx File 6. 22-23 Reminder WebMail - Announcement_ Reminder_ Federal Programs Annual Parent Meeting Invitation, Friday, February 17, 12_15 p.m_.pdf File 7. 22-23 Annual Parent Meeting Staff Invite.pdf File 8. 22-23 Reach Federal Programs Annual Parent Meeting PowerPoint.pdf File 9. 22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses) (2).xlsx File 10. 22-23 Annual Parent Mtg Parent and Family Engagement notes.docx File 11. 22-23 Reach Student Handbook.docx File 12. Parent fam engagement-parent Compact Approval-Board minutes September_2022_Minutes.pdf
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	☑	☐	☐	☑ **Dated** Title I meeting agenda & sign-in sheets	**District Comments** 3/1/2023 1:56:02 PM Federal Programs Manager Joshua Hicks Please see File 1. annual parent meeting agenda slide 3 for meeting agenda. Dated sign-ins are on File 2. attached annual parent meeting agenda sign in sheet. See files 3, 4, and 6 for parent invitation email and reminder (with translation option at bottom of message). Files 7-10 are the breakout room notes in which topics from the agenda were discussed. **Monitor Comments** 6/29/2023 4:00:11 PM State Monitor Helen Gross Extensive and timely documentation was provided and reviewed.
Documentation must be uploaded for all LEAs					File 2. 22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses).xlsx File 3. 22-23 Annual Parent Meeting invitation.pdf File 4. 22-23 Annual Parent Meeting Survey--Staff (Responses).xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall • describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and	☑	☐	☐	☑ School-parent compact with review/revision date, dated agenda, sign-in sheets and method of distribution	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.					**District Comments** 3/1/2023 1:57:01 PM Federal Programs Manager Joshua Hicks See file 1 for approved parent compact distributed to parents with approval date. Required components/bullets are labeled with comments in file 1: Reach Parent Policy and Compact. Parent compact is also located in student handbook accessible by students and parents 24/7 on the school website. Handbook attached (In file 11, please see page 6 under roles and responsibilities for link to parent compact). File 2 is the webmail distribution of the compact. File 3 is the read receipt for the parent compact distribution to ALL parents. Files 4-7 are invites, surveys, and reminders for parents and teachers to attend the annual parent meeting where feedback and collaboration is requested regarding the compact. The annual parent meeting was held February 17, 2023. The agenda for the annual parent meeting (which includes the parent compact discussion and review) is on slide 3 of file 8, the annual parent meeting powerpoint. File 9 is the DATED sign in sheet for the annual parent meeting. File 10 includes the direct notes taken relating to the parent compact and parent and family engagement policy. Board minutes from the meeting where policy was approved are in file 12. **Monitor Comments** 6/29/2023 4:00:58 PM State Monitor Helen Gross Extensive and timely documentation was provided and reviewed.
Documentation must be uploaded for all LEAs					File 1. 22-23 Reach Parent Policy and Compact_9.13.2022 (2).docx File 2. 22-23 11-1-22 WebMail - Parent and Family Engagement Policy and Compact.pdf File 3. 22-23 Reach Parent Policy Webmail Receipts 12.19.2022.xlsx File 4. 22-23 Parent invitation--Annual Parent Meeting.pdf File 5. 22-23 Parent Interest Survey--Annual Parent Meeting (Responses).xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	☑	☐	☐	☑ **Dated** Title I meeting agenda & sign-in sheets that indicate topics of discussion ☐ Staff/Parent meeting agendas and sign-in sheets	**District Comments** 3/1/2023 2:24:19 PM Federal Programs Manager Joshua Hicks Please see agenda on slide 3 and slide 28 (handouts/discussion groups which covered the topics of assessments and student progress) of the Annual Parent Meeting Powerpoint as well as 22-23 agenda sign in sheet. Also see testing descriptors handouts as well as individual breakout meeting discussion notes for elementary, middle, high school, and parent/family engagement. **Monitor Comments** 6/29/2023 4:02:39 PM State Monitor Helen Gross Extensive and timely documentation was provided and reviewed. Meetings were elementary level, middle school level, and high school level specific.

Documentation must be uploaded for all LEAs

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					22-23 Annual Parent Meeting--Elementary Notes.docx 22-23 Annual Parent Meeting--Parent and Family Engagement notes.docx 22-23 Annual Parent Mtg-Middle School Notes.docx 22-23 Annual Parent Meeting--High School Notes.docx Parent Meeting handout Updated--Testing Descriptions PSSA KEYSTONE.docx Parent Meeting handout 5_Things_Every_ParentGuardian_Needs_to_Know_about_Progress_Learning.pdf
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	☑	☐	☐	☐ Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events ☑ Submit only one example of workshops with copies of dated agendas and sign-in sheets.	**District Comments** 3/7/2023 10:49:09 AM Federal Programs Manager Joshua Hicks Please see calendar of events for family literacy activities conducted by Reach's literacy coach as well as sign in sheet for 11/16/2022 parent/caretaker training. **Monitor Comments** 6/29/2023 4:05:54 PM State Monitor Helen Gross Extensive and timely documentation was provided and reviewed. In addition to the one requested example of a parent training, it is important to note that an additional calendar of events for family literacy activities conducted by Reach's literacy coach was provided.
Documentation must be uploaded for all LEAs					Literacy Workshops (4).pdf Family Literacy Night 2022 (Responses).xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. **ALL** schools' teachers and staff shall **annually** be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	☑	☐	☐	☐ **Dated** staff meeting agendas and sign-in sheets ☑ SPAC skits and staff agendas and sign in sheets ☐ Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	**District Comments** 3/9/2023 8:37:25 AM Federal Programs Manager Joshua Hicks SPAC skits were reviewed with staff and takeaways were discussed. See dated and time stamped attendance sheet with attendees listed. **Monitor Comments** 6/29/2023 4:06:32 PM State Monitor Helen Gross SPAC skits were reviewed with staff and takeaways were discussed

Documentation must be uploaded for all LEAs ㅤㅤ2022-23 Student Parent Advisory Council Parent Involvement Skits (Responses) (1).xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	☑	☐	☐	☐ Transition Plan ☐ Parent training materials, evaluations, agendas, calendar of events ☑ Staff/Parent meeting agendas and sign-in sheets	**District Comments** 3/14/2023 10:10:18 AM Federal Programs Manager Joshua Hicks Reach provides a multitude of transition programs. Attached is an example of a student and parent training regarding FAFSA applications for college. Also, please see attached successful community partnerships to provide real world career training experiences for students. **Monitor Comments** 6/29/2023 4:07:21 PM State Monitor Helen Gross Extensive and timely documentation was provided and reviewed.

Documentation must be uploaded for all LEAs ㅤㅤFinancial Aid Attendance 9_28.xlsx
2022-23 Financial Aid Presentation.pdf
Completed Career Experiences.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	☑	☐	☐	☐ Translated documents such as fliers, letters, web site postings ☑ Translated Schoolwide Plan	**District Comments** 3/7/2023 10:50:51 AM Federal Programs Manager Joshua Hicks See attached translated school wide plan. **Monitor Comments** 6/29/2023 4:08:44 PM State Monitor Helen Gross A translated (Spanish) Comprehensive Plan 22-25 was provided.

Documentation must be uploaded for all LEAs	En Espanol_CSI_Schoolwide Comprehensive_Plan___2022_-_2025__1__Spanish_US.docx

If you have additional comments to make about this section, enter them here:	

Component III: Schoolwide Programs

An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

Sec. 1114

☐ **If the school does not operate a Schoolwide Program, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. An approved Schoolwide Plan is present in the FRCPP. ESEA §1114(b)(6) requires that the schoolwide plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Additionally §1114(b)(7) the schoolwide plan needs to include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in §1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school ,increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.	☑	☐	☐	☑ Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan says Approved	**District Comments** 3/17/2023 8:24:13 AM Federal Programs Manager Joshua Hicks Please see documentation of approved CSI/comprehensive plan. **Monitor Comments** 6/29/2023 4:10:10 PM State Monitor Helen Gross An approved Schoolwide (Comprehensive) Plan is present in the FRCPP.
Documentation must be uploaded for all LEAs					CSI Comprehensive Plan _ 2022 - 2025.pdf Screenshot 2023-03-16 at 9.04.06 AM.png

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan. ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.	☑	☐	☐	☐ **Agendas and sign-in sheets** demonstrating plan was developed in the year prior to initial implementation for newly identified schoolwide program schools ☑ **Agendas and sign-in sheets** demonstrating plan was updated within a year of the monitoring visit.	**District Comments** 3/7/2023 10:20:27 AM Federal Programs Manager Joshua Hicks Please see biweekly school improvement monitoring template from 21-22 year as well as planning meetings to review grant items that include school improvement/schoolwide set aside items. Also see attached CSI Calendar Monthly review 21-22 dates in the 21-22 calendar year. Also, please see slides 7 and 8 in the 21-22 annual parent meeting agenda in which the CSI plan and progress is reviewed with parents and staff. **Monitor Comments** 6/29/2023 4:11:16 PM State Monitor Helen Gross Evidence was provided of the schoolwide/comprehensive plan being developed in the year prior to initial implementation.
Documentation must be uploaded for all LEAs					21-22 Bi-weekly Monitoring Template - Reach Cyber CS (1).xlsx Reach 2122 annual parent meeting agenda ppt.pdf Annual Parent meeting invite for 2_3 (3).docx Annual Title I Parent Meeting 2021_2022 (1).docx Title I Parent Meeting staff attendance on Thu Feb 3_ 2022 (2).xlsx Annual Title I Parent Meeting attendance 2_3 (3).docx CSI Calendar Monthly Plan Review--2021-2022 CSI Meetings.docx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plans action plan. Please note: Schoolwide plans must be regularly monitored as determined by the frequency indicated in the action plan and revised, as necessary, based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (b) Evidence exists that data has been collected in line with the schoolwide plans goals targeted timeframes. ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.	☑	☐	☐	☑ **Agendas and sign-in sheets** of meetings ☐ Copies of data reports	**District Comments** 3/7/2023 9:56:04 AM Federal Programs Manager Joshua Hicks Please see attached school improvement meeting rolling agenda for 22-23 and the biweekly monitoring document for 22-23. Please see Reach Staff Huddle document (slide 6). Reach conducts weekly all staff meetings (called huddles), in which CSI student data is regularly reviewed and discussed (Huddle, slide 6). Also see 22-23 annual parent meeting powerpoint, slides 11 and 12 where current CSI data is reviewed and discussed with parents and staff (also see attached sign in for proof of date/time/content). **Monitor Comments** 6/29/2023 4:12:03 PM State Monitor Helen Gross Evidence exists of ongoing review and revisions, as necessary, of the schoolwide / comprehensive plan's action plan. Moving forward, remember to complete all quarterly reports in the Plan Monitoring section of the FRCPP Comprehensive / Schoolwide Plan(s).

Documentation must be uploaded for all LEAs

Reach CS 22-23 Bi-weekly Template_CSI.xlsx
21-22 Bi-weekly Monitoring Template - Reach Cyber CS.xlsx
22-23 Rolling Agenda.docx
Reach Staff Huddle 3_6__2023.pdf
22-23 Reach Federal Programs Annual Parent Meeting PowerPoint.pdf
22-23 Federal Programs Annual Parent Meeting Agenda Sign In Sheet (Responses).xlsx

Note: If the school does not have an approved 2022-23 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
If you have additional comments to make about this section, enter them here:					

Component IV: Targeted Assistance Programs

In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

Sec. 1113

☑ **If the school does not operate a Targeted Assistance Program, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	☐	☐	☐	☐ Selection criteria and student roster with test scores that includes rank order listing.	
Documentation must be uploaded for all LEAs					
2. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	☐	☐	☐	☐ List of programs, activities, and academic courses provided to eligible children	
Documentation must be uploaded for all LEAs					
3. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may include expanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	☐	☐	☐	☐ List of instructional strategies including activities that strengthen the academic program provided to eligible children	
Documentation must be uploaded for all LEAs					
4. The Title I school coordinates with and supports the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs.	☐	☐	☐	☐ Documentation of regular team meetings, **dated** agenda, sign-in sheets, and minutes	
Documentation must be uploaded for all LEAs					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	☐	☐	☐	☐ List of professional development activities, **dated** agendas, and sign in sheets	
Documentation must be uploaded for all LEAs					
If you have additional comments to make about this section, enter them here:					

Comments

Evidence/documents uploaded with explanations were complete and question specific. All areas were thoroughly addressed and completed in a timely manner. Attention to detail and recognizing the importance of solid interactive communication with all stakeholders is a mainstay at Reach Cyber CS and its' Title programs.

Division of Federal Programs
Consolidated Program Review

2022-2023 School Year

Reach Cyber CS
750 East Park Drive
Suite 204
Harrisburg

LEA Level Monitoring

	Name	**Phone Number**	Check if Interviewed
Superintendent:	Jane Swan	717-409-8356	☐
Business Manager:	Karen Yeselavage	7179034282	☐
Federal Program Coordinator:	Joshua Hicks	7177457353	☐
Parent/Family Member:			☐

Program(s) Reviewed:

☑ Title IA: Fiscal   ☑ Title IVA: Fiscal

☑ Title IIA: Fiscal

☐ Title IIIA: Fiscal

Program Reviewer(s): Dr. Helen Gross

Program Review Date: 06/29/2023

Title IA: Fiscal

Component I: General Fiscal Requirements/Uniform Grants Guidance

Fiscal monitoring is different than program monitoring: Fiscal monitoring will include a review of a subgrantee's financial operations, which may include a review of internal controls for program funds in accordance with state and federal requirements, an examination of principles, laws and regulations, and a determination of whether costs are reasonable and necessary to achieve program objectives. This activity involves an assessment of financial statements, records, and procedures. It is similar to an audit but has a lesser degree of detail and depth and, usually, a higher degree of frequency.

Fiscal monitoring includes, but is not limited to:

- Reviewing a random sample (usually 3-5 per program) of invoices or bills for expenditures charged to the program to determine if appropriate units of measure are reported and that costs (units x rate) are correct and that costs align with grant objectives and were approved in the application for funds.
- Comparing budgets or budget limits to actual costs to determine if the LEAs expenditures are likely to be more or less than budgeted
- Obtaining documentation that services billed or items purchased were actually delivered according to the contract
- Comparing invoices with supporting documentation to determine that costs were allowable, necessary, and allocable.

An expenditure is allowable if it is an approved use of funds under the statute or regulations governing a program and meet the intent of the program.

An expenditure is necessary if it is part of an approved application for funding.

An expenditure is allocable to the extent that the expenditure is used to meet the intent of the grant program (costs are pro-rated across grants if used to meet several grant program objectives).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Audits The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented. NOTE: **The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months.** Uniform Grants Guidance Section 200.501	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA	☑	☐	☐	☑ Two most recent audit reports	**District Comments** 2/8/2023 8:06:21 AM Federal Programs Manager Joshua Hicks The two most recent audit reports are attached. Technically N/A Uploaded documentation not required, but I have the files on hand here if you want to review them. **Monitor Comments** 6/29/2023 10:19:09 AM State Monitor Helen Gross Uploaded Documentation was not required. However, the LEA uploaded the documentation and was reviewed.

Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".

Reach Cyber Charter School June 30, 2021.pdf
Reach Cyber Charter School June 30, 2022.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999) **for current and prior years.**	☐	☐	☑	☐ UGG compliant inventory log of items purchased with Title I A.	**District Comments** 2/7/2023 9:47:25 AM Federal Programs Manager Joshua Hicks No inventory was purchased using Title funds. Title funds are used for employee salaries, benefits, stipends, and trainings. **Monitor Comments** 6/29/2023 10:19:29 AM State Monitor Helen Gross No inventory was purchased using Title funds. Title funds are used for employee salaries, benefits, stipends, and trainings.

Documentation must be uploaded for all LEAs

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years	☐	☐	☑	☐ UGG compliant inventory log **dated and signed** by LEA to ensure physical inventory is **conducted** within the last two years	**District Comments** 2/7/2023 9:47:52 AM Federal Programs Manager Joshua Hicks No inventory was purchased using Title funds. Title funds are used for employee salaries, benefits, stipends, and trainings. **Monitor Comments** 6/29/2023 10:19:37 AM State Monitor Helen Gross No inventory was purchased using Title funds. Title funds are used for employee salaries, benefits, stipends, and trainings.

Documentation must be uploaded for all LEAs

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved/submit date **(List approval/submit date in comment section).**	☐	☐	☑	☐ Copy of Title 1 expenditures, showing very 1st expense using current year's funds.	**District Comments** 2/9/2023 10:20:29 AM Federal Programs Manager Joshua Hicks Cyclical monitoring. "Uploaded documentation not required." **Monitor Comments** 6/29/2023 10:19:54 AM State Monitor Helen Gross Uploaded Documentation not required

Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Time Documentation UGG Section 200.430	1A. The LEA maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	☑	☐	☐	☑ Semi-annual time certifications	**District Comments** 3/1/2023 10:45:12 AM Federal Programs Manager Joshua Hicks Please see pages 11-13 of the 22-23 semi annual certifications document for current signed certifications for the 2022-2023 school year. Also, please see pages 1-6 of the Reach 2122 Semi-cert document for both July 1 to Dec 31 2021 and January 1 to June 30 2022 signed certifications. **Monitor Comments** 6/29/2023 10:20:52 AM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.

Documentation must be uploaded for all LEAs

22-23 July 1 2022 to December 31 2022 Reach Time and Effort Semi Annual Certifications Signed.pdf
Reach 2122 TI.IIA.IVA.SIG.ESSER.IDEA Semi-Certs (3).pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	☐	☐	☑	☐ Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	**District Comments** 2/8/2023 8:28:25 AM Federal Programs Manager Joshua Hicks N/A this is not applicable as all Reach employees paid through a Federal grant are working under a single cost objective. **Monitor Comments** 6/29/2023 10:21:01 AM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.
Documentation must be uploaded for all LEAs						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on **multiple cost objectives** and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 2/7/2023 9:48:55 AM Federal Programs Manager Joshua Hicks No employees work on multiple cost objectives at Reach. Please see semi-annual certifications for employees paid with grant funds. **Monitor Comments** 6/29/2023 10:21:10 AM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.

Documentation must be uploaded for all LEAs

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Time and Effort Procedures	1. LEA has written time and effort procedures that include directions for (1) the completion of time and attendance reporting; (2) the approval process that is required; (3) the processing of personnel charges to federal awards; and (4) the internal review process that will be stablished to ensure effective internal control over the federal awards.	☑	☐	☐	☑ Written Procedure for Time and Effort (do not need board approval)	**District Comments** 2/8/2023 8:35:10 AM Federal Programs Manager Joshua Hicks See attached Reach Federal Programs Procedures manual pages 31 and 32. Note, please use the actual page number labels at the bottom of each page. The table of contents is numbered 1-3 and then the numbers start over again in the body of the document. **Monitor Comments** 6/29/2023 10:25:15 AM State Monitor Helen Gross Documentation was included as part of a procedural manual.

Documentation must be uploaded for all LEAs   Reach Federal Programs Procedures Manual.docx.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	☑	☐	☐	☐ Federal Program document(s) (i.e. invoices paid from federal funds) from up to 7 years ago ☑ Screenshot of files/records ☐ Photo of files/records	**District Comments** 5/10/2023 10:25:35 AM Federal Programs Manager Joshua Hicks Reach was founded in the 2016-2017 school year. I have attached screenshots of our records system for the 16-17 year to present. I've also attached the grant tracking sheets which specifically list out spending items. **Monitor Comments** 6/29/2023 10:32:58 AM State Monitor Helen Gross Fiscal record retention was clearly represented. However, it was hard to determine the extent of record keeping for programs -- including meetings, parent engagement, annual forms, etc.

Documentation must be uploaded for all LEAs

17-18 FY Screenshots.pdf
17-18 FY Reach Grant Tracking.xlsx
18-19 FY Reach Grant Tracking.xlsx
18-19 FY Screenshots.pdf
19-20 FY Reach Grant Tracking.xlsx
19-20 FY Screenshots.pdf
20-21 FY Reach Grant Tracking.xlsx
20-21 FY Screenshots Grant Expense Tracking.pdf
21-22 FY Reach Grant Tracking.xlsx
21-22 FY Screenshots Grant Expense Tracking.pdf
22-23 FY Screenshots Grant Expense Tracking.pdf
22-23 Partial Year FY Reach Grant Tracking.xlsx
16-17 FY Reach Grant Tracking.xlsx
16-17 Screenshot.png

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report, for the prior year, for Title IA.	☑	☐	☐	☑ Consolidated Application, Performance Goal Output Report in Title IA	**District Comments** 5/11/2023 4:41:00 PM Federal Programs Manager Joshua Hicks Submission date of 1-3-2023 is listed on the top left. **Monitor Comments** 6/29/2023 10:33:37 AM State Monitor Helen Gross The LEA has submitted the Performance Goal Output Report, for the prior year, for Title IA, in a timely manner.

Documentation must be uploaded for all LEAs   Title I Performance Report 2021-22.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Backup documentation exists for the performance goal report **from the prior year** that aligns with the data indicated in the goals that would be used to determine success.	☑	☐	☐	☑ Data summary **narratives** to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	**District Comments** 2/8/2023 9:30:58 AM Federal Programs Manager Joshua Hicks See attached data files/narratives for backup documentation regarding performance goal reporting. These files are used to determine whether goals have been met/not met. See narrative title I performance goal output report for complete summary of data. **Monitor Comments** 6/29/2023 12:40:37 PM State Monitor Helen Gross Backup documentation for the performance goal report from the prior year was uploaded/provided.

Documentation must be uploaded for all LEAs

State Test Score Report 2022 (3) (1).pdf
Logged Contacts for Leadership 6.2 (3) (1).xlsx
Parent Survey Summary 2021.png
Required Contacts.png
FutureReadyIndexSummary - Reach Cyber CS - Career Readiness.pdf
CBA Goal 3.png
Narrative Title I Performance goal output report.docx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Conflict of Interest Policy UGG Sec 200.112	1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes: • Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) • Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) • Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) • Mandatory Disclosure- (potential conflict disclosed in writing)	☑	☐	☐	☑ Board Approved policy - LEA must highlight all four bullets in policy Please note: if an LEA is using the PSBA template prior to 2016-17 must update, new policy includes language under Reporting Conflicts of Interest - *The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.*	**District Comments** 3/21/2023 10:03:37 AM Federal Programs Manager Joshua Hicks See attached approved board policy. Required items are highlighted. **Monitor Comments** 6/29/2023 12:43:58 PM State Monitor Helen Gross The Board approved policy is current (2023) and the LEA highlighted all four bullets in policy. Required language was included.
Documentation must be uploaded for all LEAs					Highlighted 2-24-2023_Reach_Conflict_of_Interest_Policy_Approved.pdf	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
9. Allowability of Costs Procedures UGG Sec 200.43	1. Allowability of Costs Requirement - Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles: • Necessary, reasonable and allocable • Conform with federal law and grant terms • Consistent with state and local policies • Adequately documented	☑	☐	☐	☑ Review Allowability of Costs Procedures to check for internal controls relating to bulleted items. LEA must highlight the four required bullets in their evidence.	**District Comments** 2/28/2023 2:04:03 PM Federal Programs Manager Joshua Hicks Please see attached Reach Federal Programs Procedures manual Allowability of Costs pages 6-11 (please look for the page numbers on the bottom of each page). Each cost principal is highlighted and has a comment posted identifying the area it covers. **Monitor Comments** 6/29/2023 12:45:32 PM State Monitor Helen Gross Current (2023) Allowability of Costs Procedures to check for internal controls relating to bulleted items was reviewed. The LEA highlighted the four required bullets in their evidence.

Documentation must be uploaded for all LEAs   2023 Reach Federal Programs Procedures Manual Updated.docx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. Procurement Procedures UGG Sec 200.320, 100.67, 200.88	1. Procurement the LEA maintains purchasing procedures • Micro-purchases (purchase up to $10,000) • Small Purchase (between $10,000-$250,000) • Sealed Bids (purchases over $250,000 with formal advertising) • Competitive Proposals (more than one source submitting a proposal) • Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source)	☑	☐	☐	☑ Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels - LEA must highlight the required bullets in their evidence.	**District Comments** 2/28/2023 2:05:01 PM Federal Programs Manager Joshua Hicks Please see attached Reach Federal Programs Procedures manual pages 15-22 regarding Procurement (please look for the page numbers listed at the bottom of each page). Each purchasing procedure is highlighted and has a comment posted identifying the area it covers. **Monitor Comments** 6/29/2023 12:48:19 PM State Monitor Helen Gross Procurement Procedures are current. The LEA highlighted the required bullets in their evidence.
Documentation must be uploaded for all LEAs						[2023 Reach Federal Programs Procedures Manual Updated.docx](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
11. Cash Management Procedures UGG Sec 200.305	1. Cash Management - the LEA must maintain written procedures to implement the following cash management requirements: • Reimbursements - explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds • Advances - explain what happens if the LEA receives advance payments of federal grant funds • Interest - explain how the LEA will manage interest earned on federal grant awards	☑	☐	☐	☑ Cash Management Procedures are available that address the three components. LEA must highlight the required bullets in their evidence.	**District Comments** 2/28/2023 2:05:52 PM Federal Programs Manager Joshua Hicks Please see attached Reach Federal Programs Procedures manual pages 11-14 (please look for the page numbers listed at the bottom of each page) regarding cash management policies. Each cash management requirement is highlighted and has a comment posted identifying the area it covers. **Monitor Comments** 6/29/2023 12:50:08 PM State Monitor Helen Gross Cash Management Procedures are current and address the three required components. The LEA highlighted the required bullets in their evidence.

Documentation must be uploaded for all LEAs   [2023 Reach Federal Programs Procedures Manual Updated.docx](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
12. Travel Reimbursement Policy UGG Sec 200.474	1. Travel the LEA must have written travel policies for travel costs to be allowable • Types of travel (single day, overnight or out-of-state) • What expenses may be reimbursed (food, lodging, transportation, airfare) • What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form)	☑	☐	☐	☑ Board approved policy - LEA must highlight the required bullets in their evidence. Policy does not have to be specific to federal funds.	**District Comments** 2/21/2023 3:18:51 PM Federal Programs Manager Joshua Hicks See attached approved board policy. Required items are highlighted. **Monitor Comments** 6/29/2023 12:54:26 PM State Monitor Helen Gross A Board approved Travel Reimbursement Policy was uploaded. Due to a technical glitch, the last part of the policy was blank/cut off and the date was not visible. - However, the LEA didhighlight the required bullets in their evidence.

Documentation must be uploaded for all LEAs   Highlighted Reach_Travel_Policy_Proposal_Approved.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
13. Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454	1. LEA must obtain prior written approval for the following expenditures: • Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) • Out of State Travel for workshops/conferences (200.474) • Entertainment Costs (200.438) • Equipment (200.439) • Student Activity Costs • Memberships, subscriptions, and Professional Activities (200.454)	☐	☐	☑	☐ Items were included in approved consolidated application budgets and/or narratives ☐ Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.	**District Comments** 2/9/2023 10:15:45 AM Federal Programs Manager Joshua Hicks Cyclical monitoring. "Uploaded documentation not required." **Monitor Comments** 6/29/2023 12:55:03 PM State Monitor Helen Gross Uploaded Documentation not required
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						
14. Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	1. LEAs with Title I allocations greater than $50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary	☐	☐	☑	☐ Waiver request and Carryover Waiver Approval Letter, if over 15%.	**District Comments** 2/8/2023 9:43:10 AM Federal Programs Manager Joshua Hicks Reach did not carry over funds. "Uploaded documentation not required." **Monitor Comments** 6/29/2023 12:55:13 PM State Monitor Helen Gross Uploaded Documentation not required

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						
15. Rank Order

The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.

Sec. 1113 | 1. LEA appropriately distributed funds to all Title I buildings | ☐ | ☐ | ☑ | ☐ Title I allocation for each Title I building from LEA budget and a **copy of the Title I application within the Consolidated Application** to verify amounts spent by building | **District Comments**

2/8/2023 9:39:11 AM

Federal Programs Manager Joshua Hicks

Reach is one school and therefore does not have multiple buildings for which to distribute funds. Cyclical monitoring. "Uploaded documentation not required."

Monitor Comments

6/29/2023 12:55:21 PM

State Monitor Helen Gross

Uploaded Documentation not required |
| **Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".** | | | | | | |

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. If an LEA has a building over 75%, this cannot be marked N/A	☐	☐	☑	☐ List of schools served, building level budgets aligned with Consolidated Application	**District Comments** 2/8/2023 9:39:36 AM Federal Programs Manager Joshua Hicks Reach is one school and therefore does not have multiple buildings for which to distribute funds. Cyclical monitoring. "Uploaded documentation not required." **Monitor Comments** 6/29/2023 12:55:32 PM State Monitor Helen Gross Uploaded Documentation not required

Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. Pre-kindergarten children are excluded from the poverty count of any school	☐	☐	☑	☐ PIMS Report on Economically Disadvantaged ☐ Other printed documentation showing Pre-K excluded from enrollment counts	**District Comments** 2/8/2023 9:44:04 AM Federal Programs Manager Joshua Hicks Cyclical monitoring. "Uploaded documentation not required." **Monitor Comments** 6/29/2023 12:55:42 PM State Monitor Helen Gross Uploaded Documentation not required

Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
16. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113(c)(3), 42 U.S.C 11432 Sec. 1116(a)(3)	1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.	☑	☐	☐	☑ Consolidated Application Reservation of Funds page and statement of expenditures for Homeless students	**District Comments** 2/8/2023 9:44:35 AM Federal Programs Manager Joshua Hicks Reach has reserved funds for homeless students. Please see attached reservation of funds documentation. **Monitor Comments** 6/29/2023 12:56:13 PM State Monitor Helen Gross Required documentation was provided/uploaded.

Documentation must be uploaded for all LEAs

Consolidated App--Title I Reservation of funds Homeless.pdf
Title I Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA has reserved funds for **Foster students** at both Title I served and non-Title I served buildings. This is a district-level reservation. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).	☐	☐	☑	☐ Statement of expenditures for Foster	**District Comments** 2/8/2023 9:46:53 AM Federal Programs Manager Joshua Hicks Cyclical monitoring: Uploaded documentation not required. **Monitor Comments** 6/29/2023 12:56:22 PM State Monitor Helen Gross Uploaded Documentation not required

Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived. (If not used, select NA)	☐	☐	☑	☐ Spreadsheet demonstrating calculations	**District Comments** 2/9/2023 10:11:41 AM Federal Programs Manager Joshua Hicks Uploaded documentation not required for cyclical LEAs. **Monitor Comments** 6/29/2023 12:56:30 PM State Monitor Helen Gross Uploaded Documentation not required

Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	4. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet.	☐	☐	☑	☐ LEA Title I budget and expenditures	**District Comments** 2/9/2023 10:12:06 AM Federal Programs Manager Joshua Hicks Uploaded documentation not required for cyclical LEAs. **Monitor Comments** 6/29/2023 12:56:42 PM State Monitor Helen Gross Uploaded Documentation not required

Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	5. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)	☐	☐	☑	☐ Statement of expenditures for Neglected Institution	**District Comments** 2/9/2023 10:12:44 AM Federal Programs Manager Joshua Hicks Uploaded documentation not required for cyclical LEAs. **Monitor Comments** 6/29/2023 12:56:50 PM State Monitor Helen Gross Uploaded Documentation not required
Documentation must be uploaded for medium and high-risk LEAs only. Cyclical LEAs, please mark N/A and include the comment, "Uploaded Documentation not required".						
17. Transferability Sec 5103(b)	1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.	☑	☐	☐	☐ Expenditures aligned to transferred into subprogram ☑ Consolidated Application, Transferability page	**District Comments** 2/8/2023 9:40:34 AM Federal Programs Manager Joshua Hicks Reach did not take advantage of transferability of funds at the time of this monitoring. **Monitor Comments** 6/29/2023 12:57:40 PM State Monitor Helen Gross The LEA did not transfer Title II and Title IV funds into Title I.
Documentation must be uploaded for all LEAs						Transferability of Funds--Did not use.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
18. Comparability The LEA complies with the comparability provisions of Title I Sec. 1118(c)	1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15	☑	☐	☐	☐ Detailed Data Sheet and Assurance page ☑ Assurance page for those LEAs that are exempt	**Monitor Comments** 6/29/2023 12:58:35 PM State Monitor Helen Gross The Assurance page for those LEAs that are exempt was completed and submitted to PDE in a timely manner.

Documentation must be uploaded for all LEAs	Reach 2223 Comparability signed 11.4.2022.pdf

If you have additional comments to make about this section, enter them here:	

Component II: Community Eligibility Provision (CEP) 7 CFR 245.9(f)97) (iii)

The Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) offers LEAs an alternative to collecting household applications in the National School Lunch and National School Breakfast Programs, which eliminates unnecessary paperwork previously required by the Richard B. Russell National School Lunch Act. The CEP is a reimbursement option for eligible LEAs and schools that wish to offer free meals to all children in high-poverty schools.

☑ **If the LEA does not use the Community Eligibility Provision (CEP), this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 2021-22 SY?	☐	☐	☐	☐ Consolidated Application, Selection of Schools	
Documentation must be uploaded for all LEAs, as applicable					
2. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools	☐	☐	☐	☐ Consolidated Application Selection of Schools	
Documentation must be uploaded for all LEAs, as applicable					
If you have additional comments to make about this section, enter them here:					

Comments

Fiscal documentation was well prepared, well explained, and complete.

Title IIA: Fiscal

Requirements

☐ **If the LEA transferred all of Title IIA funds, please check here.**

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources Sec. 1118(b)	1. Title II - the LEA approved budget and records of expenditures of Title II funds match	☑	☐	☐	☑ Title II budgets ☐ LEA budget ☐ Statement of Expenditures for Title II	**District Comments** 2/28/2023 4:00:08 PM Federal Programs Manager Joshua Hicks Please see Title II consolidated application budget as well as expenditure tracking sheet and latest quarterly submission for the 2022-23 school year. I've also included the final approved LEA budget for context. **Monitor Comments** 6/29/2023 1:03:14 PM State Monitor Helen Gross Documentation was provided and well organized. - The LEA approved budget and records of expenditures of Title II funds match

Documentation must be uploaded for all LEAs

Title II Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf
FINAL Approved Budget 22-23.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Time Documentation UGG 200.430	1A. The LEA maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. Semi-annual funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	☑	☐	☐	☑ Semi-annual time certifications	**District Comments** 2/15/2023 3:10:58 PM Federal Programs Manager Joshua Hicks Please see pages 15 and 16 of the 22-23 July 1 2022 to Dec 31 2022 document for Title II semi annual certifications for the current school year. Also see pages 7-12 of the Reach 21-22 document for both July 1 to Dec 31 2021 and January 1 to June 30 2022 Title II semi-annual certs. **Monitor Comments** 6/29/2023 1:04:42 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.

Documentation must be uploaded for all LEAs

22-23 July 1 2022 to December 31 2022 Reach Time and Effort Semi Annual Certifications Signed.pdf
Reach 2122 TI.IIA.IVA.SIG.ESSER.IDEA Semi-Certs (3).pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	☐	☐	☑	☐ Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	**District Comments** 2/15/2023 3:12:48 PM Federal Programs Manager Joshua Hicks Reach operates a schoolwide program and all staff time is devoted 100% to a single cost objective of schoolwide academic improvement. All staff funded with Title funds complete semi-annual certifications which are included above. **Monitor Comments** 6/29/2023 1:04:52 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.

Documentation must be uploaded for all LEAs

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on **multiple cost objectives** and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 2/15/2023 3:13:10 PM Federal Programs Manager Joshua Hicks No Reach employees are working under multiple cost objectives. **Monitor Comments** 6/29/2023 1:05:00 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.

Documentation must be uploaded for all LEAs

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the 21-22 Performance Goal Output Report for Title II by the due date.	☑	☐	☐	☑ Consolidated Application, Performance Goal Output Report in Title II.	**District Comments** 2/15/2023 3:19:52 PM Federal Programs Manager Joshua Hicks Performance goal output report is attached. See upper left hand corner for submission date of 1-3-2023 **Monitor Comments** 6/29/2023 1:05:44 PM State Monitor Helen Gross The LEA has submitted the 21-22 Performance Goal Output Report for Title II in a timely manner.

Documentation must be uploaded for all LEAs   Title II Performance Goals Report.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Backup documentation exists for the performance goal report **from the prior year** that aligns with the data indicated in the goals that would be used to determine success	☑	☐	☐	☑ Data summary **narratives** to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	**District Comments** 5/11/2023 4:57:27 PM Federal Programs Manager Joshua Hicks Attached is the data used to determine whether goals were not met for Title II. At the time I completed the performance goals (I submitted the goals after the deadline of the survey), 100 percent of respondents had indicated that they were satisfied with the coaching experience and activities. Several post-deadline respondees adjusted the total slightly, but we still met the goal. See data summary narrative for detailed explanation with evidence summaries in a single location. **Monitor Comments** 6/29/2023 1:06:44 PM State Monitor Helen Gross Backup documentation was uploaded for the performance goal report from the prior year that aligns with the data indicated in the goals that were used to determine success
Documentation must be uploaded for all LEAs						Title II Performance Goals Report.pdf 21-22 EOY Coaching Feedback Survey Title II.pdf Narrative Title II Performance goal output report.docx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Performance Goals	1. Baseline data has been collected for 22-23 performance goals	☑	☐	☐	☑ Data reports, attendance sign-in sheets or other tool as identified in performance goal	**District Comments** 3/1/2023 10:19:25 AM Federal Programs Manager Joshua Hicks Previous year feedback results provide baseline data for 22-23 goals. **Monitor Comments** 6/29/2023 1:07:18 PM State Monitor Helen Gross Appropriate documentation was provided/uploaded.

Documentation must be uploaded for all LEAs   [21-22 EOY Coaching Feedback Survey Title II.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Equipment and Related Property UGG 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999)	☐	☐	☑	☐ UGG compliant equipment inventory list of items purchased with Title IIA, for current and all prior years, and/or any additional photo evidence or documentation	**District Comments** 3/1/2023 10:02:57 AM Federal Programs Manager Joshua Hicks As of this point, no Title II funds have been used to purchase any inventory. Please see attached sample inventory that we will use if we make purchases through grant funds in the future. **Monitor Comments** 6/29/2023 1:09:09 PM State Monitor Helen Gross Title II funds were not used to purchase Equipment, Computing Devices, or Special Purpose Equipment.

Documentation must be uploaded for all LEAs   [Fed Programs Equipment Inventory List Sample.pdf](#)

If you have additional comments to make about this section, enter them here:	

Title IVA: Fiscal

Requirements

☐ **If the LEA transferred all of Title IVA funds, please check here.**

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Supplement/Supplant Sec. 1118(b)	1. The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources	☑	☐	☐	☑ Title IV budget from the Consolidated Application and Statement of Expenditures for Title IV	**District Comments** 3/1/2023 10:22:00 AM Federal Programs Manager Joshua Hicks Please see Title IV grant expenditures from sage... document which includes the Title IV budget from the consolidated application as well as the latest FAI quarterly and the totals from our financial system. Please also see the Title IV grant tracking expenditures summary sheet (very detailed) which is our internal tracking sheet for Title IV in the 2022-23 school year. **Monitor Comments** 6/29/2023 1:03:45 PM State Monitor Helen Gross Documentation was provided and well organized. - The LEA approved budget and records of expenditures of Title IV funds match

Documentation must be uploaded for all LEAs	Title IV Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf Title IV Grant Tracking Expenditures Summary Sheet (2).xlsx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
2. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title IV by the due date.	☑	☐	☐	☑ Consolidated Application, Performance Goal Output Report in Title IV.	**District Comments** 3/1/2023 10:23:19 AM Federal Programs Manager Joshua Hicks Performance goal output report is attached and dated within the due date. See upper left corner for 1-3-2023 submission date.	**Monitor Comments** 6/29/2023 1:10:17 PM State Monitor Helen Gross The LEA has submitted the Performance Goal Output Report for Title IV in a timely manner.

Documentation must be uploaded for all LEAs	Title IV Performance Goals Reporting.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Backup documentation exists for the performance goal report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	☑	☐	☐	☑ Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	**District Comments** 3/1/2023 10:27:20 AM Federal Programs Manager Joshua Hicks Please see safe schools documentation for the previous two school years which shows no incidents of bullying, parent survey results which show our current satisfaction ratings, and STEM participation documentation for the 20-21 and 21-22 school years. See data summary narrative for detailed explanation with evidence summaries in a single location. **Monitor Comments** 6/29/2023 1:13:53 PM State Monitor Helen Gross Backup documentation was uploaded for the performance goal report from the prior year that aligns with the data indicated in the goals that were used to determine success

Documentation must be uploaded for all LEAs

Title IV Performance Goals Reporting.pdf
Safe Schools 21-22.xlsx
Safe Schools 20-21.xlsx
Parent Survey Summary 2021.png
STEM Documentation.pdf
Narrative Title IV Performance goal output report.docx

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Time Documentation UGG 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	☑	☐	☐	☑ Semi-annual time certifications	**District Comments** 3/1/2023 10:32:51 AM Federal Programs Manager Joshua Hicks Please see pages 17 and 18 of the July 1 to Dec 31 2022 document for semi annual certifications specific to Title IV. Also see pages 13-15 in the Reach 21-22 document for both July 1 to Dec 31 2021 and January 1 to June 30 2022 for both semi annual certification timeframes for that year. **Monitor Comments** 6/29/2023 1:12:05 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.

Documentation must be uploaded for all LEAs	22-23 July 1 2022 to December 31 2022 Reach Time and Effort Semi Annual Certifications Signed.pdf Reach 2122 TI.IIA.IVA.SIG.ESSER.IDEA Semi-Certs (3).pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	☐	☐	☑	☐ Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	**District Comments** 3/1/2023 10:47:57 AM Federal Programs Manager Joshua Hicks Reach operates a schoolwide program and all staff time is devoted 100% to a single cost objective of schoolwide academic improvement. All staff funded with Title funds complete semi-annual certifications which are included above. **Monitor Comments** 6/29/2023 1:12:25 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.

Documentation must be uploaded for all LEAs

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on **multiple cost objectives** and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 3/1/2023 10:47:17 AM Federal Programs Manager Joshua Hicks No Reach employees are working under multiple cost objectives. **Monitor Comments** 6/29/2023 1:12:33 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.

Documentation must be uploaded for all LEAs

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Equipment and Related Property UGG 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over $5,000) purchased and Computing Devices and Special Purpose Equipment ($300 - $4,999)	☐	☐	☑	☑ UGG compliant inventory list of items purchased with Title IV, for current and all prior years	**District Comments** 3/1/2023 10:48:42 AM Federal Programs Manager Joshua Hicks No inventory has been purchased with Title IV funds to date; however, I have attached the inventory list we will use if we use funds to purchase inventory in the future. **Monitor Comments** 6/29/2023 1:15:07 PM State Monitor Helen Gross Title IV funds were not used to purchase Equipment, Computing Devices, or Special Purpose Equipment.

Documentation must be uploaded for all LEAs   Fed Programs Equipment Inventory List Sample.pdf

If you have additional comments to make about this section, enter them here:	

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

Division of Federal Program
Consolidated Program Review
2022-2023 School Year
Reach Cyber CS

Reach Cyber Charter SChool

SCHOOL Level Monitoring

	Name	**Check if Interviewed**
Principal:	Joshua Hicks	☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers:	Dr. Helen Gross	Visit Date:	6/29/2023

School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Time Documentation UGG Sec. 200.430	1A. The LEA maintains semi-annual certifications for **all** employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	☑	☐	☐	☑ Semi-annual time certifications	**District Comments** 3/1/2023 2:40:21 PM Federal Programs Manager Joshua Hicks Please see 22-23 semi annual certifications document for current signed certifications for the 22-23 school year. Also, please see Reach 2122 Semi-cert document for both July 1 to Dec 31 2021 and January 1, 2022 to June 30, 2022 signed certifications. **Monitor Comments** 6/29/2023 1:16:07 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.

Documentation must be uploaded for all LEAs

Reach 2122 TI.IIA.IVA.SIG.ESSER.IDEA Semi-Certs (3).pdf
22-23 July 1 2022 to December 31 2022 Reach Time and Effort Semi Annual Certifications Signed.pdf

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	☐	☐	☑	☐ Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	**District Comments** 3/1/2023 2:42:24 PM Federal Programs Manager Joshua Hicks N/A this is not applicable as all Reach employees paid through a Federal grant are working under a single cost objective. **Monitor Comments** 6/29/2023 1:16:17 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.

Documentation must be uploaded for all LEAs

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on **multiple cost objectives** and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	☐	☐	☑	☐ Time logs ☐ Staff schedules	**District Comments** 3/1/2023 2:42:41 PM Federal Programs Manager Joshua Hicks No employees work on multiple cost objectives at Reach. Please see semi-annual certifications for employees paid with grant funds. **Monitor Comments** 6/29/2023 1:16:24 PM State Monitor Helen Gross The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.

Documentation must be uploaded for all LEAs

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting **ALL** Title I expenditures	☑	☐	☐	☑ School's **Title I** building level budget including specific salary and benefits for personnel and supply orders for **actual and anticipated** expenditures, must be used for this analysis	**District Comments** 3/1/2023 2:44:27 PM Federal Programs Manager Joshua Hicks Please see title I current grant expenditures from sage... document as well as Title I Reach grant tracking sheet. The Reach grant tracking sheet includes salaries and benefits down to the penny and is used throughout the year in concert with our fiscal system (SAGE). The Sage document has an overview at the top in addition to the latest FAI and the Title I grant budget from the consolidated app. Since Reach is one school we have an overall budget rather than a building level budget. I have also included our final approved budget for the 22-23 school year as well as a Reach Budget Narrative for context. **Monitor Comments** 6/29/2023 1:18:43 PM State Monitor Helen Gross Documentation was provided and well organized. - The LEA approved budget and records of expenditures of Title I LEA/school funds match

Documentation must be uploaded for all LEAs	Title I Current Grant Expenditures from Sage--FAI Quarterly--Budget Items Complete.pdf Title I Reach Grant Tracking 22-23.xlsx Reach Budget Narrative for 22-23.docx FINAL Approved Budget 22-23.pdf

If you have additional comments to make about this section, enter them here:	

Comments

The Federal Programs Coordinator did an excellent job in preparing and providing all requested documentation in the fiscal review.

pennsylvania
DEPARTMENT OF EDUCATION

October 12, 2018

Ms. Jane Swan
Chief Executive Officer
Reach Cyber CS
750 East Park Drive
Suite 204
Harrisburg, Pa   17111

Dear Ms. Swan:

I have been informed that your agency has resolved the noncompliance with timelines for initial evaluation of students that had been identified as a result of the State Performance Plan follow up monitoring. This has been corrected as of September 25, 2018 by your agency.

As you know, federal regulations require states to monitor local education agency's compliance with federal and state requirements for special education. Your response to the monitoring and subsequent corrective action assures the continuation of improved special education services to Pennsylvania students.

The Department of Education appreciates your cooperation and the Bureau of Special Education remains available to you should you desire further assistance in the future.

Sincerely,

Ann Hinkson-Herrmann
Director

Charter School Corrective Action Verification/Compliance and Improvement Plan - Bureau of Special Education

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

Charter School: **Reach Cyber CS**

Chief Executive Officer: **Ms. Jane Swan**

Special Education Director/Coordinator: **Jennifer Berry-Probst**

BSE Special Education Adviser: **Jessica Keener-Haas**

Date of Report: **November 27, 2018**

Date Final Report Sent to LEA: **March 26, 2018**   **Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA**

First Visit Date: **April 04, 2018**

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
	N					1. **FSA-ASSISTIVE TECHNOLOGY AND SERVICES** **Standard:** The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP	The LEA will create a procedure to outline the process for the provision of Assistive Technology use for students with disabilities. Evidence of Change: The BSE adviser will review the procedure to ensure that it meets regulatory requirements.	03/26/2019 BSE staff	
Y						1A. **FSA-HEARING AIDS** **Standard:** Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			Y
Y						2. **FSA-POSITIVE BEHAVIOR SUPPORT** **Standard:** LEA complies with the positive behavior support policy requirements.			Y
Y						3. **FSA-CHILD FIND** **Standard:** LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. **FSA-CONFIDENTIALITY** **Standard** The LEA is in compliance with confidentiality requirements.			
		X				5. **FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)** **Standard:** The LEA uses dispute resolution processes for program improvement.			
Y						8. **FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION** **Standard:** The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. **FSA-INDEPENDENT EDUCATIONAL EVALUATION** **Standard:** The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. **FSA-LEAST RESTRICTIVE ENVIRONMENT** **Standard:** The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
	N					12. **FSA-EXTENDED SCHOOL YEAR SERVICES**	The LEA will create a procedure that outlines the process for ESY eligibility, as well as, review for target and non-target students to meet regulatory requirements. Evidence of Change: The BSE adviser will review the procedure to ensure it meets regulatory requirements.	03/26/2019 IU staff, BSE Staff	
Y						13. **FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING**			
Y						15. **FSA-PARENT TRAINING** **Standard:** Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 1 0 1 0 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend. Always Sometimes Rarely Never Don't Know Does not Apply			
					2 2 0 1 0 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. **FSA-SURROGATE PARENTS (STUDENTS REQUIRING)** **Standard:** The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. **FSA-PERSONNEL TRAINING** **Standard:** In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
10	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
9	1	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
5	3	2				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
		X			20.	**FSA-INTENSIVE INTERAGENCY APPROACH** **Standard:** The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
		X			21.	**FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION** **Standard:** The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
	N				21A.	**TRANSITION REQUIREMENTS** **Standard:** The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required. The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff	
						Topical Area 2: Delivery of Service			
Y					17.	**FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** The LEA's percentage of children with disabilities served in special education is comparable to state data.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					17B. **FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** Timely provision of FAPE for students who transfer public agencies within state, and from another state.	The LEA will create a procedure to ensure the timely provision for FAPE for transfer students with disabilities. Evidence of Change: The BSE adviser will review the procedure to ensure that it meets the regulatory requirements.	03/26/2019 BSE Staff	
Y						22. **FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION** **Standard:** LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			Y
	N					23. **FSA-EDUCATIONAL BENEFIT REVIEW** **Standard:** The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	04/25/2018 BSE Staff	04/25/2018
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 2 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					   4 0 1 0 0 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					   0 2 3 0 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					   2 2 1 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
9	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	1	0				GE 80. Is the student making progress within the general education curriculum?			
8	1	1				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	2				GE 80b. If yes, in what ways? Very actively participates; very articulate in class. Interaction with peers, live lesson participation. Social skills have really improved and has been able to really focus. Guidance Academic improvement and growth, completing assignments on a timely basis. Building rapport with teachers. Completing assignments successfully. Completing work successfully, demonstrates understanding.			
0	0	9				GE 80c. If no, what does this student need that he/she is not receiving in your class? Struggled with assignments.			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
9	0	1				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
3	1	6				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
3	1	6				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	7				SE 95c. If yes, what reasons were discussed for recommending removal? Low grades, related services. Modified assignments, small groups. Did not have prerequisite skills for some of the courses.			
0	0	7				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Parent request. Number of small group settings. About one hour/day.			
4	0	6				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
6	0	4				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
9	0	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
9	1	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
		X				5A. **FSA-EFFECTIVE USE OF DISPUTE RESOLUTION** **Standard:** The LEA uses dispute resolution processes for program improvement.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		X				6. **FSA-GRADUATION RATES (SPP)** **Standard:** The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
		X				7. **FSA-DROPOUT RATES (SPP)** **Standard:** The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. **FSA-SUSPENSION RATES** **Standard:** The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. **FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)** **Standard:** Students with disabilities are provided for in the least restrictive environment			
		X				16. **FSA-PARTICIPATION IN PSSA AND PASA (SPP)** **Standard:** The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. **FSA-LOCAL ASSESSMENT**			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			
0	0	10				FR 157. Contact person's name and contact information			

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Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action / Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 158.	Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159.	Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)				
4	4	2			50%	FR 194.	PTRE-Consent Form is present in the student file	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU staff, PaTTAN Staff, BSE Staff	
4	0	6				FR 195.	Demographic data			
4	0	6				FR 196.	Reason for reevaluation			
4	0	6				FR 197.	Types of assessment tools, tests and procedures to be used			
4	0	6				FR 198.	Contact person's name and contact information			
3	1	6			25%	FR 199.	Parent has selected a consent option	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU staff, PaTTAN Staff, BSE Staff	

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 200.	Parent signature or documentation of reasonable efforts to obtain consent	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU staff, PaTTAN Staff, BSE Staff	
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)				
0	0	10				FR 201.	Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202.	Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203.	Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204.	Contact person's name and contact information			
0	0	10				FR 205.	Parent has selected a consent option			
0	0	10				FR 206.	Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)				
0	0	10				FR 160.	ER is present in the student file			
0	0	10				FR 161.	Evaluation was completed within timelines			
0	0	10				FR 162.	A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
0	0	10				FR 163.	Demographic data			
0	0	10				FR 164.	Date report was provided to parent			
0	0	10				FR 165.	Reason(s) for referral			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
0	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
0	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
0	0	10				FR 176. Present levels of academic achievement			
0	0	10				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			
0	0	10				FR 179. Conclusions			
0	0	10				FR 180. Disability Category			
0	0	10				FR 181. Recommendations for consideration by the IEP team			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 182. Evaluation Team Participants documented			
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
8	2	0			20%	FR 207. RR is present in the student file	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 208.	Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
6	2	2			25%	FR 209.	A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
8	0	2				FR 210.	Demographic data			
7	1	2			13%	FR 211.	Date IEP team reviewed existing evaluation data	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
8	0	2				FR 212.	Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
8	0	2				FR 213.	Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			

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Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 214. Aptitude and achievement tests	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
7	1	2			13%	FR 215. Current classroom based assessments and local and/or state assessments	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
8	0	2				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
8	0	2				FR 217. Teacher recommendations			
8	0	2				FR 218. Lack of appropriate instruction in reading			
8	0	2				FR 219. Lack of appropriate instruction in math			
8	0	2				FR 220. Limited English proficiency			
7	1	2			13%	FR 221. Conclusion regarding need for additional data is indicated	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	2	7			67%	FR 222. Reasons additional data are not needed are included	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
8	0	2				FR 223. Determination whether the child has a disability and requires special education			
8	0	2				FR 224. Disability category(ies)			
8	0	2				FR 225. Summary of findings includes student's educational strengths and needs			
7	1	2			13%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
7	1	2			13%	FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
5	0	5				FR 228. Interpretation of additional data			
1	0	9				FR 229. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 230. Indication of process(es) used to determine eligibility			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 231. Instructional strategies used and student-centered data collected			
1	0	9				FR 232. Educationally relevant medical findings, if any			
1	0	9				FR 233. Effects of the student's environment, culture, or economic background			
1	0	9				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 236. Observation in the student's learning environment			
0	0	10				FR 237. Other data if needed			
1	0	9				FR 238. Statement for all 6 items			
8	0	2				FR 239. Documentation of Evaluation Team Participants			
1	0	9				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
5	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
5	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
4	0	0	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
3	0	2	0			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	4	1	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	5	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	5	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
1	1	8				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
8	1	1			11%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance focusing on Indicator 13, to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
3	0	7				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance focusing on Indicator 13, to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
8	2	0			20%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance focusing on Indicator 13, to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff, BSE Staff	
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	1	9			100%	FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019	
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
6	4	0			40%	FR 258. IEP was completed within timelines	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
10	0	0				FR 259. Demographic data			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
3	0	7				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
7	2	1			22%	FR 264. Student	The LEA will train all special education staff on the proper completion of paperwork.

Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance. | 03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff | |
| 8 | 2 | 0 | | | 20% | FR 265.   General Education Teacher | The LEA will train all special education staff on the proper completion of paperwork.

Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance. | 03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff | |

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 266. Special Education Teacher	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
7	3	0			30%	FR 267. Local Education Agency Representative	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	1	9			100%	FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
0	0	10				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
0	1	9			100%	FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN staff and/or BSE Staff	
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
6	3	1			33%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	The LEA will train all special education staff on the proper completion of paperwork, specifically focusing on Indicator 13 requirements. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN staff and/or BSE Staff	
9	1	0			10%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	4	1			44%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
5	4	1			44%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
3	2	5			40%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	3	1			33%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
8	1	1			11%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
7	2	1			22%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	FR 292c. Annual goals are related to the student's transition services	The LEA will train all special education staff on the proper completion of paperwork, focusing on Indicator 13 requirements. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
1	0	9				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
1	0	9				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
2	0	8				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
9	1	0			10%	FR 304. Description of when periodic reports on progress will be provided to parents	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	1	0			10%	FR 305. Documentation of progress reporting on Annual Goals	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
1	0	9				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
9	0	1				FR 307. Program Modifications and Specially-Designed Instruction			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	1	2			13%	FR 308.	If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	0	1				FR 309.	If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310.	If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
5	1	4			17%	FR 311.	If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
6	0	4				FR 312.	If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
9	0	1				FR 313.	If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				FR 314.	If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315.	Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316.	A conclusion regarding student eligibility for ESY			
8	2	0			20%	FR 317.	Information or data reviewed by the IEP team to support the ESY eligibility determination	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
1	1	8			50%	FR 318.	Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	1	8			50%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
						EDUCATIONAL PLACEMENT (File Reviews)			
9	1	0			10%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	1	0			10%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action / Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
7	0	3				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
5	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
5	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
5	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
2	0	3	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
4	0	1	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	1	0	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	4	0			P 32b. If no, what training or support would assist you? Laws and regulations.			
5	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
5	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
5	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
5	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	5	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	5	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		4	1			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
8	2	0				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
3	3	4				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	7				GE 76. Were those recommendations considered by the IEP team?			
10	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
5	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
4	0	0	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	1				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 102.	Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
7	2	1				SE 103.	Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
4	2	4				SE 104.	If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106.	If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
7	0	3				SE 107.	If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108.	If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 112.	Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
9	1	0				SE 117.	Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a.	In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b.	If yes, in what ways?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Grades are outstanding; participates in live lessons. Benefiting with same curriculum as peers, social interactions with peers, help from teachers. Small group interactions and appropriate curriculum levels. Grade level, common core, socialize with peers, help from teachers. Success at grade level, maintaining good grades. Co-taught classes - general and special education teachers. Would benefit if logged in and participated more. Socially Direct instruction and call for help. Participates independently and is joining in with the group.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
5	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
5	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					5 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	1				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
8	0	2				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
5	0	5				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
3	1	6				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	7				GE 79c. If yes, what reasons were discussed for recommending removal? Learning support. Academic support, instruction. Academic support.			
0	0	7				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Per IEP. Ability to attend to instruction during that length. Attention span to task, productivity.			
5	0	5				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
0	1	9				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
8	0	2				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	2				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
2	0	3	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
5	0	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
4	0	0	1			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
5	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	5	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	3	1			P 47.	If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121.	Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
1	0	9				SE 122.	If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a.	At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b.	Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c.	Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d.	Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e.	If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f.	Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)				
4	0	1	0			P 50.	If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
4	0	0	1			P 50a.	In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
3	2	0	0			P 50b.	In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	2	0			P 50c.	If yes, what reasons were discussed for recommending removal?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Academic help. Needs assistance in reading & math, needs focus. Needs			
0	0	2	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Unsure Based on specific class needs. Team discussion.			
4	0	0	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	0	0	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	0	0			P 50g. If yes, in what ways? High functioning and needs to be with peers. Likes English. Varying instructional approaches. Gets socialization after class. Happier with school, improving, getting more services.			
0	0	5	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					3 1 0 0 0 1	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					2 2 0 0 0 1	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
10	0	0				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
9	1	0			10%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
7	3	0			30%	FR 335. Description of other factor(s) relevant to LEA's proposal or refusal	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	1	0			10%	FR 336. Educational placement recommended (including amount and type)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
7	3	0			30%	FR 339. Parent has selected a consent option	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
9	1	0			10%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The LEA will train all special education staff on the proper completion of paperwork. Evidence of Change: The BSE adviser will review the training agendas related to paperwork compliance to ensure that the trainings meet regulatory requirements. Further, the BSE adviser will review sign in sheets that documents participation of staff.The BSE Adviser will conduct a review of files to verify compliance.	03/26/2019 IU Staff, PaTTAN Staff and/or BSE Staff	
						INTERVIEW RESULTS (Parent)			
0	0	5	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			
					4	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			
					5	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			
					1	a. modifications			
					1	e. instructional materials			
					1	f. less inclusion			
					1	g. staff open to suggestions, good communication			
					1	j. student ratios			
					1	n. other Having fun but learning.			
		3	0			P 67. Tell me anything you would like to change about the program.			
					1	a. modifications			
					1	g. staff open to suggestions, good communication			
		0	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
					2	a. Very strongly agree			
					2	b. Strongly agree			
					1	c. Agree			
						P 69. Additional comments about your child's program.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Doing better than in public school. Concern to get math credit - needs help &/or modifications. Accommodations were not being provided for the first semester. I asked for a meeting to discuss this and now they are provided.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			
						FSA 19A Teacher Survey Results	Based on the results of the teacher survey, the LEA will submit an improvement plan that focuses on regular education staff training for accommodations and modifications for students with disabilities The LEA will submit the improvement plan no later than 7/10/2018.	07/10/2018 IU staff, PaTTAN Staff and/or BSE Staff	06/18/2018

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						19A Personnel Training	Implement an information sharing process for special education case managers to meet with general education staff serving students on their caseload to review and discuss individual student SDIs listed on IEPs at the beginning of the school year. Implement a formal sign-off page for each individual student in which the staff (including related service providers) working with that student acknowledges that they have reviewed and will implement the SDIs listed on the student's IEP. This will occur at the beginning of the year, after the annual IEP is held and after a revision to the IEP is made. Provide formal training to all general education staff employed at Reach Cyber Charter School in regard to disability awareness and strategies for implementing accommodations and modifications for students with disabilities as well as students channeled through the child find process. Evidence of Change: The BSE adviser will review all training information including powerpoints and any other training documents related to the above. The adviser will review sign off sheets to ensure that the staff was involved with the training.	06/01/2019 IU Staff, BSE Staff	

March 26, 2018

Ms. Jane Swan
Chief Executive Officer
Reach Cyber CS
750 East Park Drive
Suite 204
Harrisburg, Pa 17111

Dear Ms. Swan:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Reach Cyber CS the week of February 12, 2018.

The Executive Summary is arranged in two parts and includes an Appendix. PART I presents the Summary of Findings including an explanation of the review process and general findings. PART II describes the corrective action process. A description identifying findings of noncompliance, corrective action required, improvement planning needed, and results of interviews of staff and parents can be found in the Appendix. The charter school must complete corrective action within the calendar days as outlined in the Charter School Corrective Action Verification/Compliance and Improvement Plan developed with the BSE Adviser. Follow-up onsite reviews verifying the charter school's completion of corrective action will be conducted by the BSE. The BSE Adviser will contact the charter school to schedule the initial visit within 60 days of issuance of the monitoring report.

34 CFR 300.600 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. Legal compliance is the basis on which high quality programs are built. It is policy of the Department of Education to promote and ensure compliance with special education statutes and regulations through an array of activities such as a coordinated program of plan review, compliance monitoring, technical assistance, and funding decisions. However, if the Department does not succeed in obtaining prompt compliance through activities such as monitoring, then more rigorous steps can be taken to make sure compliance is resolved. These include:

- Disapproval or rescinded approval of the local special education plan
- Deferment of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a charter school is unwilling to provide appropriate services

None of these steps are desirable and none should be necessary if each charter school is familiar with and attentive to the rules governing special education.

If you have any questions about this report, contact Jessica Keener-Haas, the Chairperson of the compliance monitoring team.

Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,

Ann Hinkson-Herrmann
Director

Attachments: Executive Summary
                       Appendix: Detailed Report of Findings, Including Corrective Actions Required

CC: Chairperson
           Jill Deitrich
           CS Monitoring File

Executive Summary
BSE Compliance Monitoring Review
of the
Reach Cyber CS

PART I
SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of February 12, 2018, the Reach Cyber CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. This included:

- Interviews of charter school administrative and instructional personnel
- Review of policies, notices, plans, outcome and performance data, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies (including classroom observations, student file reviews, and interviews of parents and general and special education teachers).

B. General Findings

In reaching compliance determinations, the Bureau of Special Education (BSE) monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711
- 34 CFR Part 300

This report focuses on compliance with regulatory requirements and also contains descriptive information (such as interview and survey results) intended to provide feedback to assist in program planning.

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

The team reviewed the FSA submitted by the charter school and conducted onsite verification activities of the information submitted in the FSA. The onsite verification activities included review of policies, notices, procedures, and file reviews.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	1	1
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	1	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	0	1
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	0	1
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	0	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	0	0
SPP/APR Indicator 13 (Transition)	1	1
Disproportionate Representation that is the Result of Inappropriate Identification		

IMPROVEMENT PLAN REQUIRED*	Yes	No
Effective Use of Dispute Resolution	0	0
Graduation Rates (SPP)	0	0
Dropout Rates (SPP)	0	0
Suspensions (Rates)	0	0
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	0	0
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	0	1
Disproportionate Representation that is the Result of Inappropriate Identification		

*This determination is based on the data used for the monitoring. More recent data provided by the LEA may demonstrate that the LEA does not require an improvement plan for this topic. Please refer to the Corrective Action Verification/Compliance and Improvement Plan for final guidance.

2.   **FILE REVIEW** (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the charter school complied with essential requirements.

The status of compliance of the Reach Cyber CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	71	14	75
Evaluation/Reevaluation: Process and Content	176	10	594
Individualized Education Program: Process and Content	482	50	268
Procedural Safeguards: Process and Content	107	13	0
TOTALS	**836**	**87**	**937**

3. **TEACHER AND PARENT INTERVIEWS**

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	238	13	84
Program Implementation: Special Ed Teacher Interviews	296	9	149
Program Implementation: Parent Interviews	123	7	57
TOTALS	**657**	**29**	**290**

4. **CLASSROOM OBSERVATIONS**

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	0	0	0

5. **EDUCATIONAL BENEFIT REVIEW**

	In Compliance	Out of Compliance
Educational Benefit Review		X

PART II
CORRECTIVE ACTION PROCESS

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. ***Criteria not met that require corrective action by the charter school are gray-shaded.***

Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report. The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff are available to assist the charter school.

Upon conclusion of the corrective action process, the charter school will be notified of its successful completion of the monitoring process.

REACH
CYBER CHARTER SCHOOL
Reach your potential

750 East Park Drive
Suite 204
Harrisburg, PA 17111
(717) 704-8437

2023-2024 Move-In Process Checklist and Critical Timelines

Assistant Director/Supervisor Responsibilities	Chair Responsibilities	Case Manager Responsibilities
- Runs enrollment each day for new STs - Grade bands split for review by Karen (secondary), Sheryl (middle) and Sheila (elementary) - Reviews each students documents and completes enrollment FOCUS (SIS) - Leaves 'move in notes' in SED DV for lead and Case-Manager - Requests any missing documents through Admin Assistants - Meets with lead once a week to review any incoming students or unique cases - Will review finalized IEPS within the PowerSchool system and ask case-managers to amend IEPS based upon Director or Supervisor feedback - Pull reports weekly from the PowerSchools and FOCUS system to capture data points and ensure IEPs are held within compliant timelines	- Reviews accountability report daily or communicates with Assistant Director about new STs - Grade bands split for review by Kaycee (EL), Danielle (MS), and Amanda (HS) as well as Jaissa (Life skills), Amy Turner (S/L) - Reviews all special ed documentation and completes the following: ✓ "Entry Withdrawal Change" in PowerSchools ✓ Add to New Student Tracking sheet ✓ Send entry/withdrawal change sheet and docs to School Psych, Sarah RI (as needed) and Whitney/Sheryl (as needed for CF) ✓ If ST enrolls from **Out of State**, set up a school-based meeting within 2 days to review docs with CM, psych, Whitney/Sheryl *(Amy Turner and Anne as needed)* before amending the IEP -	- Reviews move in notes provided by Assistant Director or Supervisor and move-in cover sheet provided by lead - Updates New Student Tracking sheet - Make 3 attempts to contact parent (log each call) OR receive written consent to go forth with initial action - ST Log for this call should be similar to that of an IEP meeting – *detailed* - Sends documents out for signature(s) from CT(s) via DocuSign - IEP/NOREP - SED DV – initial action is date of successful phone call (or written consent) and place this date with action performed - Completes paperwork process, i.e. as you normally would – upload finalized document(s) to AA IA and SED with appropriate naming convention: *Reach Students First Name Last Name FOCUS Number Amendment/Adoption Date of Phone Call/Initial Action*

	Entry/Withdrawal form can still be completed ● Uploads to SED DV for ST: completed entry/withdrawal page and IEP (if amended) with the naming convention as follows (one document): *Reach_Students First Name Last Name_Connexus Number_Proposed Amendment_Date of Lead Review of Document* ● Email or phone call to CM to alert of new ST and answer any questions about action and/or move in notes	● (*If annual, you will follow through with annual procedures.) ● Finalized IEPS must be sent to your direct supervisor via the PowerSchools messenger system.

Important Timelines:

-Move-In call should be completed **within 5 school days**

-Welcome call (school-wide) should be completed within 2 school days, so you may be able to get the Move-In meeting scheduled as well

Other Important Information:

-You will still schedule an annual to occur within 45 calendar days of enrollment **no matter what** the initial action is

-If the proposed initial action is an annual, schedule within 10 days or sooner

-If annual is initial action (ST is overdue or coming due soon, annual will be the action and you will NOT need to do another annual within 30-45 days)

Boom Learning

Autistic Support Resources and Curriculum

JAISSA YAHNER, LOW INCIDENCE DEPARTMENT CHAIR

12/16/2022

Creating an Account

The first step is to create a free account. There is a lot that you can do with a free account, just follow the link below:

Create a Boom Learning Account!

Choosing a Membership

Classrooms – The number of classes that you can create. If you are in a self-contained classroom you might only want one classroom, while middle school and high school teachers would obviously have more. Classrooms can also be a great way to differentiate. Group your students by academic need, and you can push different assignments to different leveled groups.
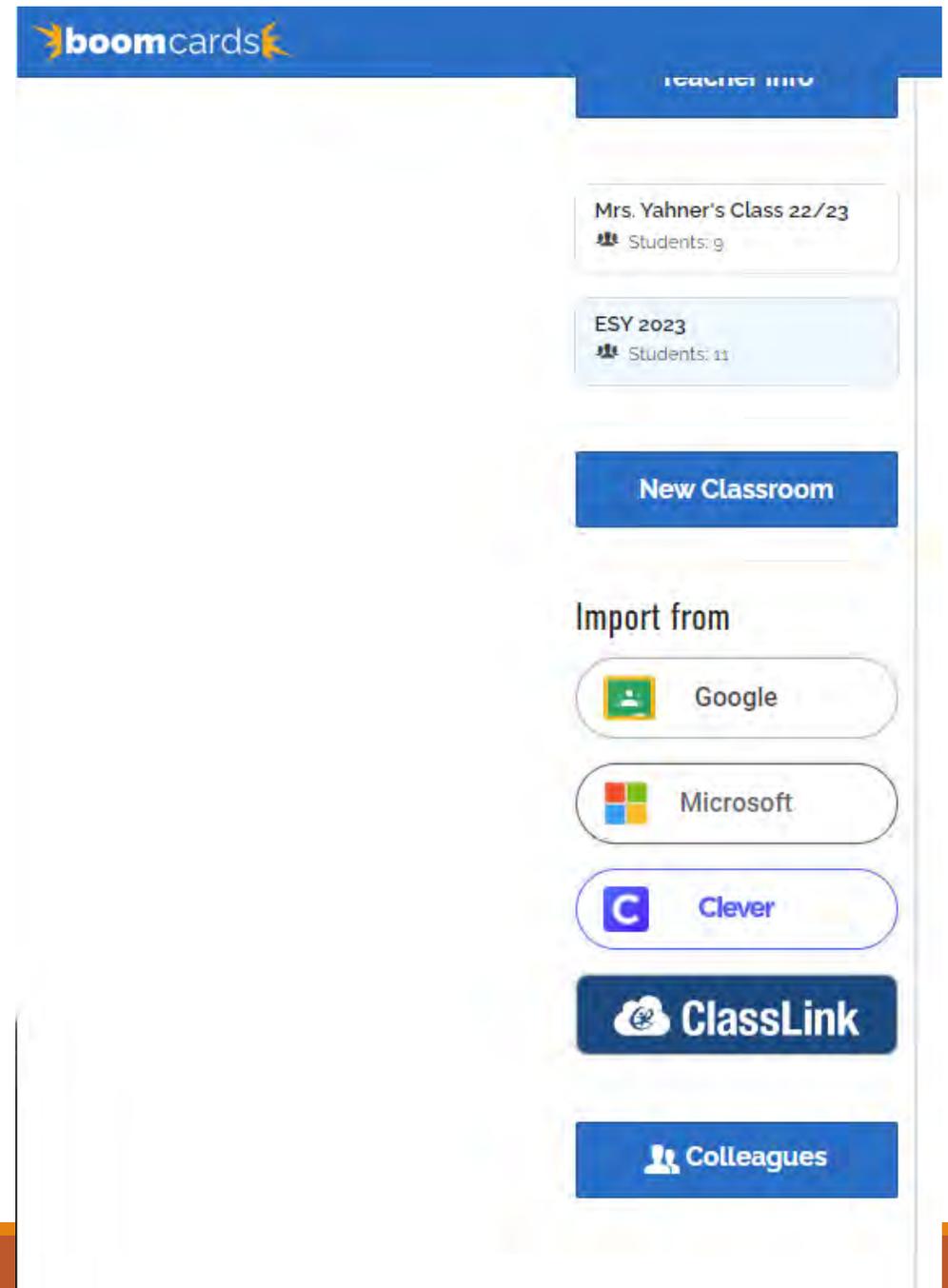
Decks – Each product that you get from the website is called a deck of cards. They contain a group of task cards that usually focus on a particular skill. Private decks are decks that you create yourself, that live in your library. Creating your own deck is easy and a whole lot of fun once you get the hang of it. If you want to make decks and sell them to other teachers, then you would pick the Ultimate membership to make a public deck.

Points – When you wish to purchase a deck of cards you look to see how many points it costs, and how many points are in your account. Depending on the membership you choose, you will start out with some points and can spend those as you see fit. Once those points are used up, you can purchase more points within the store. Think about it like reloading your Starbucks card.

Setting Up a Classroom

You can add students individually or as a group under this tab. Boom Learning gives every student a little avatar that they can change once they log in. You can change the usernames and passwords as you see fit. Try and keep as many usernames and passwords the same across all digital learning platforms to make it easier for the students.

Under this tab, you can assign work to students individually or as a group. I will show you another location that you can do that as well in just a little bit.

There are a ton of cards to choose from, and more are being added every day. Cards can be used for whole-class instruction, intervention work, guided reading, centers, early finishers, and homework. Truly, the possibilities are endless.

Get the Freebies!

Assigning Boom Cards

You can click on each individual deck and decide what you would like to do with it.

Assign – You can assign it to any class you have set up. To assign it to an individual student, you need to go to the class tab and click on that student individually.

Fast Pin – This allows your students quick access to the cards where they don't have to log in. Doing this can make things faster, but you won't get the reports on how the student did with the cards.

Hyperplay Link – If you want to attach this deck of cards to another document, you can get the link here.

Printables

Print – prints out PDF versions of the cards.

Reports

View reports – you can check out your students' statistics on this particular deck.

Student Access

On the Boom Learning main page, you will find a green button for student sign-in. When the students' click that, they will be prompted to sign in through Boom, Google Classroom, Microsoft, or Clever.

You can see from the homepage at the very top of this post that students can either hit the sign-in button or the Fast Play button. You can also choose the fast play option after you hit the log-in button.

If you choose fast play, the students enter in the pin that you gave them and can quickly get to the deck you want them to play. Don't forget, with fast play you won't get any report tracking.
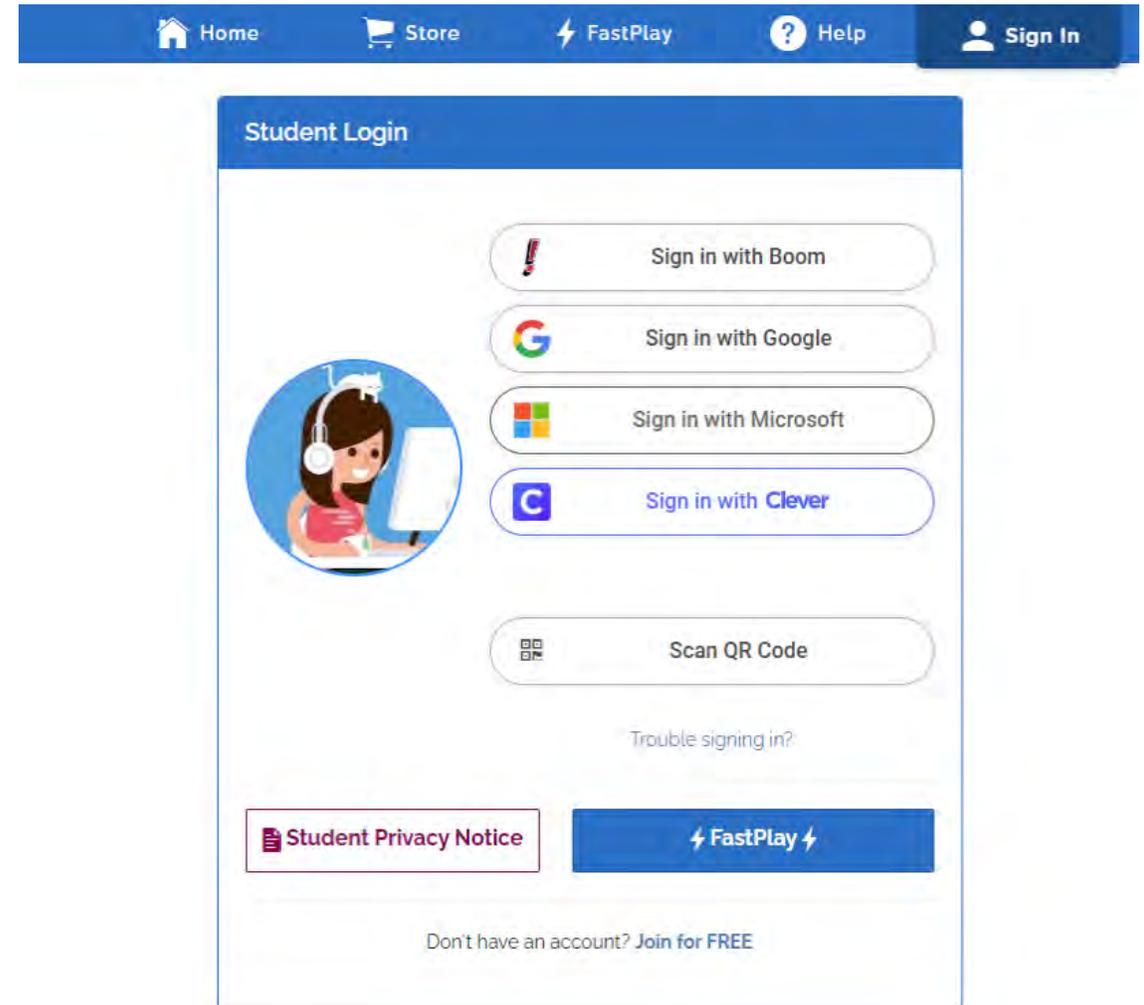
What Students See

Students will log in, and they will see the cards that have been assigned to them and click on the correct one.

Once they are done with a deck, it will prompt the student to play again or go back to the home page where they can choose another deck.
After the students complete the assignment, you can check out how they did in the reports tab.

Follow-Up

The reports tab tells you the student's accuracy level and the amount of time it took them to complete the deck. If the students complete the deck multiple times they will show you their best score overall, and how they did on their most recent attempt.

Add Colleagues to Share Class

Create Your Own BOOM Cards

Create Your Own BOOM Cards

Create Your Own BOOM Cards

Reach Cyber Charter School
Professional Development for Autistic Support Team

Boom Learning: Autistic Support Resources and Curriculum
Date of Training: 12/16/2022

Attendance:
Amy Turner, Supervisor of Special Education
Jaissa Yahner, Department Chair and Elementary Autistic Support Teacher
Alyssa Perkins, MS and HS Autistic Support Teacher
Amanda Devonshire, Paraprofessional
Eboni Perry, Paraprofessional

PD FOR TEACHERS, PARAPROFESSIONALS, AND RELATED SERVICES PROVIDERS

1/23/2023

AUTISTIC SUPPORT TEAMING

ROLES

- Autist Support Teachers:
    - Plan and Provide literacy and math instruction to students receiving supports in the Autistic Support Classroom based on data collected through formal assessment and daily progress reporting.
    - Plan lessons that promote basic life, adaptive, and social skills in support of student transition post high school.
    - Utilize techniques to support verbal behavior
    - Support paraprofessionals through mentoring and professional development centering around instructional strategies and positive behavior support. Provide lesson plans for paraprofessionals to use during live instruction.
    - Collaborate with related services providers to ensure student needs are being met globally using a team approach
    - Partner with Learning Coaches by providing training and feedback to support students in the home learning environment

ROLES

- Paraprofessional
    - Meet with Autistic Support Teacher to identify ongoing student goals and progress, and review teacher plans.
    - Provide instruction to students to advance academic, adaptive, social, and communication growth under the guidance of the Autistic Support Teacher.
    - Collect ongoing data and report to the student's support staff.
    - Implement accommodations and modifications as specified by the students IEP and Positive Behavior Support Plan

ROLES

- Related Services Providers
  - SLPs will meet with the student's educational team to review progress made toward goals, data collection, and to support the team to further the student's functional communication. The SLP will provide training to support implementation of the student's modality of communication (verbal behavior, sign language, AAC, total communication)
  - OTs will support the student's educational team by sharing data collected toward goals and provide training for ways the staff can support the student's fine motor, sensory, and adaptive needs in the classroom.
  - BCBAs will implement behavioral interventions (including verbal behavior), share data collection with the team, and provide support to the team in an effort to comprehensively impact the student's positive behavioral growth.

HOW WILL WE WORK TOGETHER AS A TEAM?

- Weekly Team Meetings for elementary caseloads and MS/HS caseloads

  - Review student data collected each week and determine areas of growth and need

  - Establish weekly objectives in all areas: academic, adaptive/life skills, social, communication, behavioral, occupational needs, transition

  - Discuss positive gains and ways to address potential barriers.

HOW WILL WE WORK TOGETHER AS A TEAM?

- Shared Data Collection and Lesson Plans

AS Teacher Para SLP		Consideration: Trials correct out of trials presented. Specific vocabulary/pictures, etc?				Consideration: If someone requires a trial to reinforcement		
STUDENT	TARGET	SUMMARY OF TARGET DATA	BEHAVIORAL OBSERVATIONS	Highly Motivational Rewards	Reinforcement Schedule	ASYNC LESSON COMPLETION (10/WEEK)	IT ATTENDANCE

AMY TURNER, SUPERVISOR OF SPECIAL EDUCATION
JAISSA YAHNER, LOW INCIDENCE DEPARTMENT CHAIR

Reach Cyber Charter School
Professional Development for Autistic Support Team

<u>Autistic Support Teaming</u>
Date of Training: 1/26/2023

Attendance:
Amy Turner, Supervisor of Special Education
Jaissa Yahner, Department Chair and Elementary Autistic Support Teacher
Alyssa Perkins, MS and HS Autistic Support Teacher
Amanda Devonshire, Paraprofessional
Eboni Perry, Paraprofessional

Special Education PLC

October 21, 2022

Presented by Admin

- General Team Updates - Admin

Presented by Leslie Hartos, Jill White, and Whitney Ford-Welborn-
- The ER/RR Process
    - Meet the in-house school psychologist team
    - ER/RR Timelines
    - Pre-Planning Meetings
    - Additional Data Needed - process
    - Annual meeting requirements following the completion of a report
    - What to include within the new annual IEP

(Re)Evaluations in Cyber School 22/23

Some FAQs and time to ask more!
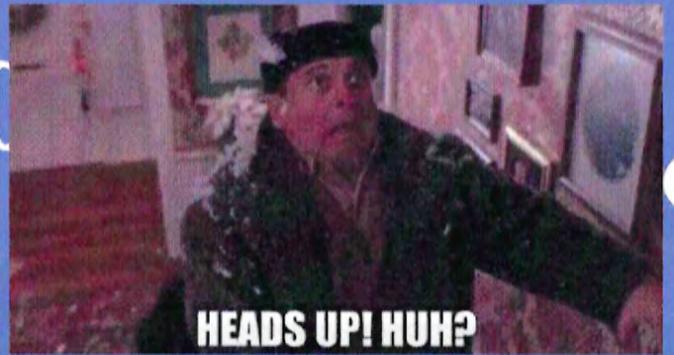
WHO ARE WE?
(RR TEAM)

Kaitlyn Wilczynski
School Psychologist
RR Process for - K-5

Kyra Hulsebos
School Psychologist
RR Process for - 6-8
and Child Find

Leslie Hartos
Lead School Psychologist
RR Process for - 9-12,
Department Chair

Who are we?
(Child Find Team)

Kathryn Lorah
School Psychologist
Child Find

Lindsey Barclay
School Psychologist
Child Find and RR

Ranelle Hartley
School Psychologist
Child Find

What Timelines are you required to follow for RRs?

We re-evaluate our special education students based on the Chapter 14 timelines –

★ All students must be re-evaluated every 3 calendar years
★ Students identified with an <u>Intellectual Disability</u> must be re-evaluated every <u>2 years</u>

RR waivers DO exist in special education, and we will honor that compliance date upon enrollment of new students; however, Reach does NOT issue waivers, and any waivers received will most likely trigger an immediate RR process

Track it, then track it again

★ Your Teacher metrics should be tracking the progress alongside the school psychologist -
  - ○ Date when RR is due
  - ○ Date when PTRE was signed starts your count for 60 days! This becomes your new DUE date (unless compliance date is sooner). (*WE ARE SENDING REPORTS AS EARLY AS POSSIBLE.*)
    - ■ The School Psychologist will send and review the PTR with the parent, but then *it is the case manager's role to continue that communication to assure the PTR is returned* in a timely manner
  - ○ Date when RR was finalized and sent to CT - Meeting deadline is 30 calendar days from date sent

WORKING ON IT

THE RR COMPLIANCE DUE DATE IS: 10-20-22

SIGNED CONSENT 60 DAY TIMELINE ENDS ON: 10-18-22

WHEN IS MY RR DUE TO THE PARENT?

A. 10-20-22

B. 10-18-22

C. I am not sure

Parents may also sometimes Request a Re-evaluation

★ School or CT may, at any time, request a re-evaluation, based on concerns
  ○ A re-evaluation will likely not be conducted more than once a year unless the LEA and caretaker agree on some exception

★ CM will send the School Psychologist the request in an e-mail, detailing the ST name, ID, and CT's request
  ○ Verbal – describe their request/reasoning with the date of phone call
  ○ Written – copy and paste the written request in the email with the date received (PLEASE SEND SAME DAY!)
  ○ In the meantime, CM can let CT know that the school psychologist will review current data and will reach out to discuss

A TIMELINE IS APPROACHING - WHAT DO YOU DO?

At this time CM will request teacher input AND RS provider input *immediately*

★ School Psychologist (PSY) <u>AND</u> Case Manager (CM) track to know what due dates are approaching

★ About 90+ days before a re-evaluation comes due, the PSY will open a new RR in PowerSchool for CM to begin working on Section 1 of the RR

★ Section 1 will be completed by CM and School Psych

  ○ **Case Manager will fill out questions 1, 4, 5, 6**

  ○ School Psychologist will complete questions 2, 3, and 7 (and 10 SLD questions, as needed)

Section 1 of the RR should be completed prior to Planning Meeting

How to complete CM Questions in Section 1

★ #1 – Should be similar to your intro IEP paragraph and include background information you know about your student (sometimes PSY will add details to this, but this is still the responsibility of the CM to complete)

★ #4 – Grade book, Benchmark Data (Dibels, IXL, Progress Learning, USATP, etc), State testing information, IEP goal progress, transition assessment information, attendance information

★ #5 – Information summarized from your teacher input forms - teacher names, course, and date of input

★ #6 – Recommendations pulled from your teacher input form - Remember what is/is not "required" at Reach

Track your dates! School PSYs are opening RRs 2-3 months prior to the RR being due. Once that is open in PowerSchool, please complete your questions as soon as possible. **You are REQUIRED** to have them all completed prior to the scheduled planning meeting. (This INCLUDES teacher input, that is part of the data review to determine if additional testing is needed.)

I AM REQUIRED TO HAVE ALL OF MY CASE MANAGER QUESTIONS COMPLETED IN SECTION I OF THE RR (#1, 4, 5, 6) BY –

A. The time the report is being sent to the parent

B. The planning meeting the school psych schedules

C. The IEP meeting

D. This is a trick question, RRs are done by the PSY

The Pre-Planning Meeting Phase

★ The PSY will invite the CM and the in-house related service providers assigned to meet to review existing data, and determine if additional testing is needed to determine continued eligibility AS A TEAM DISCUSSION

  ○ If the team determines YES — a Permission to Reevaluate is issued
  ○ Outside agency providers will not necessarily be in these meetings, so the CM must collect their input, which can be gathered in your routine communication with each of these therapists.

In-house related service providers will NOT be able to accurately participate in this meeting without the CM collected RS input. Please make sure this was requested upon the opening of the RR, and that it has been shared with the in-house RS teams.

Can we have a meeting?
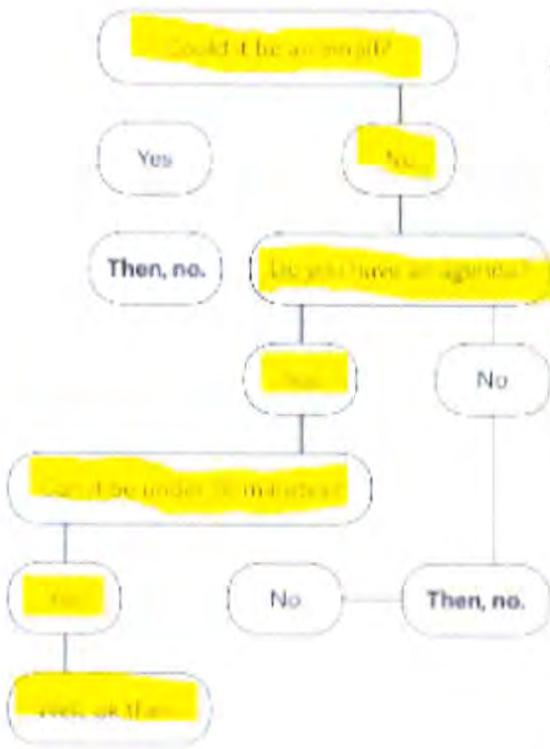
BUT WHY DO WE EVEN NEED TO MEET?

- The purpose: bring the TEAM together to determine what is needed for the student

- PSY = data expert - reviewing prior data and determining with CM input if it is still an accurate depiction of ST strengths and needs

- CM = student expert - bringing student progress and performance to discuss with the team and sharing what you know about the ST

How does testing work in a Cyber environment?

★ **School Psych** issues a PTRE when needed
★ Signed consent can be gathered via DocuSign (electronic signature), scanned, or mailed
★ **School Psych** refers through one of our testing vendors based on what assessments may be requested on the permission
  ○ Also referred for any related service needs
★ Our in-house school psychologist team also completes some of our evaluations
  ○ Psychoeducational evaluations are completed in-person, in an individual setting.

WHEN TESTING IS COMPLETED

Please do not schedule your meeting too early, as testing sometimes will take most of the timeline to complete

★ Testing agency will send the completed testing to School Psych via appropriate IA

★ School psych will enter the information into the RR in PowerSchool under "Additional Data is needed box" in Section II, and RR is considered complete

★ School Psych Supervisor must review will finalize report; school psych then sends RR to CT via WM and CC the CM

★ **CM will schedule an RR/IEP meeting within 30 days – being sure to include all annual IEP team members as well as a School Psych and any evaluating RS providers**

  ○ *If RR/IEP meeting together and/or within 10 days – IEP Waiver needs to be sent, too*

After the RR is Sent home is the process complete?

★ Every new RR triggers a new **annual** IEP-even if you just completed an annual IEP

★ IEP meeting to review the RR and IEP must be held within 30 days of providing the RR to the parent (OR by annual IEP compliance due date if that comes FIRST)

  ○ If meeting is scheduled prior to 10 days following the RR, a 10 day waiver is needed

I JUST COMPLETED AN ANNUAL IEP LAST MONTH, SO WHEN THE RR IS COMPLETE I CAN JUST HOLD A REVISION MEETING SINCE HOPEFULLY NOT MUCH HAS CHANGED.

True

False

DAILY DOUBLE

I NEED TO HOLD MY NEW ANNUAL IEP MEETING WITHIN _____ DAYS OF THE RR DATE?

A. 30
B. 10
C. 15
D. I don't need a meeting

But What About ERs with the Child Find process?

We are just hitting the Child Find HIGHLIGHTS today, but for more detailed steps click here!

Example New Student IA Notification

Whitney Ford-Welborn wrote:

ER sent to CT through WM noting IEP meeting will be held soon. ST *recommended* eligible under XXXXXXXX.

ASSIGNED CASE MANAGER NAME-

You have been given access in PS. Connexus sectioning will not happen until after the eligibility meeting - team decision

- Please schedule the eligibility meeting - must be held before XXXXX

LEA - Whitney Ford or Jill White

School Psych - IN-HOUSE School Psych (usually Ranelle/Kate/Lindsey)

Related Service - XXXX

- Please attach ITP and also IEP DRAFT to this IA when complete

These next steps will be slightly different for EACH ST so please review carefully!

Action Items

★ Review the IA to sort through CT concerns and process
★ Schedule Eligibility/IEP meeting with enough time for 3 attempts
★ Look at the calendars of your needed team members
  ○ LEA should be - Whitney Ford or Jill White
  ○ In-House School PSY is a required meeting attendee
  ○ Related Service Providers - request evaluating RS provider
  ○ General Education Teacher

★ Update IA with the ITP and date of meeting
★ Draft IEP - update the IA, send to CT at least 24 hours prior to meeting

The (Re) Evaluation/IEP Meeting Team

★ **Please invite all of the following to the meeting, which is held only in Zoom**

- School Psychologist - ONLY inviting your IN-HOUSE PSY
- LEA (*If an ER this should be Whitney OR Jill*)
- Special Education Teacher
- Related Service Providers (*if ER, look at participant page for provider to be invited*)
- General Education Teacher
- School Counselor - optional
- Family Mentor - optional
- Parent/Caretaker

Data — To Include within the IEP from the ER or RR

- Where do I look in the reports???
  - START at the summaries sections
  - Read the recommendations there and think about what SDI and/or goal that can be created based off that ST's individual recommendations
- In your Present Levels –
  - ST academic history from earlier section of report (as appropriate)
  - You do NOT need all of the narratives and charts
  - Use SUMMARIES to include within the PL of your IEP datas to include
    - Cognitive/Achievement
    - Rating scales
    - Related service
    - Transition (if applicable)
    - Activities of Daily Living (if applicable)
    - Any significant medical information

If any of the information within the report needs further clarification, please reach out to the IN-HOUSE reporting school psychologist for assistance.

WHO SENDS OUT THE ER/RR FOR SIGNATURES?

- Case Manager sends out ALL documents for signatures including the ER/RR when sending out IEP
- ER/RR signatures include those who gave input, not necessarily those who attended the meeting

ER SPECIFIC - Meeting Follow up IA Example-

Whitney Ford-Welborn wrote:

Eligibility/IEP Meeting held

Updated Tracking sheet, DVs

SECTIONING REQUEST- Can you please section ST to XXXXX. ST will NOT be moving to co-teaching at this time.

CASE MANAGER NAME-

Sending IA to you to please send the ER, IEP and NOREP (with initial provision box checked) for signatures.

Once signed and returned, please update this IA, the AA IA, and send to CT in a WM

Will check back for signatures.

Log -

PLEASE READ THESE FOLLOWING THE MEETING

ER SPECIFIC – Closing Tasks –

★ Finalize IEP and NOREP
★ Send ER, IEP, NOREP, IEP Acknowledgement
  ○ NOREP – please make sure you check the initial provision of services and include the date next to Mrs. Jane Swan's signature
★ Refer for related services *via the RS referral form*, noting pending consent
★ Once documents are signed
  ○ Upload to AA IA
  ○ Send to CT in Webmail
  ○ Upload to the CF IA
  ○ If RS – let Monica and Anne know consent has been received

Other things to think about
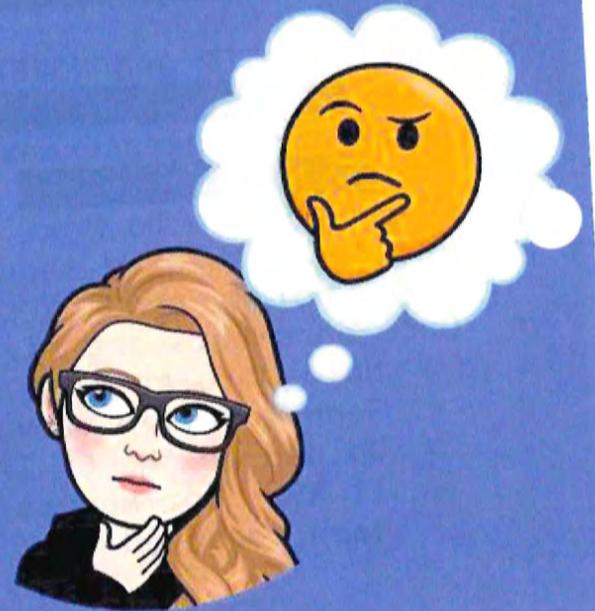
Out of State Move-Ins

What you really need to know about these cases -

Once you have received the move-in information, you will support these STs as you would your other students

- Hold your revision meeting
- Issue move-in NOREP with OOS phrasing (found in the Bitmoji classroom)
- AWAIT any further actions until the PA (INITIAL/ER) eligibility process has been completed and you are assigned next steps from the Child Find team

FOr out of state move-in students, I will hold a revision meeting and then a 45 day annual like usual.

True

False

FBAs and PBSPs

- An FBA MAY BE warranted if a student is having pattern behavior problems in the classroom
  - Example-extreme and disruptive talking out on a daily basis
- Document behaviors and discuss more in detail with grade band school psych-it helps to talk it out
- We cannot **remove** a PBSP without a new FBA
  - Need a PTR for an FBA
- You cannot have an PBSP without an FBA
- FBA is PBSP as ER/RR is to the IEP

WHERE CAN I GET MORE HELP WHEN I NEED IT???

Special Education Office Hours -

Low Incidence - Tuesdays at 3:30pm

Middle School - Wednesdays at 12:30pm

Elementary - Thursdays at 8:30am

High School - Thursdays at 3pm

WHAT QUESTIONS DO YOU HAVE?

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Updates (Admin), The ER/RR Process (Jill White, Leslie Hartos, Whitney Ford-Welborn)
Date : 10/21/2022

Staff Name	Signature	Attended: YES or NO	
Ferraro, Ashley		x Yes	No
Fitchett, Maggie		x Yes	No
Fix, Lauren		x Yes	No
Flamino, Alexandria		x Yes	No
Ford-Welborn, Whitney		x Yes	No
Fritz, Nicole		x Yes	No
Gallagher, Sarah		Yes	No
Garner, Krista		Yes	x No
Gentzyel, Kaetha		x Yes	No
Giovannangelo, Rachael		x Yes	No
Glass, Sheryl		Yes	x No
Graw, Sarah		Yes	x No
Guerra, Rachel		x Yes	No
Haines, Kimberly		x Yes	No
Haines, Paula		x Yes	No
Hartley, Ranelle		x Yes	No
Hartos, Leslie		x Yes	No
Heffron, Lisa		x Yes	No
Helm, Allyssa		x Yes	No
Hulsebos, Kyra		x Yes	No
Hurbanek, Jenna		x Yes	No
Izing, Jenna		x Yes	No
Jones, Greta		x Yes	No
Karpen, Heather		x Yes	No
Keith, Karen		x Yes	No
Kelly, Ellen	Out till 11/14	Yes	No
Kepner, Lindsey		x Yes	No
Kioalicas. Krista		x Yes	No
Kirchner, Carly		x Yes	No
Klinger, Francesca		x Yes	No
Knorr, Sheree-Lee		x Yes	No
Koschoff, Katie		Yes	x No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Updates (Admin), The ER/RR Process (Jill White, Leslie Hartos, Whitney Ford-Welborn)
Date : 10/21/2022

Staff Name	Signature	Attended: YES or NO		
Adams, Danielle		x	Yes	No
Adams, Julia		x	Yes	No
Aliberto, Kimberly			Yes	x No
Bac, Kara			Yes	x No
Baker, Stacey		x	Yes	No
Bendis, Jessica		x	Yes	No
Bigham, Blakeley	Out 11/28		Yes	No
Blair, Carissa	Carissa Blair	x	Yes	No
Boandl, Shannon	Out till 11/14		Yes	No
Bongivengo, Kellie		x	Yes	No
Borger, Christina		x	Yes	No
Brown, Ashley	Out till 10/25		Yes	No
Bruce, Victoria		x	Yes	No
Bubb, Kathryn		x	Yes	No
Burt, Judy		x	Yes	No
Bush, Lauren		x	Yes	No
Buterbaugh, Jenna		x	Yes	No
Byers, Megan			Yes	x No
Carulli, Kaycee		x	Yes	No
Chacon, Andy		x	Yes	No
Chase, Katerilynn		x	Yes	No
Coates, Cristin		x	Yes	No
Cooper, Kimberly		x	Yes	No
Cornacchia, Michelle			Yes	x No
Dando, Rebecca		x	Yes	No
Delmas, Kristine		x	Yes	No
DeLuca, Holly		x	Yes	No
Dibert, Jennifer		x	Yes	No
Diegel, Cristen		x	Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
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Date : 10/21/2022

Staff Name	Signature	Attended: YES or NO	
Ferraro, Ashley		Yes	No
Fitchett, Maggie		Yes	No
Fix, Lauren		Yes	No
Flamino, Alexandria		Yes	No
Ford-Welborn, Whitney		Yes	No
Fritz, Nicole	DocuSigned by:	Yes	No
Gallagher, Sarah	Sub Gallagher, MS.CCC.SLP 818BA806D3ED4FC	x Yes	No
Garner, Krista		Yes	No
Gentzyel, Kaetha		Yes	No
Giovannangelo, Rachael		Yes	No
Glass, Sheryl		Yes	No
Graw, Sarah		Yes	No
Guerra, Rachel		Yes	No
Haines, Kimberly		Yes	No
Haines, Paula		Yes	No
Hartley, Ranelle		Yes	No
Hartos, Leslie		Yes	No
Heffron, Lisa		Yes	No
Helm, Allyssa		Yes	No
Hulsebos, Kyra		Yes	No
Hurbanek, Jenna		Yes	No
Izing, Jenna		Yes	No
Jones, Greta		Yes	No
Karpen, Heather		Yes	No
Keith, Karen		Yes	No
Kelly, Ellen	Out till 11/14	Yes	No
Kepner, Lindsey		Yes	No
Kioalicas. Krista		Yes	No
Kirchner, Carly		Yes	No
Klinger, Francesca		Yes	No
Knorr, Sheree-Lee		Yes	No
Koschoff, Katie		Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Updates (Admin), The ER/RR Process (Jill White, Leslie Hartos, Whitney Ford-Welborn)
Date : 10/21/2022

Staff Name	Signature	Attended: YES or NO	
Kuhn, Alice		x Yes	No
Lavelle, Patrick		x Yes	No
LeCause, Nicole		x Yes	No
Long, Laurel		Yes	x No
Loughrie, Grace		x Yes	No
Loveday, Shelby		x Yes	No
Makara, Juliana		Yes	x No
Malis, Sarah		x Yes	No
Marghella, Gabrielle		x Yes	No
Matejka, Kelly		x Yes	No
Matlin, Daphne		x Yes	No
McCurdy, Greg		x Yes	No
Miller, Anne		x Yes	No
Miller, Kayla		x Yes	No
Miller, Rebecca		Yes	No
Miller-Barclay, Lindsey		x Yes	No
Moussa, Rachel		x Yes	No
Murray, Jennifer		x Yes	No
Murray, Tyler		x Yes	No
Myers, Morgan	Out till 10/28	Yes	No
Newell, Maura		x Yes	No
Nixon, Mollie		x Yes	No
O'Brien, Andrea		x Yes	No
Perez, Sheila		x Yes	No
Perkins, Alyssa		x Yes	No
Petroshuk, Casey		x Yes	No
Piekara, Kimberly		x Yes	No
Pino, Nathan		x Yes	No
Pronio, Mary Kay		x Yes	No
Resavage, Stacey		x Yes	No
Ritchie, Rebecca		x Yes	No
Roberts, Tess		x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Watson, Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Updates (Admin), The ER/RR Process (Jill White, Leslie Hartos, Whitney Ford-Welborn)
Date : 10/21/2022

Staff Name	Signature	Attended: YES or NO	
Yahner, Jaissa	*Jaissa Yahner*	x Yes	No
Yannick, Kimm	*Kimm Yannick*	x Yes	No
Zacchero, Megan	*Zacchero Megan*	x Yes	No
Zepka, Marybeth	*Zepka Marybeth*	Yes	x No
		Yes	No
		Yes	No
		Yes	No
		Yes	No
Kauffman, Holly	*Kauffman Holly*	x Yes	No
Kennell, Lisa		Yes	No
Webb, Judy	*Judith Webb*	x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Watson, Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Updates (Admin), The ER/RR Process (Jill White, Leslie Hartos, Whitney Ford-Welborn)
Date : 10/21/2022

Staff Name	Signature	Attended: YES or NO	
Yahner, Jaissa		Yes	No
Yannick, Kimm	DocuSigned by:	Yes	No
Yauger, Lauren	*lauren Craig* ABA4B363DB2845F	x Yes	No
Zacchero, Megan		Yes	No
Zepka, Marybeth		Yes	No
		Yes	No
		Yes	No
		Yes	No
		Yes	No
Kauffman, Holly		Yes	No
Kennell, Lisa		Yes	No
Webb, Judy		Yes	No

Reach Cyber Charter School
Paraprofessional Training Series
2022-2023 School Year

Professional Development facilitated by:
Gregory McCurdy, Director of Special Education
Amy Turner, Supervisor of Special Education
Joshua Hicks, Manager of Federal Programs

Professional Development
Pattan Entry Level Credential of Competency for Special Education Paraprofessionals in Pennsylvania
"The Entry Level Credential of Competency for Special Education Paraprofessionals in Pennsylvania is a completely voluntary program for paraprofessionals and school districts who wish to participate. The Entry Level Credential of Competency is one way a special education paraprofessional may reach qualified status as required by Pennsylvania regulations. When a school district, intermediate unit or MAWA administrator has verified a special education paraprofessional's competence in each of the seven standards outlined in the Entry Level Competency Assessment Checklist, the Checklist document is submitted to the Department of Education, Bureau of Special Education. Upon review and approval of the submitted documents, the applicant will be issued an Entry Level Credential of Competency for Special Education Paraprofessionals in Pennsylvania. Click the link below to download the Entry Level Credential of Competency Checklist."

The Credential of Competency for Special Education Paraprofessionals in PA will be a video series from Pattan, delivered by Carole Clancy over 20 hours. Paraprofessionals will completed the video series with their supervisor and Director of Special Education, as well as participate in round-table discussions regarding their role for each competency area. Paraprofessionals will complete assessments following each competency training to verify their understanding, as well as be evaluated by their supervisor at the conclusion of the series. Paraprofessionals will submit their post-training evaluations to PDE to receive their certificate of completion of the Entry Level Competency series.

Agenda

Day 1 (3/28/2023): Core Competency Area 1 – Professional Learning and Ethical Practice

Day 2 (3/29/2023): Core Competency Area 2- Learner Development and Individual Learning Differences Video Series

Day 3 (4/3/2023): Core Competency Area 3 – Special Education Services and Supports in the Learning Environment

Day 4 (4/4/2023): Core Competency Area 4 – Assessment

Day 5 (4/5/2023 and 4/6/2023): Core Competency Area 5 and 6 – Instructional Supports and Strategies; Social, Emotional, and Behavioral Supports

Day 6 (4/7/2023): Core Competency Area – Collaboration with Team Members

Reach Cyber Charter School
Professional Development for Paraprofessionals
Bureau of Special Education Paraprofessional Credential of Competency: Entry Level Training Series (2023)

Core Competency Area 2: Learner Development and Individual Learning Differences
Date of Training: 3/29/2023

Attendance:
Gregory McCurdy, Director of Special Education
Amy Turner, Supervisor of Special Education
Alice Kuhn, Paraprofessional
Cindy Urich, Paraprofessional
Amanda Devonshire, Paraprofessional
Eboni Perry, Paraprofessional

Reach Cyber Charter School
Professional Development for Paraprofessionals
Bureau of Special Education Paraprofessional Credential of Competency: Entry Level Training Series (2023)

Core Competency Area 3: Special Education Services and Support in the Learning Environment
Date of Training: 4/3/2023

Attendance:
Gregory McCurdy, Director of Special Education
Amy Turner, Supervisor of Special Education
Alice Kuhn, Paraprofessional
Cindy Urich, Paraprofessional
Amanda Devonshire, Paraprofessional
Eboni Perry, Paraprofessional

Reach Cyber Charter School
Professional Development for Paraprofessionals
Bureau of Special Education Paraprofessional Credential of Competency: Entry Level Training Series (2023)

Core Competency Area 4: Assessment
Date of Training: 4/4/2023

Attendance:
Gregory McCurdy, Director of Special Education
Amy Turner, Supervisor of Special Education
Alice Kuhn, Paraprofessional
Cindy Urich, Paraprofessional
Amanda Devonshire, Paraprofessional
Eboni Perry, Paraprofessional

Reach Cyber Charter School
Professional Development for Paraprofessionals
Bureau of Special Education Paraprofessional Credential of Competency: Entry Level Training Series (2023)

Core Competency Area 5: Instructional Supports and Strategies
Date of Training: 4/5/2023

Attendance:
Gregory McCurdy, Director of Special Education
Amy Turner, Supervisor of Special Education
Alice Kuhn, Paraprofessional
Cindy Urich, Paraprofessional
Amanda Devonshire, Paraprofessional
Eboni Perry, Paraprofessional

Reach Cyber Charter School
Professional Development for Paraprofessionals
Bureau of Special Education Paraprofessional Credential of Competency: Entry Level Training Series (2023)

Core Competency Area 7: Collaboration with Team Members
Date of Training: 4/6/2023

Attendance:
Gregory McCurdy, Director of Special Education
Amy Turner, Supervisor of Special Education
Alice Kuhn, Paraprofessional
Cindy Urich, Paraprofessional
Amanda Devonshire, Paraprofessional
Eboni Perry, Paraprofessional

Reach Cyber Charter School
Professional Development for Paraprofessionals
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Special Education PLC - Paraprofessional Edition

January 6, 2023

Presented by Admin

- General Team Updates - Admin

Presented by Whitney Ford-Welborn -
- Refresher on CNBC+3
- IEP Highlights
- Question and Answer

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
- Topic: General Updates (Admin), Refresher on CNBC+3 (Whitney Ford-Welborn), Peer Review of writing measurable IEP goals (Grade Bands)

Date : 01/06/2023

Staff Name	Signature	Attended: YES or NO	
Adams, Danielle		x Yes	No
Aliberto, Kimberly		x Yes	No
Bac, Kara		x Yes	No
Baker, Stacey		x Yes	No
Bendis, Jessica		x Yes	No
Bigham, Blakeley		x Yes	No
Blair, Carissa		x Yes	No
Boandl, Shannon		x Yes	No
Bongivengo, Kellie		x Yes	No
Borger, Christina		x Yes	No
Boyer, Laura		x Yes	No
Bruce, Victoria		x Yes	No
Bubb, Kathryn		x Yes	No
Burt, Judy		x Yes	No
Bush, Lauren		x Yes	No
Buterbaugh, Jenna		x Yes	No
Byers, Megan		x Yes	No
Carulli, Kaycee		x Yes	No
Chacon, Andy		x Yes	No
Chase, Katerilynn		x Yes	No
Coates, Cristin		x Yes	No
Cooper, Kimberly		x Yes	No
Cornacchia, Michelle		x Yes	No
Dando, Rebecca		x Yes	No
Delmas, Kristine		x Yes	No
DeLuca, Holly		x Yes	No
Dibert, Jennifer		Yes	x No
Diegel, Cristen		x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
- Topic: General Updates (Admin), Refresher on CNBC+3 (Whitney Ford-Welborn), Peer Review of writing measurable IEP goals (Grade Bands)

Date : 01/06/2023

Staff Name	Signature	Attended: YES or NO	
Ferraro, Ashley	Out 2/13	Yes	No
Fitchett, Maggie	Maggie Fitchett	x Yes	No
Fix, Lauren	Lauren Fix	Yes	x No
Flamino, Alexandria	Flamino Alexandria	x Yes	No
Ford-Welborn, Whitney	Whitney Ford-Welborn	x Yes	No
Fritz, Nicole	Nicole Fritz	x Yes	No
Gardner, Tara	Tara Gardner	x Yes	No
Gentzyel, Kaetha	Gentzyel Kaetha	x Yes	No
Giovannangelo, Rachael	Rachael Giovannangelo	x Yes	No
Glasser, Sheryl	Sheryl Glasser	x Yes	No
Graw, Sarah		x Yes	No
Guerra, Rachel	Rachel Guerra	x Yes	No
Haines, Kimberly	Kimberly Haines	x Yes	No
Haines, Paula	Paula Haines	x Yes	No
Hartley, Ranelle	Ranelle	x Yes	No
Hartos, Leslie	Leslie OS	x Yes	No
Heffron, Lisa	Lisa Heffron	x Yes	No
Helm, Allyssa	Allyssa Helm	x Yes	No
Hulsebos, Kyra	Kyra Hulsebos	x Yes	No
Hurbanek, Jenna	Jenna Hurbanek	x Yes	No
Izing, Jenna	Jenna Izing	x Yes	No
James, Nicole	Nicole	x Yes	No
Jones, Greta	Greta Jones	x Yes	No
Karpen, Heather	Heather Karpen	x Yes	No
Keith, Karen	Karen Keith	x Yes	No
Kelly, Ellen	Ellen Kelly	x Yes	No
Kepner, Lindsey	Lindsey Kepner	x Yes	No
Kirchner, Carly	Carly Kirchner	x Yes	No
Klinger, Francesca	Francesca Klinger	x Yes	No
Knorr, Sheree-Lee	Sheree-Lee S. Knorr	x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
- Topic: General Updates (Admin), Refresher on CNBC+3 (Whitney Ford-Welborn), Peer Review of writing measurable IEP goals (Grade Bands)

Date : 01/06/2023

Staff Name	Signature	Attended: YES or NO	
Koschoff, Katie		x Yes	No
Kuhn, Alice		x Yes	No
Lavelle, Patrick		x Yes	No
LeCause, Nicole		x Yes	No
Loughrie, Grace		x Yes	No
Loveday, Shelby		x Yes	No
Makara, Juliana		x Yes	No
Malis, Sarah		x Yes	No
Marghella, Gabrielle		x Yes	No
Matejka, Kelly		x Yes	No
Mazenko, Marci		x Yes	No
McCurdy, Greg		x Yes	No
Miller, Anne		x Yes	No
Miller, Kayla		x Yes	No
Miller, Rebecca		x Yes	No
Miller-Barclay, Lindsey		x Yes	No
Moussa, Rachel		x Yes	No
Murray, Jennifer		x Yes	No
Murray, Tyler		x Yes	No
Myers, Morgan		x Yes	No
Newell, Maura		x Yes	No
Nixon, Mollie		x Yes	No
O'Brien, Andrea		x Yes	No
Perez, Sheila		Yes	x No
Perkins, Alyssa		x Yes	No
Petroshuk, Casey		x Yes	No
Pino, Nathan		x Yes	No
Pronio, Mary Kay		x Yes	No
Resavage, Stacey		x Yes	No
Ritchie, Rebecca		x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
- Topic: General Updates (Admin), Refresher on CNBC+3 (Whitney Ford-Welborn), Peer Review of writing measurable IEP goals (Grade Bands)

Date : 01/06/2023

Staff Name	Signature	Attended: YES or NO	
Roberts, Tess		Yes	No
Rourke, Monica		Yes	No
Ruff, Allyson		Yes	No
Rux, Anna		Yes	No
Santello, Alexis		Yes	No
Savage, Britt		Yes	No
Savka, Jessica	*Jessica Savka* DocuSigned by: 4A3A4E79C85B4D0...	x Yes	No
Scavicchio, Grace		Yes	No
Schaeffer, Deb		Yes	No
Scornavacchi, Holly		Yes	No
Shaffer, Beth		Yes	No
Sheedy, Clare		Yes	No
Sibbett, Rebecca		Yes	No
Silvestri, Colette		Yes	No
Smith, Jadie		Yes	No
Smith, Terren		Yes	No
Snead, Toshia		Yes	No
Snedeker, Brittany	*Brittany Snedeker* DocuSigned by: 01F5D20284284D8...	x Yes	No
Staros, Lisa		Yes	No
Tabin, Danielle		Yes	No
Tracy, Jamie		Yes	No
Traux, Mallory		Yes	No
Turner, Amy		Yes	No
Vinskie, Vicki		Yes	No
Waibel, Amelia		Yes	No
Walter, Sarah		Yes	No
Wasicko, JP		Yes	No
Watson, Samantha		Yes	No
Wentzel, Nicole		Yes	No
Wertz, Morgan		Yes	No
White, Jill		Yes	No

Office of Special Education
Professional Development Attendance Sheet

Wilczynski, Kaitlyn		Yes	No
Williams, Brittni		Yes	No
Wise, Amanda		Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High) • Topic: General Updates (Admin), Refresher on CNBC+3 (Whitney Ford-Welborn), Peer Review of writing measurable IEP goals (Grade Bands) Date : 01/06/2023		
Staff Name	Signature	Attended: YES or NO
Wydra, Amanda	*DocuSigned by: Wydra Amanda*	x Yes No
Yahner, Jaissa	*DocuSigned by: Jaissa Yahner*	x Yes No
Yannick, Kimm	*DocuSigned by: Kimm Yannick*	x Yes No
Zacchero, Megan	*DocuSigned by: Zacchero Megan*	x Yes No
Zell, Annette	*DocuSigned by: Annette Zell*	x Yes No
Zepka, Marybeth	Out till 2/6	Yes No
		Yes No
		Yes No
		Yes No
Havrel, Lisa	*DocuSigned by:*	Yes No
Kauffman, Holly	*Kauffman Holly*	Yes x No
Kennell, Lisa	*DocuSigned by:*	Yes No
Webb, Judy	*Judith Webb*	x Yes No

AGENDA

Wednesday 11/2

7:30-8:30 Registration and Breakfast

8:30-12:00 Indicator 13 Overview w/scheduled breaks

12:00-1:00 Lunch

1:00-3:45 Breakout sessions

3:45-4:00 Wrap Up

Thursday 11/3

7:30-8:30 Breakfast

8:30-12:00 Indicator 13 Peer Reviews & Editing Time

12:00-12:30 Group Activity

12:30-1:15 Lunch

1:15-1:30 PM Wrap up and Departure
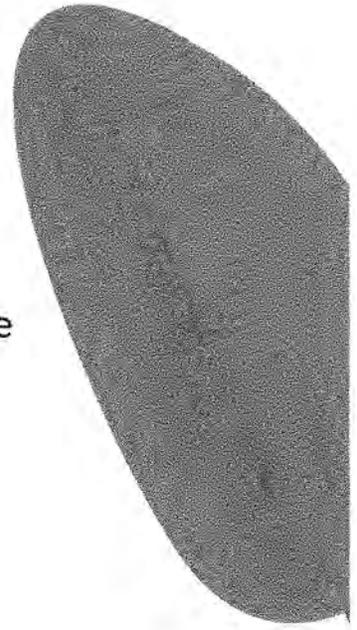
CURRICULUM BASED MEASURES

WRITING

Capital Area Intermediate Unit 15

Shannon Wonders

swonders@caiu.org

Wow!

"If you're an effective writer and speaker and communicator, you have all of the authority and competence that there is."

-Jordan Peterson

Contents

1 **CBM**
- Review Benefits and Characteristics
- Materials

2 **Progress Monitoring**
- Quantitative Measures
- Qualitative Measures

3 **Instructional Decision Making**
- Baseline/ Graphing
- Data Evaluation

CBM

Review of Benefits and Characteristics

CBM: Benefits

- Improved student academic outcomes
- More effective instruction
- Higher student achievement
- Increased student responsibility for learning
- Relationship between CBM and high stakes testing
- Better communication between parents and teachers

CBM:

- Used to monitor student progress across an entire year
- Probes are easy, brief
- Administered the same way each time
- Each probe is different, but each form assesses the same types of skills at the same level of difficulty
- CMB can be used to:
  - Evaluate intervention effectiveness
  - Guide instruction and cue instructional changes
  - Monitor annual goals and objectives

Materials/ Resources

Quill

INTERVENTION CENTRAL

R·I·P·M
Research Institute on Progress Monitoring

PSSA/ Keystone
Writing Rubrics

	4	3	2	1	TOTAL
FOCUS	Sharp, distinct controlling point made about a single topic with evident awareness of task	Apparent point made about a single topic with sufficient awareness of task	No Apparent point but evidence of a specific topic	Minimal evidence of a topic	
CONTENT	Substantial, specific; and/or illustrative content demonstrating strong development and sophisticated idea	Sufficiently developed content with adequate elaboration or explanation	Limited content with inadequate elaboration or explanation	Superficial and/or minimal content	
ORGANIZATION	Sophisticated arrangement of content with evident and/or subtle transitions	Functional arrangement of content that sustains a logical order with evidence of transitions	Confused or inconsistent arrangement of content with or without attempts at transition	Minimal control of intent arrangement	
STYLE	Precise, illustrative use of a variety of words and sentence structure to create consistent writer's voice and tone	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Limited word choice and control of sentence structures that inhibit voice and tone	Minimal variety in word choice and minimal control of sentence structures	
CONVENTIONS	Evident control of grammar, mechanics, spelling , usage and sentence formation	Sufficient control of grammar, mechanics, spelling, usage and sentence formation	Limited control of grammar, mechanics, spelling, usage and sentence formation	Minimal control of grammar, mechanics, spelling, usage and sentence formation	

Diagnostics and Targeted Instruction

- non profit organization
- literacy tools
- improve writing, grammar, critical thinking
- fully on-line
- ease of use
- assesses (standards-aligned diagnostics)
- ELL Specific Tools and Content
- assign customizable lessons
- immediate feedback for students

https://www.youtube.com/watch?v=CDaHUrn0UFc

CBM

Written Expression

Written Expression Curriculum-Based Measurement (WE-CBM or CBM-W)

Process:
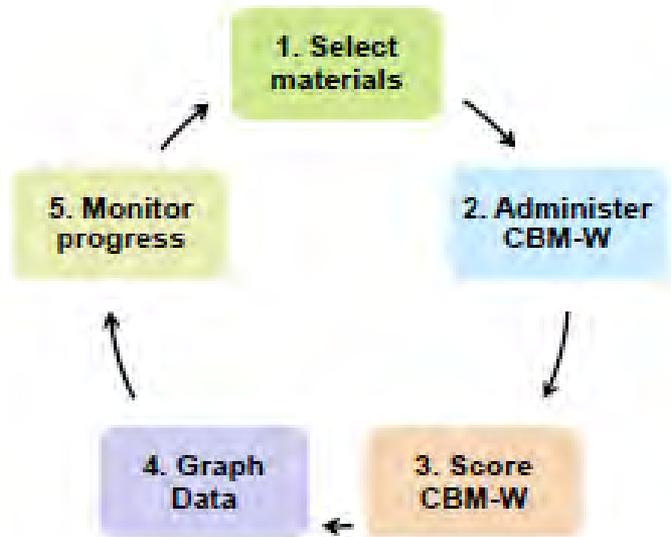
Written Expression Curriculum-Based Measurement (WE-CBM or CBM-W)

- Provides Quantitative / Qualitative Data for Progress Monitoring

- Can be used in grades 1-12

Written Expression Curriculum-Based Measurement (WE-CBM or CBM-W)

Materials

Figure 1: Example of a CBM writing probe

CBM Writing Probe

Name: _____ Grade: _____ Date: _____

One day, I was out sailing. A storm carried me far out to sea and wrecked

my boat on a desert island. _____

_____

_____

Written Expression Curriculum-Based Measurement (WE-CBM or CBM-W)
Preparation:

- Select a 'story starter or writing prompt' and place it at the top of a lined composition sheet.

  - Avoid wording that encourages students to generate lists.
  - It should also be open-ended, requiring the writer to build a narrative rather than simply to write down a "Yes" or "No" response.
  - Consider grade level; tap background knowledge students are likely to have
    - Narratives: end mid sentence
    - Expository: include a "tell why"

Sample Writing Story Starters/Prompts:

Narrative Prompts

- One night I had a strange dream about…
- It was the last day of school so I decided to…
- I was walking home when I found $100 bill on the sidewalk and…
- One day, I woke up and discovered I was invisible and…
- One summer I went on a trip and…
- One day I went to school and nobody was there except for me, so I…

Expository Prompts

- Describe a game you like to play and tell why you like it.
- Describe your favorite day of the week and tell why you like it.
- Describe your favorite thing to do and tell why you like it.
- Think about what you want to be when you grow up and explain why you think that would be the best job.

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Writing Prompts/ Story Starters

- Schools can create their own CBM Written Expression Fluency assessment materials using the Written Expression Probe Generator, a free online application: http://www.interventioncentral.org/tools/writing-probegenerator

- Consider using video writing prompts during instruction.
    - John Spencer's Video Writing Prompts

Writing Prompts/ Story Starters

Written Expression Curriculum-Based Measurement (WE-CBM or CBM-W)

Administration:

- The examiner distributes copies of CBM writing probes to individuals or groups.
- The examiner says to the students: *"I want you to write a story. I am going to read a sentence to you first, and then I want you to write a short story about what happens. You will have 1 minute to think about the story you will write and then have 3 minutes to write it. Do your best work. If you don't know how to spell a word, you should guess. Are there any questions? For the next minute, think about . . . [insert story-starter]."*

Written Expression Curriculum-Based Measurement (WE-CBM or CBM-W)

- The examiner starts the stopwatch. At the end of 1 minute, the examiner says, *"Start writing."*
- While the students are writing, the examiner and any other adults helping monitor student progress. If students stop writing before the 3-minute timing period has ended, monitors encourage them to continue writing!
- After 3 additional minutes, the examiner says, "*Stop writing.*"
- Collect probes.

Written Expression: <u>Quantitative</u> Measures

1. **Total Words Written (TWW)**

1. **Correctly Spelled Words (CSW)**

1. **Correct Writing Sequences (CWS)**

Written Expression: <u>Quantitative</u> Measures

TWW Description:

- Count and record the total number of words written during the 3-minute writing probe

- Misspelled words are included in the tally, although numbers written in numeral form (e.g., 5,17) are not counted.

- QUICK!

- Drawback: Yields only a rough estimate of writing fluency

Written Expression: <u>Quantitative</u> Measures

TWW

Example:

I woud drink water from the ocean	7 words
and I woud eat the fruit off of	8 words
the trees. Then I woud bilit a	7 words
house out of trees, and I woud	7 words
gather firewood to stay warm. I	6 words
woud try and fix my boat in my	8 words
spare time.	2 words
	Total=45 words

Written Expression: <u>Quantitative</u> Measures

TWW Norms:

Total Words Written (TWW): This measure is a count of the total words written during the CBM-WE assessment.

Grade	Fall TWW (Malecki & Jewell, 2003)	Fall:+/-1 SD (≈16th%ile to 84th%ile)	Spring TWW (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	8	3↔13	14	7↔21	0.45
2	24	14↔34	31	19↔43	0.43
3	36	23↔49	36	24↔48	0.35
4	41	30↔52	46	30↔62	0.25
5	51	34↔68	67	43↔91	--
6	44	31↔57	58	44↔72	--

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Written Expression: <u>Quantitative</u> Measures

CSW <small>Description</small>

- Count ONLY words spelled correctly.

- Words are considered separately, not within the context of a sentence.

- Rule of thumb: determine whether the word in isolation represents a correctly spelled term in English.

- QUICK!

- Measures accuracy of the student's spelling/mastery of written language

Written Expression: <u>Quantitative</u> Measures

CSW Example:

I woud drink water from the ocean	**6 correctly spelled words**
and I woud eat the fruit off of	**7 correctly spelled words**
the trees. Then I woud bilit a	**5 correctly spelled words**
house out of trees, and I woud	**6 correctly spelled words**
gather firewood to stay warm. I	**6 correctly spelled words**
woud try and fix my boat in my	**7 correctly spelled words**
spare time.	**2 correctly spelled words**
	Total=39 correctly spelled words

Written Expression: Quantitative Measures

CSW Norms:

Correctly Spelled Words (CSW): This measure is a count of correctly spelled words written during the CBM-WE assessment.					
Grade	Fall CSW (Malecki & Jewell, 2003)	Fall:+/-1 SD (≈16th%ile to 84th%ile)	Spring CSW (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	5	1↔9	10	3↔17	0.45
2	20	10↔30	27	15↔39	0.46
3	32	19↔45	33	21↔45	0.37
4	38	26↔50	44	29↔59	0.26
5	48	31↔65	65	42↔88	--
6	42	29↔55	56	41↔71	--

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Written Expression: <u>Quantitative</u> Measures

CWS <small>Description:</small>

- Examinator coincides UNITS of writing and their relation to one another.
- Start at the beginning and look at each successive pair of writing units (writing sequence).
- Writing units = words and marks of punctuation
- Writing sequences must be
  - correctly spelled
  - grammatically correct
  - make sense within the context of the sentence
  - judged according to standards of informal standard American English
  - A caret (^) is used to mark a CWS.

Written Expression: <u>Quantitative</u> Measures

CWS Example:

Figure 4: An illustration of selected scoring rules for correct writing sequences

Since the first word begins the sentence correctly, it is marked as a correct writing sequence.

Because the period is considered essential punctuation, it is joined with the words before and after it to make two correct writing sequences.

^It^was^dark^.^Nobody ^could seen the^trees^of ^the forrest

Grammatical or syntactical errors cannot be counted as correct writing sequences.

Misspelled words cannot be counted as correct writing sequences.

Written Expression: <u>Quantitative</u> Measures

CWS: Rule #1:

Correctly spelled words make up a correct writing sequence (reversed letters are acceptable, so long as they do not lead to a misspelling).

Example:

<div align="center">

^Is^that^a^red^car^?

</div>

Written Expression: <u>Quantitative</u> Measures

CWS: Rule #2:

Necessary *marks of punctuation* (excluding commas) *are included* in correct writing sequences:

Example

<p align="center">^Is^that^a^red^car^?</p>

Written Expression: <u>Quantitative</u> Measures

CWS: Rule #3:

Syntactically correct words make up a correct writing sequence.

Example

^Is^that^a^red^car^?

^Is^that^a^car red?

Written Expression: <u>Quantitative</u> Measures

CWS: Rule #4:

Semantically correct words make up a correct writing sequence

Example

^Is^that^a^red^car^?

^Is^that^a^read car?

Written Expression: <u>Quantitative</u> Measures

CWS: Rule #5:

If correct, *the initial word of a writing sample is counted* as a correct writing sequence:

Example

^Is^that^a^red^car^?

Written Expression: <u>Quantitative</u> Measures

CWS: Rule #6:

Titles are included in the correct writing sequence count:

Example

^The^Terrible^Day

Written Expression: <u>Qualitative</u> Measures

Written Expression: Quantitative Measures

CWS Norms:

Correct Writing Sequences (CWS): This measure is a tabulation of correct 'writing sequences' written during the CBM-WE assessment. One Correct Writing Sequence is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are found to be correct in their punctuation, capitalization, spelling, and syntactical and semantic usage.

Grade	Fall CWS (Malecki & Jewell, 2003)	Fall:+/-1 SD (≈16th%ile to 84th%ile)	Spring CWS (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	2	0↔4	7	1↔13	0.36
2	15	5↔25	24	11↔37	0.44
3	28	14↔42	31	18↔44	0.35
4	38	25↔51	42	26↔58	0.22
5	46	28↔64	63	40↔86	--
6	41	27↔55	54	37↔71	--

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Written Expression: <u>Quantitative</u> Measures

AIMSweb® National Norms Table

Written Expression - Correct Writing Sequences

Grade	%ile	Fall Num	Fall CWS	Winter Num	Winter CWS	Spring Num	Spring CWS	Group ROI
1	90	1423	7	2638	16	2689	26	0.53
	75		4		10		18	0.39
	50		2		5		11	0.25
	25		1		2		5	0.11
	10		0		1		2	0.06
	Mean		3		7		13	0.28
	StdDev		4		7		10	0.17
2	90	994	23	994	36	994	39	0.44
	75		15		25		30	0.42
	50		9		16		21	0.33
	25		4		9		13	0.25
	10		2		5		8	0.17
	Mean		10		18		22	0.33
	StdDev		9		13		12	0.08
3	90	1484	38	1484	48	1484	56	0.50
	75		27		35		43	0.44
	50		18		24		30	0.33
	25		11		15		21	0.28
	10		5		9		13	0.22
	Mean		20		26		32	0.33
	StdDev		13		15		16	0.08
4	90	1267	50	1267	57	1267	62	0.33
	75		39		45		51	0.33
	50		28		34		38	0.28
	25		18		23		27	0.25
	10		10		14		18	0.22
	Mean		29		35		39	0.28
	StdDev		15		16		17	0.06
5	90	1131	56	1131	63	1131	69	0.36
	75		44		52		57	0.36
	50		34		39		46	0.33
	25		24		28		32	0.22
	10		15		19		22	0.19
	Mean		35		40		45	0.28
	StdDev		16		17		18	0.06

Num = Number of Students CWS = Correct Writing Sequences ROI = Rate Of Improvement
ROI is Spring Score minus Fall Score (or Winter minus Fall) divided by 36 weeks (or 18 weeks).

Grade	%ile	Fall Num	Fall CWS	Winter Num	Winter CWS	Spring Num	Spring CWS	Group ROI
6	90	1443	65	2274	72	2092	78	0.36
	75		51		59		66	0.42
	50		37		47		53	0.44
	25		25		35		40	0.42
	10		16		24		29	0.36
	Mean		39		47		53	0.39
	StdDev		19		19		20	0.03
7	90	1159	71	644	73	656	76	0.14
	75		60		62		66	0.17
	50		47		52		53	0.17
	25		35		40		42	0.19
	10		23		29		31	0.22
	Mean		47		51		53	0.17
	StdDev		19		18		18	-0.03
8	90	407	73	346	79	183	81	0.22
	75		62		69		69	0.19
	50		49		56		56	0.19
	25		37		44		44	0.19
	10		24		31		35	0.31
	Mean		49		55		56	0.19
	StdDev		19		19		19	0.00
9	90	407	73	346	79	183	81	0.22
	75		62		69		69	0.19
	50		49		56		56	0.19
	25		37		44		44	0.19
	10		24		31		35	0.31
	Mean		49		55		56	0.19
	StdDev		19		19		19	0.00
10	90	407	73	346	79	183	81	0.22
	75		62		69		69	0.19
	50		49		56		56	0.19
	25		37		44		44	0.19
	10		24		31		35	0.31
	Mean		49		55		56	0.19
	StdDev		19		19		19	0.00

Num = Number of Students CWS = Correct Writing Sequences ROI = Rate Of Improvement
ROI is Spring Score minus Fall Score (or Winter minus Fall) divided by 36 weeks (or 18 weeks).

Grade	%ile	Fall Num	Fall CWS	Winter Num	Winter CWS	Spring Num	Spring CWS	Group ROI
11	90	407	73	346	79	183	81	0.22
	75		62		69		69	0.19
	50		49		56		56	0.19
	25		37		44		44	0.19
	10		24		31		35	0.31
	Mean		49		55		56	0.19
	StdDev		19		19		19	0.00
12	90	407	73	346	79	183	81	0.22
	75		62		69		69	0.19
	50		49		56		56	0.19
	25		37		44		44	0.19
	10		24		31		35	0.31
	Mean		49		55		56	0.19
	StdDev		19		19		19	0.00

Num = Number of Students CWS = Correct Writing Sequences ROI = Rate Of Improvement
ROI is Spring Score minus Fall Score (or Winter minus Fall) divided by 36 weeks (or 18 weeks).

<u>CWS Norms Grades 1-12</u>

Written Expression: <u>Qualitative</u> Measures

Rubrics:

- Lists the criteria for a piece of work
- Helps students and teachers define "quality"
- Encourages student responsibility
- Reduce the time teachers spend grading
- Makes it easier for teachers to explain to students why they got the grade they did and what they can do to improve

PERFORMANCE RATING

PERFORMANCE DESCRIPTIONS

CRITERIA

	Excellent	Good	Satisfactory	Needs Improvement
Components of the Report	All required elements are present and additional elements that add to the report (e.g., thoughtful comments,	All required elements are present.	One required element is missing, but additional elements that add to the report (e.g., thoughtful comments,	Several required elements are missing.
Question / Purpose	The purpose of the lab or the question to be answered during the lab is clearly identified and stated.	The purpose of the lab or the question to be answered during the lab is identified, but is stated in a somewhat unclear manner.	The purpose of the lab or the question to be answered during the lab is partially identified, and is stated in a somewhat unclear manner.	The purpose of the lab or the question to be answered during the lab is erroneous or irrelevant.
Spelling, Punctuation, Grammar	One or fewer errors in spelling, punctuation and grammar in the report.	Two or three errors in spelling, punctuation and grammar in the report.	Four errors in spelling, punctuation and grammar in the report.	More than 4 errors in spelling, punctuation and grammar in the report.

Pennsylvania Writing Rubrics

PSSA

[PSSA Grades 3-5 Narrative Scoring Guidelines](#)

[PSSA Grades 3-5 Informative/Explanatory Scoring Guidelines](#)

[Grades 4-8 PSSA Text-Dependent Analysis Scoring Guidelines](#)

[PSSA Grades 6-8 Narrative Scoring Guidelines](#)

[PSSA Grades 6-8 Informative/Explanatory Scoring Guidelines](#)

["Student Friendly" PSSA Writing Rubric](#)

Keystone

[Keystone Argumentative Scoring Guidelines](#)

[Keystone Informative/Explanatory Scoring Guidelines](#)

[Keystone Expository Scoring Guidelines](#)

[Keystone Persuasive Scoring Guidelines](#)
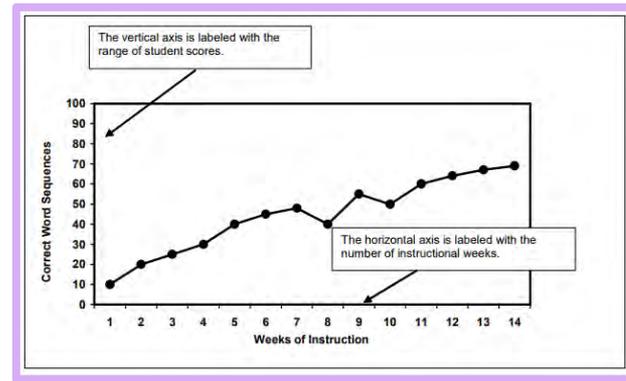
[English Composition Conventions Scoring Guidelines](#)

CBM

Instructional Decision Making

Instructional Decisions: Find Baseline

Options:

- Use the **median** score of the most recent three probes (if collected in **one** setting).

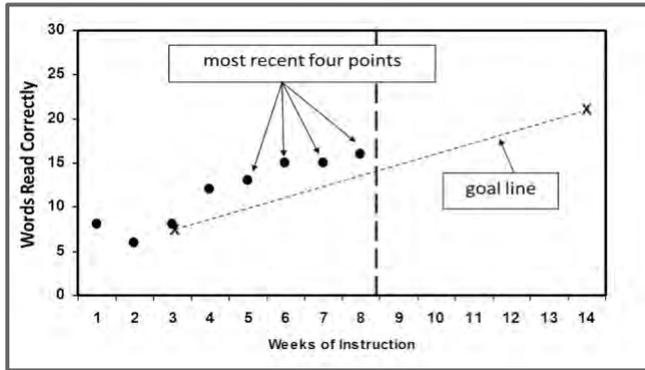- Use the **mean** of the most recent three data points (if collected over **three** sittings).
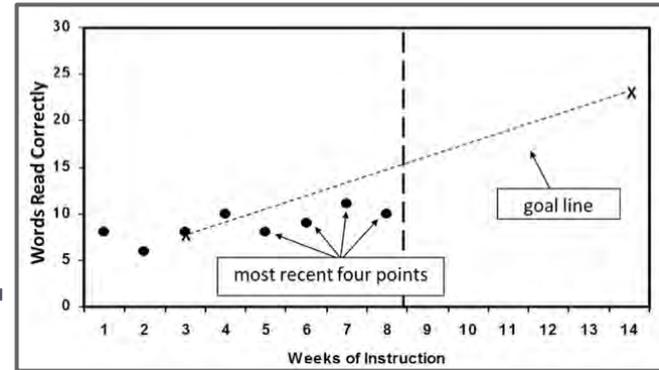
write **Ambitious** goals

Instructional Decisions:
Evaluate the Date FOUR POINT RULE

When **three weeks** of instruction have occurred AND at least **six data points** have been collected, examine the four most recent data points.

If all four are above the goal line, **increase the goal.**

If all four are below the goal line, **make an instructional change.**

If the four data points are both above and below the goal line, keep collecting data until the four-point rule can be applied or consider *trend analysis.*

Instructional Decisions:
Evaluate the Date TREND ANALYSIS

After **six to nine data points** have been collected, calculate the trend of current performance (by hand or with software) and compare it to the goal line.
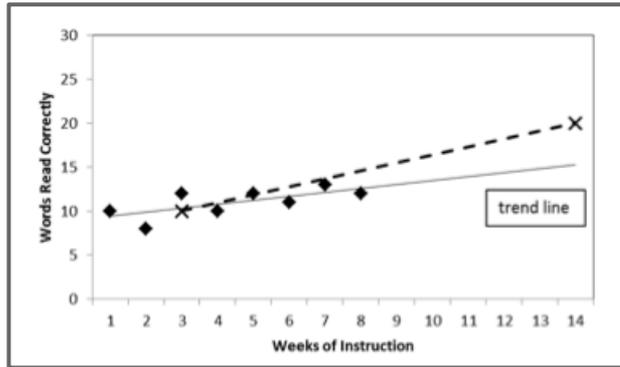
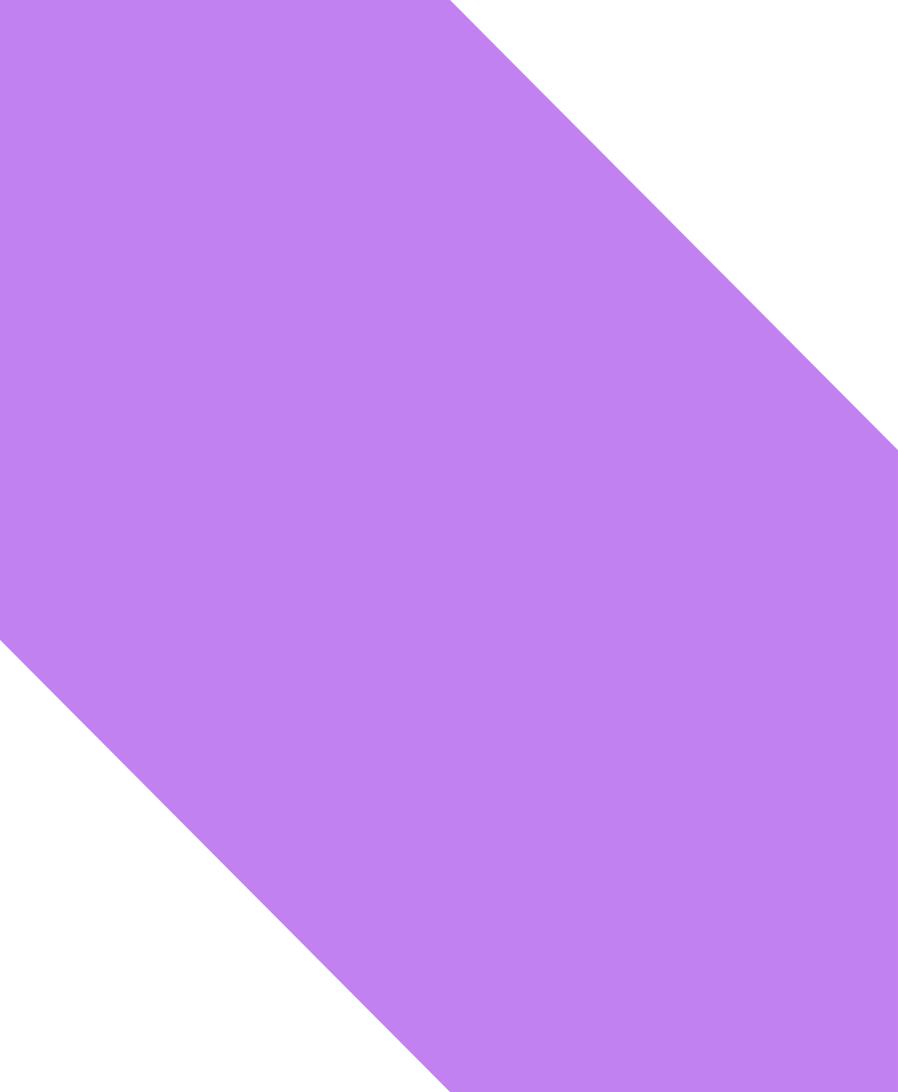If the trend line is steeper than the the goal line, increase the goal.
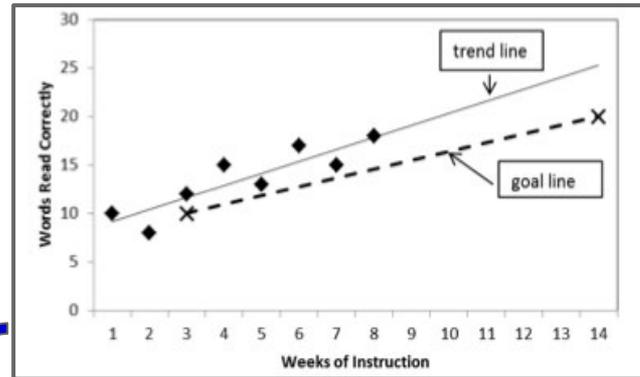
If the trend line is flatter than the the goal line, make a change to the intervention.

If the student's trend line and the goal line are the same, no changes need to be made.

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Check Understanding

Resources:

CWS Norms Grades 1-12

Intervention Central

Quill.org

Research Institute for Problem Solving

Research Institute on Progress Monitoring

USING CBM FOR PROGRESS MONITORING IN WRITTEN EXPRESSION AND SPELLING
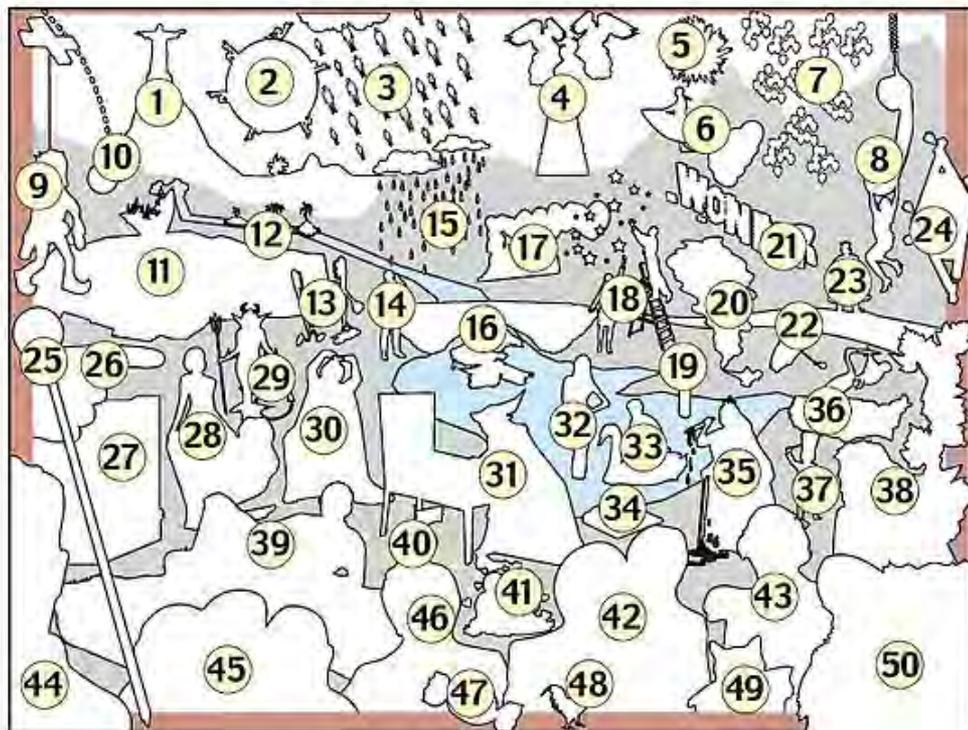
Vanderbilt

45

Thanks!

Does anyone have any questions?

Shannon Wonders. M.Ed, NBCT
EDUCATIONAL CONSULTANT
STUDENT SERVICES

Capital Area Intermediate Unit

📞 717-732-8400 ext. 8396
🔗 www.caiu.org
✉ swonders@caiu.org

1. Rio
2. Rockin' All Over The World
3. It's Raining Men
4. Stairway To Heaven
5. Firework
6. Rocket Man
7. 99 Red Balloons
8. Hanging On The Telephone
9. Puppet On A String
10. Wrecking Ball
11. Bat Out Of Hell
12. Islands In The Stream
13. You're A Pink Toothbrush (I'm A Blue Toothbrush)
14. Shout
15. Purple Rain
16. Bridge Over Troubled Water
17. Love Train
18. Reach (For The Stars)
19. Yellow Submarine
20. The Jean Genie
21. Wonderwall
22. Umbrella
23. King Of The Road
24. Rock Around The Clock
25. Poker Face
26. Goldfinger
27. (How Much Is) That Doggie In The Window?
28. Lady In Red
29. Devil Woman
30. Dancing Queen
31. Pinball Wizard
32. Itsy Bitsy Teenie Weenie Yellow Polka Dot Bikini
33. Ride A White Swan
34. Gold
35. Killer Queen
36. Born In the USA
37. The Little Drummer Boy
38. I Heard It Through The Grapevine
39. Hey Jude
40. American Pie
41. Baby Love
42. Maggie May
43. Robert De Niro's Waiting
44. Lipstick On Your Collar
45. Roxanne
46. Billie Jean
47. Sweet Caroline
48. Little Red Rooster
49. What's New Pussycat?
50. Eye Of The Tiger

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Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Updates (Admin), IEP Goal Writing (Whitney Ford-Welbom)
Date : 09203/2022 09/30/2022

Staff Name	Signature	Attended: YES or NO	
Adams, Danielle		x Yes	No
Adams, Julia		x Yes	No
Aliberto, Kimberly	Kimberly	Yes	x No
Bac, Kara		x Yes	No
Baker, Stacey		x Yes	No
Bendis, Jessica	Jessica Bendis	x Yes	No
Bigham, Blakeley		Yes	No
Blair, Carissa	Carissa Blair	Yes	x No
Boandl, Shannon	Out till 11/14	Yes	No
Bongivengo, Kellie	Bongivengo Kellie	x Yes	No
Borger, Christina	Christina Borger	x Yes	No
Brown, Ashley	Out till 10/25	Yes	No
Bruce, Victoria	Victoria Bruce	x Yes	No
Bubb, Kathryn	Kathryn Bubb	x Yes	No
Burt, Judy	Judy Burt	x Yes	No
Bush, Lauren	Lauren Bush	x Yes	No
Buterbaugh, Jenna	Jenna Buterbaugh	x Yes	No
Byers, Megan	Megan Byers	x Yes	No
Carulli, Kaycee	Kaycee Carulli	x Yes	No
Chacon, Andy		x Yes	No
Chase, Katherlynn	Katherlynn Chase	x Yes	No
Coates, Cristin		x Yes	No
Cooper, Kimberly	Kimberly	x Yes	No
Cornacchia, Michelle	Michelle Cornacchia	x Yes	No
Dando, Rebecca	Rebecca Dando	x Yes	No
Delmas, Kristine	Kristine Delmas	x Yes	No
DeLuca, Holly	Holly DeLuca	x Yes	No
Dibert, Jennifer	Jennifer Dibert	x Yes	No
Diegel, Cristen	Out till 10/6	Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Team Updates (Admin), Goal Writing (Whiney Ford-Welbom)
Date : 09/30/2022

Staff Name	Signature	Attended: YES or NO	
Ferraro, Ashley		x Yes	No
Fitchett, Maggie		x Yes	No
Fix, Lauren		x Yes	No
Flamino, Alexandria		Yes	x No
Ford-Welborn, Whitney		x Yes	No
Fritz, Nicole		Yes	x No
Gallagher, Sarah		Yes	No
Garner, Krista		x Yes	No
Gentzyel, Kaetha		x Yes	No
Giovannangelo, Rachael		x Yes	No
Glass, Sheryl		x Yes	No
Graw, Sarah		x Yes	No
Guerra, Rachel		x Yes	No
Haines, Kimberly		x Yes	No
Haines, Paula		x Yes	No
Hartley, Ranelle		x Yes	No
Hartos, Leslie		Yes	x No
Heffron, Lisa		x Yes	No
Helm, Allyssa		Yes	x No
Hulsebos, Kyra		x Yes	No
Hurbanek, Jenna		x Yes	No
Izing, Jenna		x Yes	No
Jones, Greta		x Yes	No
Karpen, Heather		x Yes	No
Keith, Karen		x Yes	No
Kelly, Ellen	Out till 11/14	Yes	No
Kepner, Lindsey		x Yes	No
Kioalicas. Krista		x Yes	No
Kirchner, Carly		x Yes	No
Klinger, Francesca		Yes	x No
Knorr, Sheree-Lee		x Yes	No
Koschoff, Katie		x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Team Update (Admin), Goal Writing (Whitney Ford - Welbom
Date : 09/30/2022

Staff Name	Signature	Attended: YES or NO	
Kuhn, Alice		x Yes	No
LeCause, Nicole		x Yes	No
Long, Laurel		Yes	x No
Loughrie, Grace		Yes	x No
LoveDay, Shelby		x Yes	No
Makara, Juliana		Yes	x No
Malis, Sarah		x Yes	No
Marghella, Gabrielle		x Yes	No
Martinez, Addrienne		x Yes	No
Matejka, Kelly		x Yes	No
Matlin, Daphne		x Yes	No
McCurdy, Greg		x Yes	No
Miller, Anne		x Yes	No
Miller, Kayla		x Yes	No
Miller, Rebecca		x Yes	No
Miller-Barday, Lindsay	Starts 10/2022	Yes	No
Morgan-Drake, Lisa		x Yes	No
Moussa, Rachel		x Yes	No
Murray, Jennifer		x Yes	No
Murray, Tyler		x Yes	No
Myers, Morgan	Out till 10/28	Yes	No
Newell, Maura		Yes	x No
Nixon, Mollie		x Yes	No
O'Brien, Andrea		x Yes	No
Perez, Sheila		Yes	x No
Perkins, Alyssa		x Yes	No
Petroshuk, Casey		x Yes	No
Piekara, Kimberly		x Yes	No
Pronio, Mary Kay		x Yes	No
Resavage, Stacey		x Yes	No
Ritchie, Rebecca		x Yes	No
Roberts, Tess		x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Watson, Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Team Update – (Admin), Goal Writing (Whitney Ford-Welbom)
Date :   09/30/2022

Staff Name	Signature	Attended: YES or NO	
Rourke, Monica		x Yes	No
Ruff, Allyson		x Yes	No
Rux, Anna		x Yes	No
Santello, Alexis		x Yes	No
Savage, Britt		x Yes	No
Scavicchio, Grace		x Yes	No
Schaeffer, Deb		x Yes	No
Scornavacchi, Holly		x Yes	No
Sheedy, Clare		x Yes	No
Sibbett, Rebecca		x Yes	No
Silvestri, Colette		x Yes	No
Smith, Jadie		x Yes	No
Smith, Terren		x Yes	No
Snead, Toshia		x Yes	No
Staros, Lisa		x Yes	No
Stroup, Lauren		Yes	No
Tabin, Danielle		x Yes	No
Tracy, Jamie		x Yes	No
Trauz, Mallory		Yes	No
Turner, Amy		Yes	x No
Vinskie, Vicki		x Yes	No
Waibel, Amelia		x Yes	No
Walter, Sarah		x Yes	No
Wasicko, JP		x Yes	No
Watson, Samantha		x Yes	No
Wentzel, Nicole		x Yes	No
Wertz, Morgan		x Yes	No
White, Jill		x Yes	No
Wilczynski, Kaitlyn		x Yes	No
Williams, Brittni		x Yes	No
Wise, Amanda		Yes	x No
Wydra, Amanda		x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Watson, Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Team Updates (Admin), Goal Writing- (Whitney Ford-Welbom)
Date :   09/03/2022

Staff Name	Signature	Attended: YES or NO	
Yahner, Jaissa	_DocuSigned by_	x Yes	No
Yannick, Kimm	_DocuSigned by:_ Kimberley	x Yes	No
Zacchero, Megan	Zacchero, Megan	x Yes	No
Zepka, Marybeth	DB5AFE32EB074A0...	Yes	No
		Yes	No
		Yes	No
		Yes	No
	DocuSigned by:	Yes	No
Azar, Lori	_DocuSigned by:_	x Yes	No
Kauffman, Holly	_DocuSigned by:_ Holly	x Yes	No
Kennell, Lisa	_DocuSigned by:_ Lisa	x Yes	No
Webb, Judy	Judy Webb	x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Watson, Audience: Special Education Staff (Elementary, Middle, High) Topic: General Team Updates (Admin), Goal Writing- (Whitney Ford-Welbom) Date : 09/03/2022		
Staff Name	Signature	Attended: YES or NO
Yahner, Jaissa		Yes No
Yannick, Kimm	DocuSigned by:	Yes No
Yauger, Lauren	*lauren Craig* ABA4B363DB2845F...	x Yes No
Zacchero, Megan		Yes No
Zepka, Marybeth		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
Azar, Lori		Yes No
Kauffman, Holly		Yes No
Kennell, Lisa		Yes No
Webb, Judy		Yes No

—————————————Information and FAQ's—————————————

★ All teachers are asked to please bring their Laptop to the training.

★ All teachers participants please drop a PDF version of an IEP that you have written in this FOLDER. Please rename the file so that it contains your name: IE: Jen Hottenstein's Example IEP. If you are new to REACH and have not yet written an IEP, please just drop a REACH IEP from another student on your caseload into the folder. We are asking all teachers to complete this by Friday, October 21st by 4:00 PM so that we can get the documents printed for the training.

★ **Will I receive Act 48 hours for this day?**
If you are eligible for Act 48 hours, yes. You must register when you arrive in order to receive Act 48 hours.

★ **What is the dress code and should I bring my Reach ID?**
Business casual (any Reach gear is acceptable).

★ **Will I get reimbursed for mileage and/or tolls?**
Check out Reimbursement Information with guidelines and info. If you have any questions, please contact your supervisor.

★ **Will there be rooms available for nursing moms?**
Yes, still working out logistics

★ **I have dietary restrictions, what should I do?**
If you have a dietary restriction please complete this FORM no later than 10/14/22. The chef from Penn Harris will review the restrictions, and create an option for those who need it.

Annotated IEP
Companion Checklist

The purpose of this document is to support the participation, development, and implementation of an Individualized Education Program (IEP). Each section provides questions to help guide discussion. Utilize the IEP Planning Notes column to support your planning and participation for an upcoming IEP meeting.

PaTTAN
Pennsylvania Training and
Technical Assistance Network

Sections	Content	IEP Planning Notes
Student Demographics and Team Meeting Information **Annotated IEP Reference Page Number(s) 8-16**	✓ Are all dates accurate? ✓ Are all required signatures included? ✓ If applicable, was written input received and included? ✓ Was the Medical Assistance Program Billing Notice discussed? ✓ Did you welcome the family to the meeting, and did you or the student (if present) introduce them to all of the team members? ✓ Have individuals invited by the family been recognized and introduced, and also added to the IEP attendance page? ✓ Are all federally mandated team members (and any members the family wants to have in attendance) present, or has the family given permission for them to miss the meeting? Did the absent members give their information to families ahead of time, so they would have time to review it?	
SECTION I Special Considerations the IEP Team Must Consider Before Developing the IEP **Annotated IEP Reference Page Number(s) 17-23**	✓ Have family members been meaningfully engaged in discussions about each of the special considerations? (Avoid just checking a box.) ✓ Have all special considerations been addressed in applicable sections of the IEP?	
SECTION II Present Levels of Academic Achievement and Functional Performance **Annotated IEP Reference Page Number(s) 24-27**	✓ Are current data included and summarized? ✓ Are data included related to the student's: 　◦ instructional and grade levels 　◦ progress toward annual goals 　• input from the general education teacher 　◦ state assessment results 　• parental concerns 　◦ strengths 　◦ needs – 　　○ Do the student's needs match the most recent ER/RR? 　　○ If so, are they addressed through an annual goal, SDI, Accommodation and/or Related Service? ✓ Are data included that address how the student's disability affects involvement and progress in the general education curriculum? ✓ Has the family had a chance to contribute their thoughts to this section? If not, consider asking open-ended questions. ✓ Is information in this section explained in a way that is easy to understand?	

Sections	Content	IEP Planning Notes
Section III Transition Services **Annotated IEP Reference Page Number(s) 28-33**	✓ Have post-school goals been developed? ✓ Are post-school goals linked to measurable annual goals? ✓ Are activities included? ✓ Has the IEP team discussed aspirations for the future? Consider asking open-ended questions. ✓ What connections can you make between the courses of study and the student's goals for their future? ✓ How do you explain to families how important it is for students to be involved in their own transition planning?	
Section IV Participation in State and Local Assessments **Annotated IEP Reference Page Number(s) 34-42**	✓ Is the student an English Learner? If not, check the second box under "Not Assessed." ✓ Are allowable accommodations listed needed and consistently used throughout the school year? ✓ If a family member asks, are you able to explain criteria necessary for the student to NOT participate in testing? ✓ Have the state and local assessments the student will be taking been appropriately marked (e.g., PSSA, PASA, WIDA, Keystone)?	
Section V Goals and Objectives **Annotated IEP Reference Page Number(s) 43-46**	✓ Are baseline data for each goal in the Present Levels of Academic Achievement and Functional Performance section or the goals themselves? ✓ Does each goal contain (1) condition, (2) the student's name, (3) clearly defined behavior, and (4) the performance criteria desired? ✓ Do the measurable annual goals align with the student and family's goals, hopes, and dreams for the future while supporting needs documented in the ER/RR, present levels, and special considerations? ✓ If the student is identified as gifted, is there a statement of the annual goals and short-term learning outcomes?	

Sections	Content	IEP Planning Notes
Section VI Special Education/ Related Services/ Supplementary Aids and Services/ Program Modifications **Annotated IEP Reference Page Number(s) 47-57**	✓ Are the SDIs, accommodations, program modifications, and/or supplementary aids and services written with specificity? Can you ensure that the student's needs, and the circumstances under which services are to be provided, are understandable by anyone reading/reviewing the IEP? ✓ Will any included related services (and the amount provided) enable the student to benefit from special education services? ✓ Have supports for school personnel been reviewed? ✓ Have all factors for ESY eligibility been considered? If eligible, are the details of ESY service provided? ✓ Have SDIs and ESY been thoroughly explained to the family?	
Section VII Educational Placement **Annotated IEP Reference Page Number(s) 58-65**	✓ Have the four questions in section A, "Questions for the IEP Team," been reviewed and discussed? ✓ Does the amount and type of special education support listed match question #7 on the NOREP/PWN form? Note: The IEP is developed first. The NOREP/PWN is developed AFTER the IEP. ✓ Is the location of where the IEP will be implemented included? ✓ Did you calculate "Amount of Special Education" based upon the percentage of time the student receives services from special education professionals (i.e., support from paraprofessionals and PCAs does not count) in a typical school day, regardless of location? ✓ Did you explain this section to ensure all in attendance understand?	
Section VIII PennData Reporting **Annotated IEP Reference Page Number(s) 66-68**	✓ Has PennData reporting been explained clearly, removing educational jargon, so all in attendance understand? ✓ Do the PennData calculations include all times the student spends in the regular education environment, including community-based instruction?	

Vocational Rehabilitation Referral and Application Workflow
Citizen – Submitting a VR Referral with existing Keystone ID

Contents

Introduction

Beginning Friday, October 7th, 2022 at 4:00 PM EST as part of CWDS Release 16.1, The Pennsylvania Office of Vocational Rehabilitation (OVR) will be introducing a new referral and application workflow in CWDS 2.0 and PA CareerLink that will support the Rapid Engagement initiative. As part of this initiative, OVR will be sunsetting the concept of "Pre" Applications submitted by customers to initiate services.

Included in this CWDS release is a new Vocational Rehabilitation (VR) Referral Form and new VR case statuses that are intended to make the referral and application process more efficient and transparent for OVR's customers. The new VR Referral form can be completed by citizen PA CareerLink users with a Keystone ID or by OVR staff users in CWDS 2.0, PA OVR's case management system.

This document describes the process existing PA CareerLink citizen users must take to submit a new VR referral form, which will create a new **case**. Citizens in this scenario **must have a Keystone ID** to be able to login to PA CareerLink. Participants are defined by a participant identification number (PID), an individual should only ever have one PID in their lifetime. Cases are defined by a case identification number (CID). An individual can have multiple VR cases or other program-area cases in their lifetime. An individual can only ever have one **open** case at a time in a specific program (VR, IL, Potentially Eligible, etc.).
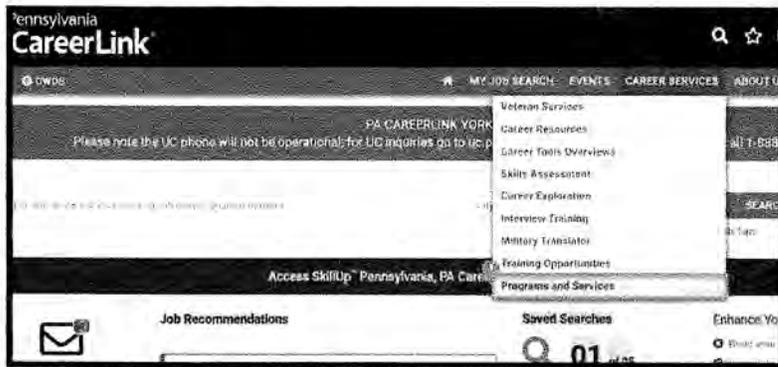
New VR Referral and Application Statuses

Number	Status	Definition
(-02)	Referral Closed	OVR staff have manually closed the referral from Status (-01). As of Release 16.1, referral forms will no longer automatically close after 90 days.
(-01)	Referral Submitted	OVR staff or citizen user has completed all required fields and submitted the new VR Referral form. A case (and CID) is created at this point.
00	Referral Received	OVR staff has assigned a primary case manager to the case. This indicates to the customer that OVR has received and acknowledged the referral. Secondary case manager can also be added in this status.
01	Application Started	OVR staff have created the VR Application and can begin completing sections in the document. The customer may also access and complete sections in the document using their PA CareerLink account. OVR staff have 60-days from this point to determine the customer's eligibility.
02	Application Completed	All required fields and sections of the VR application have been completed. The final section of the application, the Rights and Responsibilities form, has been signed by the customer, the customer's representative (if applicable) and the OVR case manager.

Step 1 – Login and Request Services from OVR

Citizen users, or those assisting them, can login using their Keystone ID to https://www.pacareerlink.pa.gov and initiate a referral.

From the logged-in citizen's PA CareerLink dashboard, select the **Career Services** menu, then **Programs and Services**.

The system will redirect to the **Request Services** screen (SSR 862). The citizen can enter any comments and must choose the appropriate OVR Bureau:

- Office of Vocational Rehabilitation (OVR) - Bureau of Vocational Rehabilitation Services (BVRS)
- Office of Vocational Rehabilitation (OVR) - Bureau of Blindness and Visual Services (BBVS)
    - If BBVS VR is selected, the citizen will also be required to enter Disability Category and confirm their interest in pursuing employment_
        - Blindness, Deaf-Blindness, Visual Impairment or Other Visual Impairment

Once all required selections have been made, press the **Request Services** button.

The system will display a Referral Confirmation Modal which describes the VR program and asks the citizen to confirm:

for BBVS: *I want to work and ii am blind or have a visual impairment that currently creates difficulties for me in terms of getting, keeping, or advancing in employment*.

for BVRS: *I want to work and have a disability that currently creates difficulties for me in terms of getting, keeping, or advancing in employment*.

If Yes, press the **Continue** button.

Step 2 – Complete the New VR Referral Form

The system will redirect the citizen user to the **New Referral Form** screen (SSR 155919) after step 2 is completed regardless of the initial entry point used (1a or 1b). Required fields on this screen include:

- First name (will populate from personal information)
- Last name (will populate from personal information)
- Date of Birth (will populate from personal information)
- Are you a veteran? (answer will populate from personal information)
- What is your disability (or disabilities)?
- Are you a student?
  - If Yes, Student type (High School IEP, 504 plans, IEP and 504 plan or post-secondary) and anticipated graduation date/date of completion will also be required
- Location address (will populate from personal information)
- Mailing address (will populate from personal information)
- Correspondence Preference (will populate from personal information)
- General Contact Preference (will populate from personal information)
- Who referred you to OVR?

Optional fields on this screen include:

- Middle initial (will populate from personal information)
- Maiden or other name (will populate from personal information)
- Suffix (will populate from personal information)
- Email (will populate from personal information)
  - Will be required if correspondence or contact preference are set to Email
- Primary, work, cell, and video phone number
  - One will be required if general contact preference is set to Primary, work, cell, or video phone
- Fax number

Once all required fields have been entered, press the **Submit Referral** button.

OVR Vocational Rebabilitation Referral Form

Personal Information

FIRST NAME (required)
CMai

MIDDLE INITIAL

LAST NAME (required)
Testaccount

SUFFIX

MAIDEN OR OTHER NAME

DATE OF BIRTH (required)
01 01 2000

ARE YOU A VETERAN? (required)
◉ Yes ○ No

WHAT IS YOUR DISABILITY (OR DISABILITIES)? (required)

0 characters of 5000

ARE YOU A STUDENT? (required)
◉ Yes ○ No

SELECT ONE OF THE FOLLOWING THAT APPLIES TO YOU (required)
○ I am a student in high school with a 504 accommodation plan
○ I am a student in high school with an Individualized Education Plan (IEP)
○ I am a student in high school but do not have a 504 accommodation plan or an IEP
◉ I am a student in postsecondary education

ANTICIPATED GRADUATION DATE OR ANTICIPATED DATE OF COMPLETION (required)
05 30 2022

Location Address

ADDRESS LINE 1 (required)
2550 Kingston RD

ADDRESS LINE 2

CITY (required)
York

STATE (required)
Pennsylvania

ZIP CODE (required)
17402-3735

COUNTY (required)
York

☑ MAILING ADDRESS SAME AS RESIDENTIAL ADDRESS

Contact Information

CORRESPONDENCE PREFERENCE (required)
◉ Email ○ Mail

GENERAL CONTACT PREFERENCE (required)
-- SELECT --

EMAIL
@PA.GOV

CONFIRM EMAIL
N@PA.GOV

PRIMARY PHONE
TDD/TTY

WORK PHONE
TDD/TTY

CELL PHONE

VIDEO PHONE

FAX NUMBER

OVR Referral

WHO REFERRED YOU TO OVR? (required)
-- SELECT --

BACK

SUBMIT REFERRAL

Upon submitting the VR Referral Form, the system will display a Confirmation and District Contact Information modal to the citizen user.

Thank You!

Your referral has been sent to the district office:

[list district office name, phone numbers and address]

A district office staff member will be contacting you within the next 10 days to start your application for vocational rehabilitation services. We look forward to speaking with you!

Referral Submitted

Thank You! Your referral has been sent to the district office:

York - OVR (BVRS)
(717) 771-4407
2550 Kingston RD Ste 101
York, PA 17402-3792

A district office staff member will be contacting you within the next 10 days to start your application for vocational rehabilitation services. We look forward to speaking with you!

FINISH

This will create a Vocational Rehabilitation Case in Status (-01) Referral Submitted

OVR staff will now be able to view the case in CWDS 2.0 using case search or other case management tools.

The citizen's PA CareerLink dashboard will refresh with their VR case data and will continue to update as the case status progresses and case managers are assigned, including their contact information and contact information for the District Office.

My OVR Case Information

Vocational Rehabilitation Case Details

Case ID
21349377

Current Status
Referral Submitted

Program
BVRS - Vocational Rehabilitation

OVR District Office
717-771-4407
2550 Kingston Road, Suite 101
York, PA 17402

My OVR Case Information

Vocational Rehabilitation Case Details

Case ID
21349377

Current Status
Application Started

Program
BVRS - Vocational Rehabilitation

Primary Case Manager
OVR CWDStestEfive
555-555-5555
cwds.test@pa.gov

Secondary Case Manager
OVR CWDStestEfive
555-555-5555
cwds.test@pa.gov

OVR CWDStestHfive
555-555-5555
cwds.test@pa.gov

OVR District Office
717-771-4407
2550 Kingston Road, Suite 101
York, PA 17402

Please review the staff workflows related to CWDS Release 16.1 for more information on progressing the citizen's VR case.

Vocational Rehabilitation Referral and Application Workflow Citizen – Submitting a VR Referral from a New Registration

Contents

Introduction

Beginning Friday, October 7th, 2022 at 4:00 PM EST as part of CWDS Release 16.1, The Pennsylvania Office of Vocational Rehabilitation (OVR) will be introducing a new referral and application workflow in CWDS 2.0 and PA CareerLink that will support the Rapid Engagement initiative. As part of this initiative, OVR will be sunsetting the concept of "Pre" Applications submitted by customers to initiate services.

Included in this CWDS release is a new Vocational Rehabilitation (VR) Referral Form and new VR case statuses that are intended to make the referral and application process more efficient and transparent for OVR's customers. The new VR Referral form can be completed by citizen PA CareerLink users with a Keystone ID or by OVR staff users in CWDS 2.0, PA OVR's case management system.

This document describes the process citizen users must complete to register for PA CareerLink (Keystone ID) and submit a new VR Referral Form, which will create a new VR **case**. Participants are defined by a participant identification number (PID), an individual should only ever have one PID in their lifetime. Cases are defined by a case identification number (CID). An individual can have multiple VR cases or other program-area cases in their lifetime. An individual can only ever have one **open** case at a time in a specific program (VR, IL, Potentially Eligible, etc.).

New VR Referral and Application Statuses

| Number	Status	Definition
(-02)	Referral Closed	OVR staff have manually closed the referral from Status (-01). As of Release 16.1, referral forms will no longer automatically close after 90 days.
(-01)	Referral Submitted	OVR staff or citizen user has completed all required fields and submitted the new VR Referral form. A case (and CID) is created at this point.
00	Referral Received	OVR staff has assigned a primary case manager to the case. This indicates to the customer that OVR has received and acknowledged the referral. Secondary case manager can also be added in this status.
01	Application Started	OVR staff have created the VR Application and can begin completing sections in the document. The customer may also access and complete sections in the document using their PA CareerLink account. OVR staff have 60-days from this point to determine the customer's eligibility.
02	Application Completed	All required fields and sections of the VR application have been completed. The final section of the application, the Rights and Responsibilities form, has been signed by the customer, the customer's representative (if applicable) and the OVR case manager.

Step 1 – Begin Registration as a New User on the PA CareerLink Website

Citizen users, or those assisting them, can visit https://www.pacareerlink.pa.gov to begin the registration process, which will create a user Keystone ID (used to login to the site) and PID (used for case management purposes in CWDS). Citizen users can also access other workforce partner agency services and functions on the PA CareerLink site.

On the PA CareerLink main page (SSR 1189), press the red *Register as a New User* button in the top right corner of the screen.

The system will redirect to the *Register for an Account* (SSR 1193) screen. Press the *Individual Seeking OVR Services* button. Proceed to Step 2.
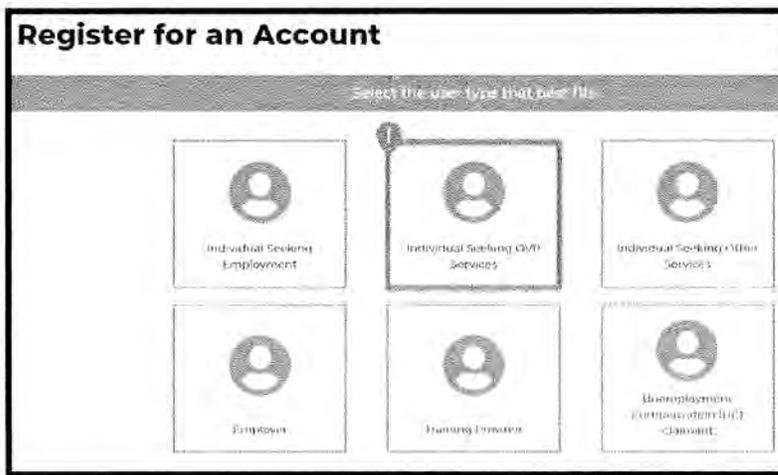
Step 2 – Complete Job Seeker Registration and Create Keystone ID

The system will navigate to the *Job Seeker Registration* where the user will be required to enter several fields including:

- First Name
- Last Name
- Date of Birth
- Are you registering to comply with the UC requirement to register for employment search services?
  - Answering Yes will require Social Security Number, but does not impact OVR Referral
  - Answering No will not require Social Security Number but does not impact OVR Referral.
- Have you applied for, or are you receiving benefits or services?
  - If Yes, an additional question will display:
    - Are you a person with a disability seeking OVR services?
      - Select Yes
      - Even if No is Selected, Citizen can still submit VR Referral
  - If No, it will not impact citizen's ability to submit VR Referral

Once all required fields have been entered, press the *Continue* button.

Job Seeker Registration

Welcome to the PA CareerLink®. You are registering as an individual who is seeking disability services. The PA Office of Vocational Rehabilitation (OVR) works with individuals with disabilities who want to work but face difficulties getting, keeping, or advancing in employment.

Please provide the information requested and click the "Continue" buttons to walk through each portion of the registration process. Once you are successfully registered, you can apply for OVR services.
Already have a Keystone ID from another PA site? Sign in here

FIRST NAME
Jane

LAST NAME
Testaccount

DATE OF BIRTH
01/01/2000

HAVE YOU APPLIED FOR, OR ARE YOU RECEIVING BENEFITS OR SERVICES?
- Yes
- No

ARE YOU REGISTERING TO COMPLY WITH THE UC REQUIREMENT TO REGISTER FOR EMPLOYMENT SEARCH SERVICES?
- Yes
- No

ARE YOU A PERSON WITH A DISABILITY SEEKING OVR SERVICES?
- Yes
- No

View list of benefits and services (pdf)
View our privacy policy

CONTINUE

If the system identifies a potential matching record that already exists, it will redirect to the Social Security Number lookup (SSR 935) screen, where the participant can check their social security number or skip the lookup altogether. If no matching record is identified, the system will redirect to the **Contact Information** screen (SSR 929).

The user will be required to enter the required fields listed below:

- Email and email confirmation
- Location Address
  - Line 1 required
  - Line 2 optional
  - City
  - State
  - Zip Code
  - County

Once all required contact information has been entered, press the **Continue** button.

Contact Information

Please provide contact information and your preference for receiving communications from PA CareerLink®.

Contact Information

CORRESPONDENCE PREFERENCE
- Email   Mail

EMAIL
@PA.GOV

CONFIRM EMAIL
@PA.GOV

Location Address

ADDRESS LINE 1
2664 Kingston Rd

ADDRESS LINE 2

CITY
York

STATE
Pennsylvania

ZIP CODE
17402

COUNTY
York

Mailing Address is the same as above Location Address

BACK

CONTINUE

The system will verify the address compared to what was typed in. Press **Continue** if valid.

Address Check

PA CareerLink® uses address verification. Please select the correct address below.

Location Address

2550 Kingston Rd.
York PA 17402 York

☑ 2550 Kingston RD
York Pa 17402-3735

EDIT ADDRESS   CONTINUE

The system will redirect to the *Create User Account* screen, where they will be required to create a unique Keystone ID/Username and Password. **It is critical that the participant does not lose their Keystone ID. OVR staff can look up the Keystone ID for any participant at any given time if the profile can be found in CWDS.** The citizen will also be required to answer three security questions for potential account recovery and confirm they viewed the Civil Rights Statement. Press *Continue* once all required fields have been completed.

Create User Account

Account Information

KEYSTONE ID / USER NAME

PASSWORD

Security Questions & Answers

SECURITY QUESTION 1   ANSWER 1

What was the last name of your first grade teacher?   test1

SECURITY QUESTION 2   ANSWER 2

Name of the first school you attended?   test2

SECURITY QUESTION 3   ANSWER 3

What was the name of the city where your spouse was born?   test3

☑ I have read and understood the View Civil Rights Statement

CANCEL   CONTINUE

Step 3 – Request Staff-Assisted Service

The system will redirect the Registration Confirmation screen, which present several options along with the citizen's Keystone ID and new Participant ID (PID). Press the *Request Staff-Assisted* Service button.

Registration Confirmation

Basic Account Confirmation

You have created a basic PA CareerLink® account. Your Keystone ID (samantestaccount) and Participant ID (6419881) have been sent to your email address. Once you have built your resume listed below, you will be ready to search for and apply to jobs!

SKILLUP™PA   Access SkillUp™ Pennsylvania, PA CareerLink® 's online learning tool   ACCESS SKILLUP »

⚠ **Unemployment Compensation (UC) Registration Requirement - Incomplete**

IMPORTANT NOTICE FOR UNEMPLOYMENT COMPENSATION (UC) CLAIMANTS: If you are registering on PA CareerLink® to be eligible for Unemployment Compensation (UC), this basic account is NOT sufficient. Please use the online certification system here to convert from a basic account to a UC compliant account.

Staff Assisted Services and Programs

Click on the below to learn more about and/or refer yourself to our current staff-assisted services and programs, including Education and Training (WIA), Job Search Assistance (WDP), Veterans Programs, Trade Adjustment Assistance (TAA), and the Office of Vocational Rehabilitation (OVR).

REQUEST STAFF ASSISTED SERVICE

Create Resume Options

Use our PA CareerLink® Resume Builder to create your resume in an easy to follow, step by step process.   Upload an existing resume and PA CareerLink® will use it to populate your resume for you.   Add your resume at a later time.

The system will redirect to the **Request Services** screen (SSR 862). The citizen can enter any comments and must choose the appropriate OVR Bureau:

- Office of Vocational Rehabilitation (OVR) - Bureau of Vocational Rehabilitation Services (BVRS)
- Office of Vocational Rehabilitation (OVR) - Bureau of Blindness and Visual Services (BBVS)
  - If BBVS VR is selected, the citizen will also be required to enter Disability Category and confirm their interest in pursuing employment.
    - Blindness, Deaf-Blindness, Visual Impairment or Other Visual Impairment

Once all required selections have been made, press the **Request Services** button.

The system will display a Referral Confirmation Modal which describes the VR program and asks the citizen to confirm:

for BBVS: *I want to work and I am blind or have a visual impairment that currently creates difficulties for me in terms of getting, keeping, or advancing in employment*.

for BVRS: *I want to work and have a disability that currently creates difficulties for me in terms of getting, keeping, or advancing in employment*.

If Yes, press the **Continue** button.

Step 4 – Complete the New VR Referral Form

The system will redirect the citizen user to the **New Referral Form** screen (SSR 155919) after step 2 is completed regardless of the initial entry point used (1a or 1b). Required fields on this screen include:

- First name (will populate from personal information)
- Last name (will populate from personal information)
- Date of Birth (will populate from personal information)
- Are you a veteran? (answer will populate from personal information)
- What is your disability (or disabilities)?
- Are you a student?

- o If Yes, Student type (High School IEP, 504 plans, IEP and 504 plan or post-secondary) and anticipated graduation date/date of completion will also be required
- ▪ Location address (will populate from personal information)
- ▪ Mailing address (will populate from personal information)
- ▪ Correspondence Preference (will populate from personal information)
- ▪ General Contact Preference (will populate from personal information)
- ▪ Who referred you to OVR?

Optional fields on this screen include:

- ▪ Middle initial (will populate from personal information)
- ▪ Maiden or other name (will populate from personal information)
- ▪ Suffix (will populate from personal information)
- ▪ Email (will populate from personal information)
  - o Will be required if correspondence or contact preference are set to Email
- ▪ Primary, work, cell, and video phone number
  - o One will be required if general contact preference is set to Primary, work, cell, or video phone
- ▪ Fax number

Once all required fields have been entered, press the **Submit Referral** button.

OVR Vocational Rebabilitation Referral Form

Personal Information

FIRST NAME (required)

Cindy

MIDDLE INITIAL

LAST NAME (required)

Tomaszcoski

SUFFIX

MAIDEN OR OTHER NAME

DATE OF BIRTH (required)

07/01/2000

ARE YOU A VETERAN (required)

(•) Yes ( ) No

WHAT IS YOUR DISABILITY / OR DISABILITIES? (required)

0 characters of 3000

ARE YOU A STUDENT? (required)

(•) Yes ( ) No

SELECT ONE OF THE FOLLOWING THAT APPLIES TO YOU (required)

( ) I am a student in high school with a 504 accommodation plan

( ) I am a student in high school with an Individualized Education Plan (IEP)

( ) I am a student in high school but do not have a 504 accommodation plan or an IEP

(•) I am a student in postsecondary education

ANTICIPATED GRADUATION DATE OR ANTICIPATED DATE OF COMPLETION (required)

06/30/2022

Location Address

ADDRESS LINE 1 (required)
2550 Kingston RD

ADDRESS LINE 2

CITY (required)
York

STATE (required)
Pennsylvania ⌄

ZIP CODE (required)
17402-3735

COUNTY (required)
York ⌄

☑ MAILING ADDRESS SAME AS RESIDENTIAL ADDRESS

Contact Information

CORRESPONDENCE PREFERENCE (required)
◉ Email ◯ Mail

GENERAL CONTACT PREFERENCE (required)
-- SELECT -- ⌄

EMAIL
@PA.GOV

CONFIRM EMAIL
N@PA.GOV

PRIMARY PHONE
TDD/TTY ☐

WORK PHONE
TDD/TTY ☐

CELL PHONE

VIDEO PHONE

FAX NUMBER

OVR Referral

WHO REFERRED YOU TO OVR? (required)
-- SELECT -- ⌄

BACK

SUBMIT REFERRAL

Upon submitting the VR Referral Form, the system will display a Confirmation and District Contact Information modal to the citizen user.

Thank You!

Your referral has been sent to the district office:

[list district office name, phone numbers and address}

A district office staff member will be contacting you within the next 10 days to start your application for vocational rehabilitation services. We look forward to speaking with you!

Referral Submitted ⊗

Thank You! Your referral has been sent to the district office:

York - OVR (BVRS)
(717) 771-4407
2550 Kingston RD Ste 101
York, PA 17402-3792

A district office staff member will be contacting you within the next 10 days to start your application for vocational rehabilitation services. We look forward to speaking with you!

FINISH

This will create a Vocational Rehabilitation Case in Status (-01) Referral Submitted

OVR staff will now be able to view the case in CWDS 2.0 using case search or other case management tools.

The citizen's PA CareerLink dashboard will refresh with their VR case data and will continue to update as the case status progresses and case managers are assigned, including their contact information and contact information for the District Office.

My OVR Case Information

Vocational Rehabilitation Case Details

Case ID
21349377

Current Status
Referral Submitted

Program
BVRS - Vocational Rehabilitation

OVR District Office
717-771-4407
2550 Kingston Road, Suite 101
York, PA 17402

My OVR Case Information

Vocational Rehabilitation Case Details

Case ID
21349377

Current Status
Application Started

Program
BVRS - Vocational Rehabilitation

Primary Case Manager
OVR, CWDStestBfive
555-555-5555
cwds.test@pa.gov

Secondary Case Manager
OVR, CWDStestBfive
555-555-5555
cwds.test@pa.gov

OVR, CWDStestBfive
555-555-5555
cwds.test@pa.gov

OVR District Office
717-771-4407
2550 Kingston Road, Suite 101
York, PA 17402

Please review the staff workflows related to CWDS Release 16.1 for more information on progressing the citizen's VR case.

Indicator 13 Checklist Question	PACMCI 21A File Review Question	Where to find:	
		IEP Invitation	
1 Is there evidence that the student was invited to the IEP meeting?	**247 Transition Planning and Services:** Transition planning is checked (age 14 or younger if deemed appropriate), STUDENT IS LISTED ON INVITATION	**IEP Invitation** is the box for Transition Planning checked AND Student is listed on the invite?	Compliant None Best Practice
	245 Transition Planning and Services: Invitation to parents is checked (age 14+ and younger if deemed appropriate		Compliant None Best Practice
	264 Student (or documentation of invitation if transition services are being planned)	**IEP invitation** IEP Sign in sheet Notes are provided in IEP Section II Is there clear documentation that the student was invited to participate?	Compliant None NA Best Practice
Is there evidence of CTE participation, if appropriate?	**268** Career Technical Education (CTE) Representationve (if appropriate-if student is enrolled in or applying to CTE), or documentation that they participated in another manner	**IEP Sign in Sheet** If the student attends or plans to attend CTE, was a representative invited? Is there evidence that the CTE representative participated in the IEP meeting?	Compliant None NA Best Practice
	269 CTE Representative was in attendance if student was attending CTE	**IEP Invitation IEP Sign in Sheet** If the student attends CTE, a representative was in attendance (or shared information with parent permission	Compliant None NA Best Practice
	288 If the student's IEP required participation in CTE program, was the CIP code completed?	**IEP Section III** Is the CIP code listed?	Compliant None NA Best Practice

2	If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting, with prior consent of the parent or student if age of majority reached?	**246** Transition Planning and Services: If appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student (if agency is not providing the services or paying for the services indicate N/A)	**IEP Invitation** -If an agency is being invited, is the box for Transition Services checked? Is the Agency listed or has N/A been entered?	Compliant None NA Best Practice
		270 Community Agency Representative (if appropriate for transition planning, or documentation they were invited)	**IEP Invitation IEP Sign in Sheet IEP Present Levels** for Transition Is there an agency listed? Did they participate?	Compliant None NA Best Practice
		270 Look fors:		
		Representative from agencies were invited with parent consent and it was documented in the IEP	**Present levels** -suggested statements regarding agency current or future agency involvement are found	Compliant None NA
		Agencies were considered but parents did not consent to inviting agencies and it was documented in the IEP		Compliant None NA
		Parents & Student were provided with information about agencies that may be appropriate and it was documented in the IEP		Compliant None NA
Comments:				

			Section III Transition Grid		
3	Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	289 Evidence that the measurable post-secondary goal(s) were based on age-appropriate transition assessment	**IEP Section II Present Levels & III Transition Services** - Is age appropriate (dated within the IEP year) transition assessment iincluded? This information may also be found in the most recent RR or ER. Does the Information reported lead to the formation of postsecondary goals? (e.g, After high school, Jacki has a goal of working in a retail setting)	Compliant None NA Practice	Best
4	Is there an appropriate measureable** postsecondary goal or goals in this area? *Education and Training*		Is there an appropriate* goal for Education and Training? OR a statement that a goal is not needed?	Compliant None NA Practice	Best
	Employment	290 An appropriate measurable postsecondary goal or goals that cover education or training, employment, and AS NEEDED, independent living	Is there an appropriate* goal for Employment? OR a statement that a goal is not needed?	Compliant None NA Practice	Best
	Independent Living		Is there an appropriate* goal for Independent living? OR a statement that a goal is not needed?	Compliant None NA Practice	Best

* Appropriate should be determined through age-appropriate assessment described in the Present Level. If a goal is not specifically included, Present levels reflect why

**Measureable should include an observable behavior based on Transition Assessment Data. (After high school graduation, Student Name, has a goal to obtain full time employment working with children)

		226 Summary of findings includes present levels of academic achievement and related developmental needs, including transiton needs, as appropriate	**IEP Section II Present Levels & Section III Transition Services-** Does the summary include a clear, measurable list of needs at the end of Section II? Are these needs ALL considered as part of Section III Transition Services?	Compliant None NA Practice	Best
		283 Present Levels related to current postsecondary transition goals (if student is 14 or younger if determined by IEP Team)		Compliant None NA Practice	Best

		283 Look fors:		
		Do the present levels provide evidence that all three post secondary goal areas have been considered as they relate to age-appropriate transiton assessment?	**IEP Section II & III**	Compliant None NA
		Does the independent living goal consider: residential needs, accessing the community, and recreation/leisure?		Compliant None NA
5	Are postsecondary goals updated annually?	**291** Is there evidence that the postsecondary goal(s) that covers education and training, employment, and, as needed, independent living are updated annually?	**IEP section II & III** Is there a comparison to postsecondary goals from the previous IEP year? (if student was not of transiton age or no previous IEP is available mark this item N/A)	Compliant None NA Best Practice
6	Are there transition services in the IEP that will resonably enable the student to meet his or her postsecondary goals?	**292** Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	**IEP Section III** For each transition service and activitiy; the location of services, projected beginning and anticipated duration dates, person(s)/agency delivering the service and/or activity are listed in Section III	Compliant None NA Best Practice
		292b Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	Is there at least on Service connected to the needs of the student for each postsecondary goal area addressed in Section III? (Typically leads to a measurable annual goal) Is there at least one Activity connected to the needs of the student for each postsecondary goal area addressed in Serction III? Are the activities and services updated annually demonstrating a coordinated set of activities and services? Are all student needs (listed at the end of IEP Section II) reflected in activities and services in Section III?	Compliant None NA Best Practice
7	Do the transition services include courses of study that will reasonably enable the student to meet his or her post-secondary goal(s)?	**292a** Transition Services include courses of study that will reasonably enable the student to meet his or her postsecondary goals	**IEP Section III Current student schedule/report card-** Does the course of study include courses, listed by name, related to the transitoin needs of the student? Does the course of study reflect the entire IEP year? Are the courses updated annually demonstrating a coordinated set of services?	Compliant None NA Best Practice

Comments:

			Section IV	
8	Is (are) there annual goal(s) related to the student's transition needs?	*292c* Annual goals are related to tthe student's transition services	**IEP Section IV** Are all annual goals related to student needs as listed in IEP section II and III? Are all needs listed in IEP Section II found as measurable annual goals in IEP Section IV? (some exceptions may apply)	Compliant None NA Best Practice
			Does each measurable annual goal include:	Compliant None
			What behavior/skill will be demonstrated? (what will the student know or be able to do?	Compliant None
			What materials or conditions are needed?	Compliant None
			What is the students name?	Compliant None
			How well must the student perform the skill?	Compliant None
			How consistently must the skill be performed to demonstrate mastery?	Compliant None
			How often will the skill be measured ot demonstrate progress?	Compliant None

Comments:

Summary: Does the IEP meet the requirments of Indicator 13?			
Count the number of Yes and No ratings and record below:		**Overall Summary Rating (if answer to all questions is YES or NA then check yes, otherwise check no**	
# of Yes Summary Ratings	**Total Summary Ratings (26 possible)**		
# of No Summary Ratings			

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff
Topic: Indicator 13/Transition Training
Date: 11/02/2022

Staff Name	Signature	PPID Number
Adams, Danielle		3435791
Aliberto, Kimberly		129018?
Bac, Kara	Kara Bac	1278912
Baker, Stacey	Stacey Baker	8281392
Blair, Carissa	CBlair	2018716
Borger, Christina	Christina L Borge	8682162
Brown, Ashley		
Byers, Megan		
Coates, Cristin		
Cooper, Kimberly	Kimberly Cooper	3246294
Cornacchia, Michelle	Michelle Cornacchia	8628951
Dando, Rebecca	Rebecca Dando	8806056
Delma, Kristine		1535162
DeLuca, Holly	Holly Dlen	7062483
Delellis, Lauren Speaker		
Desmond, Diane		4927218
Dibert, Jennifer	Jennifer Dibert	9313673

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff
Topic: Indicator 13/Transition Training
Date : 11/02/2022

Staff Name	Signature	PPID Number
Diegel, Cristen	*Cristen Diegel*	4503082
Fix, Lauren	*Lauren Fix*	6827032
Flamino, Alexandria	*Alexandria Flamino*	6818269
Ford-Welborn, Whitney	*Whitney Welborn*	9394617
Fritz, Nicole	*Nicole Fritz*	5846437
Gentzyel, Kaetha	*Kaetha*	2584802
Giovannangelo, Rachael	*Rachael Giov*	7196937
Glass, Sheryl	*Sheryl Glass*	6205091
Graw, Sarah		
Haines, Paula	*Paula Haines*	5942645
Hartley, Ranelle	*Raley*	2507269
Hartos, Leslie	*Leslie Hartos*	2839356
Heffron, Lisa	*L Heffron*	4183618
Helm, Allyssa	*Allyssa Helm*	9858351
Hottenstein, Jennifer	*Jennifer*	6073976
Hulsebos, Kyra	*KH*	6258742
Hurbanek, Jenna	*Jenna Hurbanek*	7234173

Audience: Special Education Staff
Topic: Indicator 13/Transition Training
Date : 11/02/2022

Staff Name	Signature	PPID Number
Izing, Jenna	*(signature)*	9418487
James, Nicole		
Jones, Greta		
Karpen, Heather	*(signature)*	9475425
Keith, Karen	*(signature)*	4597684
Kepner, Lindsey	*(signature)*	9609787
Kioalicas, Krista		
Knorr, Sheree-Lee	*(signature)*	6352684
LeCause, Nicole	*(signature)*	3126206
Lavelle, Patrick	*(signature)*	4392169
Long, Laurel		
Lorah, Kathryn	*(signature)*	9589157
Loveday, Shelby	*(signature)*	2740683
Malis, Sarah	*(signature)*	6412032
Matlin, Daphne		
McCurdy, Greg	*(signature)*	

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff
Topic: Indicator 13/Transition Training
Date : 11/2/2022

Staff Name	Signature	PPID Number
Miller, Kayla	Kayla Miller	5090791
Miller, Rebecca		
Moussa, Rachel	Rachel Moussa	9689852
Murry, Jen	Jen Murray	6190285
Murry, Tyler		3716254
Myers, Morgan		5872819
Newell, Maura	Maura Newell	2602435
Nixon, Mollie		
O'Brien, Andrea	Andrea O'Brien	6057083
Perez, Sheila		
Perkins, Alyssa	Alyssa Kuyp	4848341
Pino, Nathan	Nathan Pino	1541825
Resavage, Stacey		
Ritchie, Rebecca	Rebecca Ritchie	
Ruff, Allyson		
Rux, Anna	Anna m Rux	1265947
Santello, Alexis	Alexis Santello	6971656

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff
Topic: Indicator 13/Transition Training
Date : 11/2/2022

Staff Name	Signature	PPID Number
Savage, Britt	*Britt Savage*	4587157
Scavicchio, Grace	*Grace Scav*	3619179
Schaeffer, Deb	*Deb Schaeffer*	5972516
Scornavacchi, Holly	*Holly Scornavacchi*	— OT
Sibbett, Rebecca	*Rebecca A Sibbett*	# 6091402
Smith, Jadie	*Jadie Smith*	9109695
Smith, Terren		
Snead, Toshia	*Toshia Snead*	2603941
Tracy, Jamie		
Turner, Amy	*Amy L Turner*	2153529
Walter, Sarah	*Sarah Walter*	7318453
Wasicko, JP	*JW*	6325653
White, Jill	*Jill White*	2802508
Wilczynski, Kaitlyn	*Kaitlyn*	3190301
Wydra, Amanda	*Amanda Wydra*	8624586
Yauger, Lauren		
Zepka, Marybeth		

Morgan Wenz *Morganwetz* 9297132

Kimberley Yannick *Huey* 5078435

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff
Topic: Indicator 13/Transition Training
Date : 11/2/2022

Staff Name	Signature	PPID Number
Theresa Ferry (Millersville Univ)	*signature*	
Cody Smith	*signature*	4085201
Dan Ladislav	*signature*	
Danielle Tabn	*signature*	4216328
Lindsey Barclay	Lindsey Barclay	3161063
Christopher Rudolph	*signature*	

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff
Topic: Indicator 13/Transition Training
Date : 11/03/2022

Staff Name	Signature	PPID Number
Adams, Danielle	*[signature]*	3435791
Aliberto, Kimberly	*[signature]*	1290195
Bac, Kara	Kara Bac	1278912
Baker, Stacey	Stacey Baker	8281392
Blair, Carissa	C Blair	2618716
Borger, Christina	Christina Borg	8682162
Brown, Ashley	EXCUSED	
Byers, Megan	" "	
Coates, Cristin	" "	
Cooper, Kimberly	Kimberly Cooper	3246294
Cornacchia, Michelle	Michele Cornacchia	8628951
Dando, Rebecca	Rebecca Dando	8466056
Delmas, Kristine	*[signature]*	1535162
DeLuca, Holly	Holly Dely	7062483
Delellis, Lauren	Prensentor	
Desmond, Diane	*[signature]*	4927218
Dibert, Jennifer	Jennifer Dibert	

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff
Topic: Indicator 13/Transition Training
Date : 11/03/2022

Staff Name	Signature	PPID Number
Diegel, Cristen	*Crist Diegel*	4503082
Fix, Lauren	*Lauren Fix*	6827032
Flamino, Alexandria	*Alexandria Flamino*	6818269
Ford-Welborn, Whitney	*attended.*	9394617
Fritz, Nicole	*Nicole Fritz*	5846437
Gentzyel, Kaetha	*Kaetha Gentzyel*	2584802
Giovannangelo, Rachael	*R Giovann.*	7196937
Glass, Sheryl	*Sheryl Glass*	6205091
Graw, Sarah	*Excused.*	
Haines, Paula	*P Haines*	5962645
Hartley, Ranelle	*Ranelle*	2507269
Hartos, Leslie	*Leslie Hartos*	2339356
Heffron, Lisa	*LH*	4183618
Helm, Allyssa	*allyssahelm*	9858351
Hottenstein, Jennifer	*attended*	*presenter*
Hulsebos, Kyra	*KH*	6258742
Hurbanek, Jenna	*Jenna Hurbanek*	7234173

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff
Topic: Indicator 13/Transition Training
Date : 11/03/2022

Staff Name	Signature	PPID Number
Izing, Jenna	*Jenna Slzy*	9418487
James, Nicole	New Hire	—
Jones, Greta	Excuse	—
Karpen, Heather	*Heather Karpen*	9475425
Keith, Karen	*Ke Kirk*	4597684
Kepner, Lindsey	*Lisskynn*	9609787
Kioalicas, Krista	—	—
Knorr, Sheree-Lee	*Shirie Lee Knorr*	6352684
LeCause, Nicole	—	—
Lavelle, Patrick	*Patrick Lavelle*	4392169
Long, Laurel	—	—
Lorah, Kathryn	*Kathryn Lorah*	9589157
Loveday, Shelby	*Shelby Loveday*	2740683
Malis, Sarah	attended	6412032
Matlin, Daphne		
McCurdy, Greg	*signature*	

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff
Topic: Indicator 13/Transition Training
Date : 11/3/2022

Staff Name	Signature	PPID Number
Miller, Kayla	*Kayla Miller*	5090791
Miller, Rebecca	*[signature]*	
Moussa, Rachel	*Rachel Moussa*	9689852
Murry, Jen	*Jen Murry*	6190289
Murry, Tyler	*[signature]*	3716254
Myers, Morgan	*[signature]*	5872819
Newell, Maura	*Maura Newell*	2602435
Nixon, Mollie	*[signature]*	
O'Brien, Andrea	*Andrea O'Brien*	6057083
Perez, Sheila	Excused per Guy.	
Perkins, Alyssa	*Alyssa Perkins*	6848349
Pino, Nathan	*Nathan Pino*	01541825
Resavage, Stacey	*[signature]*	
Ritchie, Rebecca	*[signature]*	
Ruff, Allyson	Excused.	
Rux, Anna	*Anna M Rux*	1265947
Santello, Alexis	*Alys Santello*	6971656

Lindsey Miller-Barclay   *Lindsey Barclay*   31101003

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff
Topic: Indicator 13/Transition Training
Date : 11/3/2022

Staff Name	Signature	PPID Number
Savage, Britt	*Britt Sing*	4587157
Scavicchio, Grace	*Gra Deain*	3619179
Schaeffer, Deb	*Deb Schaffer*	4972516
Scornavacchi, Holly	*Holly Scornavach*	~
Sibbett, Rebecca	*Rebecca Sibbett*	6091402
Smith, Jadie	*Jadie Smith*	9109695
Smith, Terren	Excused per Karen Keith	
Snead, Toshia	*Toshia Snead*	2603941
Tracy, Jamie		
Turner, Amy	*Amy Lifung*	2153529
Walter, Sarah	*Sarah Walter*	7318453
Wasicko, JP	*JPW*	6325653
White, Jill	*Jill White*	2802508
Wilczynski, Kaitlyn	*Khilens*	3190301
Wydra, Amanda	*Amanda Wydra*	8624586
Yauger, Lauren		
Zepka, Marybeth	Excused.	
Tabin, Danielle	*Danielle Tabin*	4216328
Morgan Wenz	*Morganwentz*	9297132

CURRICULUM BASED MEASURES

READING

Capital Area Intermediate Unit 15
Shannon Wonders
swonders@caiu.org

MOOD METER

How are you feeling?

ENRAGED	PANICKED	STRESSED	JITTERY	SHOCKED	SUPRISED	UPBEAT	FESTIVE	EXHILARATED	ECSTATIC
LIVID	FURIOUS	FRUSTRATED	TENSE	STUNNED	HYPER	CHEERFUL	MOTIVATED	INSPIRED	ELATED
FUMING	FRIGHTENED	ANGRY	NERVOUS	RESTLESS	ENERGIZED	LIVELY	ENTHUSIASTIC	OPTIMISTIC	EXCITED
ANXIOUS	APPREHENSIVE	WORRIED	IRRITATED	ANNOYED	PLEASED	HAPPY	FOCUSED	PROUD	THRILLED
REPULSED	TROUBLED	CONCERNED	UNEASY	PEEVED	PLEASANT	JOYFUL	HOPEFUL	PLAYFUL	BLISSFUL
DISGUSTED	GLUM	DISAPPOINTED	DOWN	APATHETIC	AT EASE	EASYGOING	CONTENT	LOVING	FULFILLED
PESSIMISTIC	MOROSE	DISCOURAGED	SAD	BORED	CALM	SECURE	SATSIFIED	GRATEFUL	TOUCHED
ALIENATED	MISERABLE	LONELY	DISHEARTENED	TIRED	RELAXED	CHILL	RESTFUL	BLESSED	BALANCED
DESPONDENT	DEPRESSED	SULLEN	EXHAUSTED	FATIGUED	MELLOW	THOUGHTFUL	PEACEFUL	COMFY	CAREFREE
DESPAIR	HOPELESS	DESOLATE	SPENT	DRAINED	SLEEPY	COMPLACENT	TRANQUIL	COZY	SERENE

ENERGY

PLEASANTNESS

Learning Targets

1 **About CBM**
    *Benefits
    *Characteristics

2 **Instructional Decision Making**
    *Plan Support
    *Implement Support

3 **Progress Monitoring**
    * Procedures
    * Grade Level Materials
    * Grade Level Scoring Guides

But first, let's do something fun!
Guess these book titles from the emojis:

1. 🅰️
2. 👦🏼 🍫 🏭
3. ➡️ 💡 🏠
4. 🔵 🎪
5. 🦁 🧙 ➕ 👗 👖 🧥
6. 👧 🐷 🕸️
7. 👑 🧙 💍 💍
8. 🍇 😡
9. 😢 🇰🇷 🏪 🥢
10. 👋 💨

1. 🅰️

2. 👱 🍫 🏭

3. ➡️ 💡 🏠

4. 🌑 🎪

5. 🦁 🧙‍♀️ ➕ 👗 👖 🧥

6. 👧 🐷 🕸️

7. 👑 🧙‍♂️ 💍 💍

8. 🍇 😡

9. 😢 🇰🇷 🏪 🥢

10. 👋 💨

The Scarlet Letter by Nathaniel Hawthorne

Charlie and the Chocolate Factory by Roald Dahl

To The Lighthouse by Virginia Woolf

The Night Circus by Erin Morgenstern

The Lion, The Witch and the Wardrobe by C.S. Lewis

Charlotte's Web by E.B. White

The Lord of the Rings by JRR Tolkien

The Grapes of Wrath by John Steinbeck

Crying in H-Mart by Michelle Zauner

Gone with the Wind by Margaret Mitchell

5

Yep!

The measurement of a child's school abilities is just as important as teaching those skills. After all, only by carefully testing what a child has learned can the instructor then draw conclusions about whether that student is ready to advance to more difficult material.

-Jim Wright, creator of Intervention Central

Materials/ Resources

Acadience
A set of standardized indicators of literacy skills designed for universal screening and progress monitoring

CORE Literacy Library
A collection of tests for the comprehensive assessment of skills related to reading.
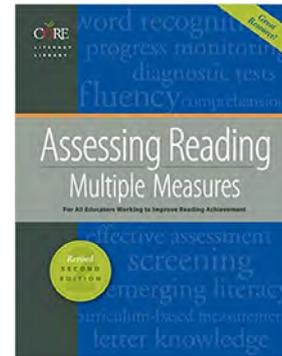
About CBM:
Benefits & Characteristics

About CBM

CBM has been linked to:

- Improved student academic outcomes
- More effective instruction
- Higher student achievement
- Increased student responsibility for learning
- Relationship between CBM and high stakes testing
- Better communication between parents and teachers

(Fuchs, Deno, Mirkin, 1984;Fuchs, Fuchs,& Hamlett, 1989Good, Simmons, & Kameeuni, 2001

Characteristics of CBM:

- Used to monitor student progress across an entire year
- Probes are easy, brief
- Administered the same way each time
- Each probe is different, but each form assesses the same types of skills at the same level of difficulty
- CMB can be used to:
    - Evaluate intervention effectiveness
    - Guide instruction and cue instructional changes
    - Monitor annual goals and objectives

(L. S. Fuchs & Fuchs, 2004; L. S. Fuchs, Fuchs, Hamlett, & Stecker, 1990; Hosp & Hosp, 2003)

9

Common Language

Phonemic Awareness: Having the ability to recognize and manipulate the units of sound in language..

Phoneme: Distinct units of sound in a specified language that distinguishes one word from another.

Alphabetic Principle: The idea that letters and letter patterns represent the sounds of spoken language.

Phonics: Understanding the systematic, predictable relationship between written letters and spoken sounds.

Fluency: Reading with accuracy, reasonable rate and appropriate expression.

Vocabulary: The ability to recognize and understand the meaning of oral and written words.

Comprehension: The active and purposeful pursuit of understanding a written test.

BASIC LITERACY SKILLS

Phonemic Awareness

Advanced Phonics and Word Attack Skills

Alphabetic Principle & Basic Phonics

Reading Comprehension

Alignment of Literacy Skills & Acadience Measures

Basic Early Literacy Skills	Acadience Reading Measures
Phonemic Awareness	First Sound Fluency (FSF) Phoneme Segmentation Fluency (PSF)

Alphabetic Principle and Basic Phonics	Nonsense Word Fluency (NWF)
	  –Correct Letter Sounds
	  –Whole Words Read

Advanced Phonics and Word Attack Skills	Oral Reading Fluency (ORF) –Accuracy

Accurate and Fluent Reading of Connected Text	Oral Reading Fluency (ORF)
	  –Correct Words Per Minute
	  –Accuracy

Reading Comprehension	Maze
	Oral Reading Fluency (ORF)
	  –Correct Words Per Minute
	  –Retell Total/Quality of Response

Vocabulary and Language Skills	Word Use Fluency-Revised (WUF-R)(Available as an experimental measure. Email info@acadiencelearning.org for more infomation.)

Instructional Decision Making:

Procedures, Materials & Scoring

Skills, Measures and Timeline

14
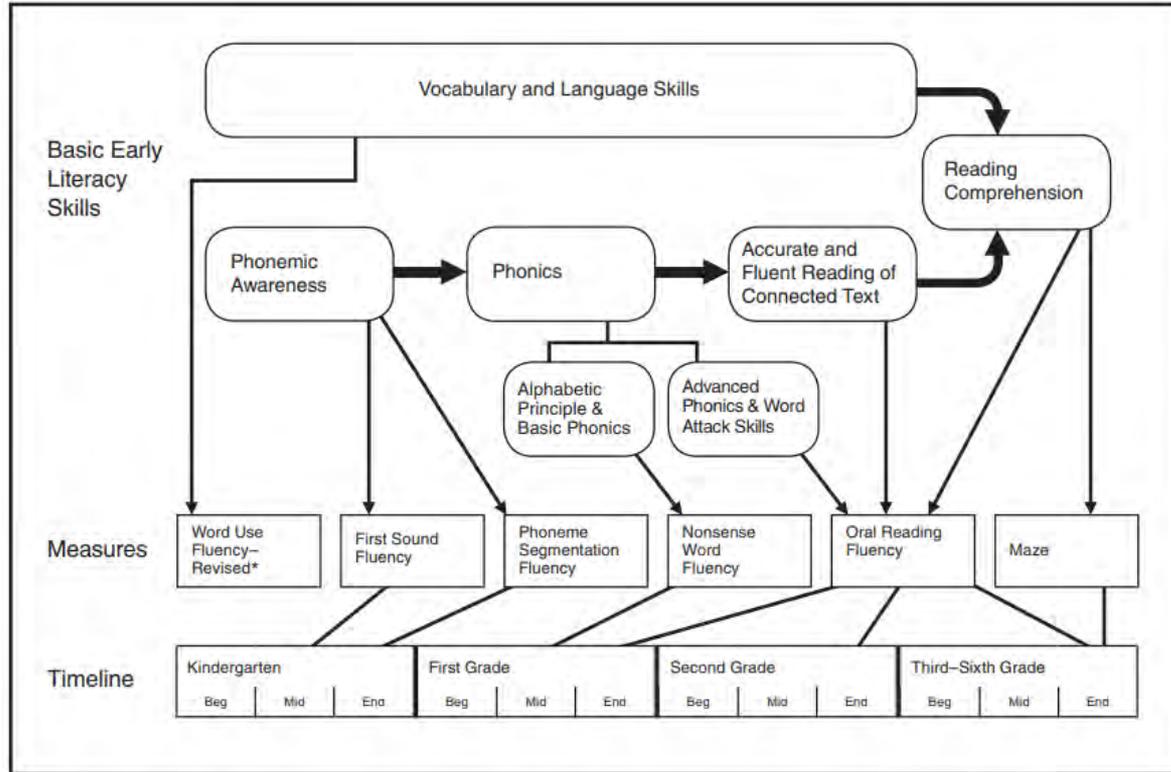
Benchmark Assessment:

- Testing all students 3X per year
- Always conducted using grade level materials
- Includes measures most relevant for making instructional decisions

Progress Monitoring:

- Testing students more frequently who may be at risk for difficulties in skill areas
- Used to ensure adequate yearly progress
- Can use grade-level or out of grade-level materials
- Decisions are made at individual student levels

Benchmark Interpretations

Likelihood of Meeting Later Reading Goals	Benchmark Status	Benchmark Status Including Above Benchmark	What It Means
>99% 95% 90% 80% 70% 60%	At or Above Benchmark *overall likelihood of achieving subsequent early literacy goals: 80% to 90%*	**Above Benchmark** *overall likelihood of achieving subsequent early literacy goals: 90% to 99%*	For students with scores in this range, the odds of achieving subsequent early literacy/reading goals are very good. These students likely need effective core instruction to meet subsequent early literacy/reading goals. Some students may benefit from instruction on more advanced skills.
		At Benchmark *overall likelihood of achieving subsequent early literacy goals: 70% to 85%*	For students with scores in this range, the odds are in favor of achieving subsequent early literacy/reading goals. The higher above the benchmark goal, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading goals. Some students may require monitoring and strategic support on specific component skills as needed.
55% 50% 45% 40%	**Below Benchmark** *overall likelihood of achieving subsequent early literacy goals: 40% to 60%*	**Below Benchmark** *overall likelihood of achieving subsequent early literacy goals: 40% to 60%*	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading goals are approximately even, and hard to predict. Within this range, the closer students' scores are to the benchmark goal, the better the odds; the closer students' scores are to the cut point, the lower the odds. These students likely need core instruction coupled with strategic support, targeted to their individual needs, to meet subsequent early literacy/reading goals. For some students whose scores are close to the benchmark goal, effective core instruction may be sufficient; students whose scores are close to the cut point may require more intensive support.
30% 20% 10% <5%	**Well Below Benchmark** *overall likelihood of achieving subsequent early literacy goals: 10% to 20%*	**Well Below Benchmark** *overall likelihood of achieving subsequent early literacy goals: 10% to 20%*	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading goals are low. These students likely need intensive support in addition to effective core instruction. These students may also need support on prerequisite skills (i.e., below grade level) depending upon the grade level and how far below the benchmark their skills are.

- deliver instruction in a smaller group
- provide more instructional time or more practice
- present smaller skill steps in the instructional hierarchy
- providing more explicit modeling and instruction; and/or
- provide greater scaffolding

Progress Monitoring

Plan Support

Implement Support

Evaluate Effectiveness of Support
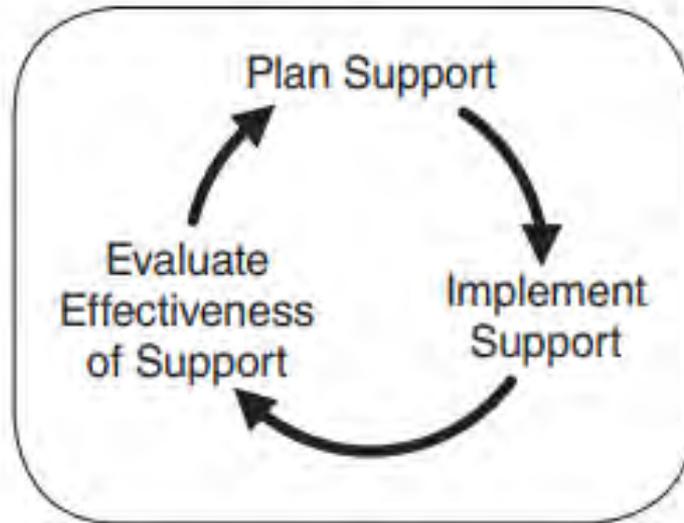
Plan Support:

1. Select material that is sensitive to growth and <u>ambitious</u>

1. Test back

1. Material that is too difficult will not be sensitive to small changes in skills, can result in frustration and lead to inaccurate decisions about the effectiveness of instruction

1. Material that is too easy may result in lower expectations and less progress

1. Consider that progress monitoring is to provide information to guide instruction and improve student performance to grade level.
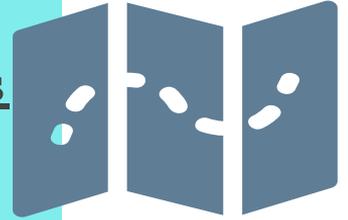
Implement Support:

1. Determine current level of performance **(median score of** 3 **probes)**

1. Determine score to aim for based on the year end goal

1. Set the timeframe so that to the goal is achieved by mid-year (attempt to **accelerate progress**)

1. Administer materials(decide on frequency) and score

1. Graph data (visual representation are easy to understand)

Evaluating Effectiveness:

Making Decisions using CBM Data

Look at the last 3 data points.
If the data points are :

Close to the goal line (all on the line, or some above and some below)	• Continue your instruction as implemented *If your student has an increasing slope with gains at or near your aimline, then he/she is responding to your instruction - so keep doing what you are doing*
All **below** the goal line	• Change your instruction • *If at least 3 consecutive scores have fallen below the aimline, the student is not responding optimally to instruction. Try something new.*
All **above** the goal line	• Change your goal for the student and maintain you instruction as implemented • *If at least 3 consecutive scores are above the aimline, your instruction is very effective for the student and you can increase the goal for the student.*

Katy's Passage Reading Fluency

Katy's Passage Reading Fluency
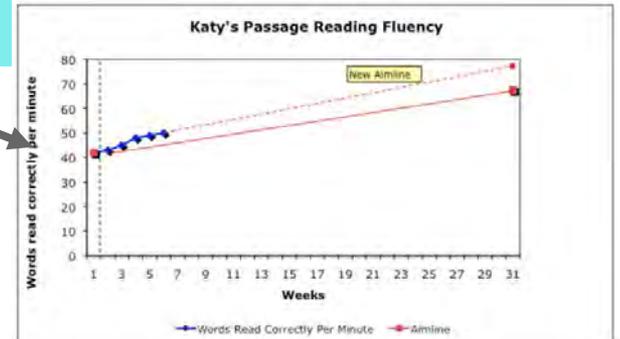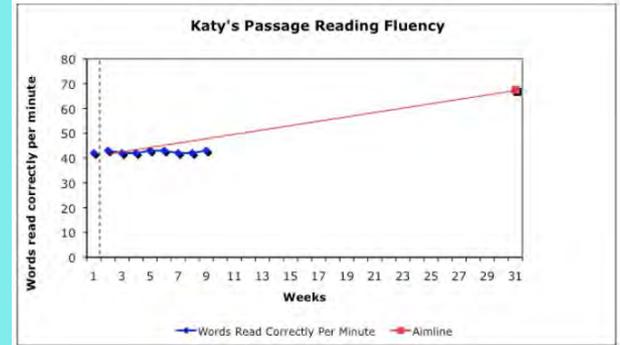
Progress Monitoring:

Conducting Curriculum Based Measures

Standard Features of Reading Measures

- **Basic Early Literacy Skill:** The core component or foundational early literacy skill that the measure assesses.

- **Administration Time:** The length of time for which the measure is administered, after the assessor has given directions and started the stopwatch.

- **Administration Schedule:** The grades and times of year in which the measure is administered for benchmark assessment.

- **Administration Directions:** The specific procedures to follow when administering the measure, as well as the script to say to the student.

- **When to Start the Stopwatch:** The point at which the stopwatch should be started for the measure.

- **Score:** The description of the reported score.

- **Scoring Rules:** Detailed marking and scoring procedures.

- **Reminders:** Prompts that may be given under certain circumstances. Some prompts may be given only once, others may be given as often as needed.

- **Wait Rule:** A rule for how long the student is allowed to hesitate **on an item** before the next item is presented or the student is directed to proceed.

- **Discontinue Rule:** A rule for discontinuing the measure if the student is unable to perform the task.

Equipment Needed

Alignment of Literacy Skills & Acadience Measures

Basic Early Literacy Skills	Acadience Reading Measures
Phonemic Awareness	First Sound Fluency (FSF) Phoneme Segmentation Fluency (PSF)

Alphabetic Principle and Basic Phonics	Nonsense Word Fluency (NWF)
	  –Correct Letter Sounds
	  –Whole Words Read

Advanced Phonics and Word Attack Skills	Oral Reading Fluency (ORF) –Accuracy

Accurate and Fluent Reading of Connected Text	Oral Reading Fluency (ORF)
	  –Correct Words Per Minute
	  –Accuracy

Reading Comprehension	Maze
	Oral Reading Fluency (ORF)
	  –Correct Words Per Minute
	  –Retell Total/Quality of Response

Vocabulary and Language Skills	Word Use Fluency-Revised (WUF-R)(Available as an experimental measure. Email info@acadiencelearning.org for more infomation.)

Kindergarten: Phonemic Awareness Alphabetic Principle & Basic Phonics

Measures: FSF Overview

First Sound Fluency (FSF): assesses a student's fluency in identifying the initial sounds in words.

Basic Early Literacy Skill	Phonemic Awareness
Administration Time	1 minute
Administration Schedule	Beginning of kindergarten to middle of kindergarten
Score	2 points for each correct initial phoneme and 1 point for each correct initial consonant blend, consonant plus vowel, or consonant blend plus vowel said by the student in 1 minute
Wait Rule	If the student does not respond within 3 seconds on a word, mark a slash (/) through the zero and say the next word.
Discontinue Rule	Zero points in the first five words

Kindergarten: Phonemic Awareness Alphabetic Principle & Basic Phonics

Measures: FSF Directions and Scoring

▶ Practice item #1) *Listen to me say this word, "man." The first sound that you hear in the word "man" is /mmm/. Listen. /mmm/. "Man." What is the first sound you hear in the word "man"?*

Correct response /mmm/ or /ma/	Good. /mmm/ is the first sound in "man."	(Present practice item #2.)

Incorrect response Student does not respond within 3 seconds or responds incorrectly	/mmm/ is the first sound you hear in the word "man." Listen. /mmm/. "Man." Say it with me. /mmm/. Let's try it again. What is the first sound you hear in the word "man"?	Correct response	Good.		(Present practice item #2.)
		Incorrect response	/mmm/. Say /mmm/.	Correct	Good.	(Present practice item #2.)
				Incorrect	Okay.	(Present practice item #2.)

The following is an example of a completed scoring sheet. The scoring rules and scoring calculation are shown. This scoring sheet serves as a model and can be used during training and practice to support accurate administration and scoring of Acadience Reading.

1 First Sound Fluency

Test Items	Correct/2 points	Correct/1 point		Incorrect
1. neck	(/n/)	/ne/		0
2. join	(/j/)	/joi/		0
3. grant	/g/	(/gr/)	/gra/	0
4. bright	(/b/)	/br/	/brie/	0
5. long	(/l/)	/lo/		0
6. claws	/k/	(/kl/)	/klo/	0
7. date	/d/	/dai/		0̸
8. pressed	/p/	(/pr/)	/pre/	0
9. beans	(/b/)	/bea/		0
10. grade	/g/	/gr/	(/grai/)	0

Kindergarten: Phonemic Awareness Alphabetic Principle & Basic Phonics

Measures: PSF Overview

Phoneme Sound Fluency: assesses the student's fluency in segmenting a spoken word into its component parts or sound segments

Basic Early Literacy Skill	Phonemic Awareness
Administration Time	1 minute
Administration Schedule	Middle of kindergarten to beginning of first grade
Score	Number of correct sound segments (different, correct parts of the words) the student says in 1 minute
Wait Rule	If the student does not respond within 3 seconds, say the next word.
Discontinue Rule	Zero correct sound segments in the first five words

Kindergarten: Phonemic Awareness Alphabetic Principle & Basic Phonics

Measures: PSF Directions and Scoring

▶ We are going to say the sounds in words. Listen to me say all the sounds in the word "fan." /f/ /a/ /n/. Listen to another word, (pause) "jump." /j/ /u/ /m/ /p/. Your turn. Say all the sounds in "soap."

Correct response /s/ /oa/ /p/	Very good saying all the sounds in "soap."		(Begin testing.)
Incorrect response anything other than /s/ /oa/ /p/	I said "soap," so you say /s/ /oa/ /p/. Your turn. Say all the sounds in "soap."	Correct response	Good.	(Begin testing.)
		Incorrect response	Okay.	(Begin testing.)

▶ Begin testing. **I am going to say more words. I will say the word, and you say all the sounds in the word.** (Say the first word from the list in the scoring booklet.)

Model PSF Scoring Sheet

The following is an example of a completed scoring sheet. The scoring rules and scoring calculation are shown. This scoring sheet serves as a model and can be used during training and practice to support accurate administration and scoring of Acadience Reading.

3 Phoneme Segmentation Fluency

				Score
▶ boat /b/ /oa/ /t/	log /l/ /o/ /g/	stuff /s/ /t/ /u/ /f/	judge /j/ /u/ /j/	10 /13
black /b/ /l/ /a/ /k/	cane sc /k/ /a/ /n/	verbs /v/ /ir/ /b/ /z/	near /n/ /ea/ /r/	11 /14
run /r/ /u/ /n/	seeds /s/ /ea/ /d/ /z/	have /h/ /a/ /v/	much /m/ /u/ /ch/	10 /13
clue /k/ /l/ /oo/	wet /w/ /e/ /t/	met /m/ /e/ /t/	new /n/ /oo/	9 /11
hill /h/ /i/ /l/	groups /g/ /r/ /oo/ /p/ /s/	knife /n/ /ie/ /f/	bill /b/ /i/ /l/	6 /14
shake /sh/ /ai/ /k/	plane /p/ /l/ /ai/ /n/	own /oa/ /n/	ball /b/ /o/ /l/	/12

Total: ____ 46

Kindergarten: Phonemic Awareness Alphabetic Principle & Basic Phonics

Measures: NSF Overview

Nonsense Word Fluency: assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant (CVC) and vowel-consonant (VC) words

Basic Early Literacy Skills	Alphabetic Principle and Basic Phonics
Administration Time	1 minute
Administration Schedule	Middle of kindergarten to beginning of second grade
Scores	• Number of correct letter sounds (CLS) • Number of whole words read (WWR) without sounding out
Wait Rule	If the student responds sound-by-sound, mixes sounds and words, or sounds out and recodes, allow 3 seconds, then provide the correct letter sound. If the student responds with whole words, allow 3 seconds, then provide the correct word.
Discontinue Rule	No correct letter sounds in the first row

Kindergarten: Phonemic Awareness Alphabetic Principle & Basic Phonics

Measures: NWF Directions and Scoring

► We are going to read some make-believe words. Listen. This word is "sog." (Run your finger under the word as you say it.) *The sounds are /s/ /o/ /g/* (point to each letter). *Your turn. Read this make-believe word* (point to the word "mip"). *If you can't read the whole word, tell me any sounds you know.*

Correct Whole Word Read	**Very good reading the word "mip."**	►(Begin testing.)
mip		
Correct Letter Sounds Any other response with all the correct letter sounds	**Very good. /m/ /i/ /p/** (point to each letter) **or "mip"** (run your finger under the word as you say it).	►(Begin testing.)

| | | Correct response | **Very good.** | (Begin testing.) |
| Incorrect response No response within 3 seconds, or response includes any errors | **Listen. /m/ /i/ /p/ or "mip."** (Run your finger under the letters as you say the sounds.) **Your turn. Read this make-believe word.** (Point to the word "mip.") *If you can't read the whole word, tell me any sounds you know.* | Incorrect response | **Okay.** | (Begin testing.) |

► Begin testing. *I would like you to read more make-believe words. Do your best reading. If you can't read the whole word, tell me any sounds you know.* (Place the student copy in front of the student.) *Put your finger under the first word. Ready, begin.*

Model NWF Scoring Sheet
The following is an example of a completed scoring sheet. The scoring rules and scoring calculation are show scoring sheet serves as a model and can be used during training and practice to support accurate administrat scoring of Acadience Reading.

3 Nonsense Word Fluency

					CLS	WWR
b a c	r o z	e m	w u t	d i l	14 /14 (14)	1
p o j	k i p	z e d	u j	h a p	14 /14 (28)	2
v e z	s i g	j o k	n ø d	d u v	14 /15 (43)	
e n	f ʋ j	z o p	r a s	t i k	13 /14 (57)	3
a g	w / c	n o l	n e g	k u z	4 /14 (71)	1
k e k	v i v	d o d	p a v	j u c	/15 (86)	
m u s	a v	w e c	m i v	d o p	/14 (100)	
t a c	l i z	v u l	f o s	e g	/14 (114)	
d i f	t o v	z e z	n u s	w a n	/15 (129)	
j a d	o b	h i z	m e k	n u m	/14 (143)	

NWF Response Patterns: Total Correct Letter Sounds (CLS): __59__
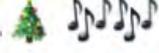Total Whole Words Read (WWR): __8__

Guess Again:

11. 🪁🏃
12. 👑🪰🪰
13. 🎄🎶🎶
14. ❓🔍🐕🏙️
15. 🐗🏛️››
16. 🐀🐀➕👨👱
17. 🚰🐘🐘
18. ⬜🦷🦷
19. ✍️🛍️🧝
20. 🏙️📚🏛️

31

The Kite Runner by Khaled Hosseini

Lord of the Flies by William Golding

A Christmas Carol by Charles Dickens

The Curious Incident of the Dog in the Night Time by Mark Haddon

Wolf Hall by Hilary Mantel

Of Mice and Men by John Steinbeck

Water for Elephants by Sara Gruen

White Teeth by Zadie Smith

Confessions of a Shopaholic by Sophie Kinsella

The Midnight Library by Matt Haig

Grades 1-6: Advanced Phonics and Word Attack Skills Measures: ORF

Oral Reading Fluency: a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension

Basic Early Literacy Skill	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
Administration Time	1 minute plus 1 minute maximum for Retell
Administration Schedule	Middle of first grade through end of sixth grade
Scores	• Median number of words correct per minute (Words Correct) • Median number of errors per minute (Errors) • Median number of correct words in the Retell • Median Quality of Response for the Retell
Wait Rule	On ORF, 3 seconds; On Retell, first hesitation 3 seconds
Discontinue Rule	If no words are read correctly in the first line, say **Stop**, record a score of 0, and do not administer Retell. If fewer than 10 words are read correctly on passage #1 during benchmark assessment, do not administer Retell or passages #2 and #3. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.

Grades 1-6: Advanced Phonics and Word Attack Skills

Measures: ORF: Directions

Administration Directions

For Oral Reading Fluency:

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim. Put the student copy of the reading passage in front of the student and say the following:

▶ *I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish.* (Place the passage in front of the student.)

▶ Begin testing. *Put your finger under the first word* (point to the first word of the passage). *Ready, begin.*

- Do not read the title
- Start stopwatch after student says the first word in the paragraph

Grades 1-6: Advanced Phonics and Word Attack Skills Measures: ORF: Scoring Rules

Scoring Rule 1:

*Leave blank any words the student reads correctly.

*Inserted words are not counted.

*To be counted as correct, words must be read as whole words and pronounced correctly for the context of the sentence.

Student response	It was hot at the beach.

| 0 | It was hot at the beach.] Mr. Smith doesn't mind the heat. He has | 14 |
| 14 | had a part-time job there as a lifeguard for twenty-four years. | 27 |

How to score

Total words: _6_

Errors (include skipped words): – _0_

Words correct: = _6_

Student response	It was hot at the /b/ /ea/ /ch/ beach.

| 0 | It was hot at the beach.] Mr. Smith doesn't mind the heat. He has | 14 |
| 14 | had a part-time job there as a lifeguard for twenty-four years. | 27 |

How to score

Total words: _6_

Errors (include skipped words): – _0_

Words correct: = _6_

Note: To be counted as correct, the whole word must be read.

Grades 1-6: Advanced Phonics and Word Attack Skills Measures: ORF: Scoring Rules

Scoring Rule 2:. Mark a slash (/) through errors.

Errors include:
*words read incorrectly

*substitutions

*skipped words

*hesitations of more than 3 seconds

*words read out of order

*words that are sounded out but not read as a whole word

Examples:

Student response   It is hot at the beach.

| 0 | It was hot at the beach. Mr. Smith doesn't mind the heat. He has | 14 |
| 14 | had a part-time job there as a lifeguard for twenty-four years. | 27 |

How to score

Total words: 6

Errors (include skipped words): – 1

Words correct: = 5

Student response   It was hot at the /b/ /e/ /a/ /ch/.

| 0 | It was hot at the beach. Mr. Smith doesn't mind the heat. He has | 14 |
| 14 | had a part-time job there as a lifeguard for twenty-four years. | 27 |

How to score

Total words: 6

Errors (include skipped words): – 1

Words correct: = 5

Note: Students must read the whole word, not just the sounds, to be counted as correct.

Grades 1-6: Advanced Phonics and Word Attack Skills Measures: ORF: Scoring Rules for Retell

Scoring Rule 1:

*Count as correct any words in the response that are related to the passage.

*The judgment is based on whether the student is retelling the passage or has gotten off track on another passage or topic.

*Move your pen through a number in the scoring booklet for each word the student provides that is related to the passage.

Examples:

Passage   Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming.

Student response   He has a pet goldfish. The fish is easy to take care of. He likes to watch it swim. It is a good pet.

How to score

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 (24) 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48

Retell Total: __24__

Quality of Response:
(Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details
2 Provides 3 or more details
3 Provides 3 or more details in a meaningful sequence
(4) Provides 3 or more details in a meaningful sequence that captures a main idea

Remote mCLASS® assessments
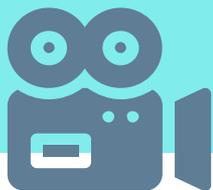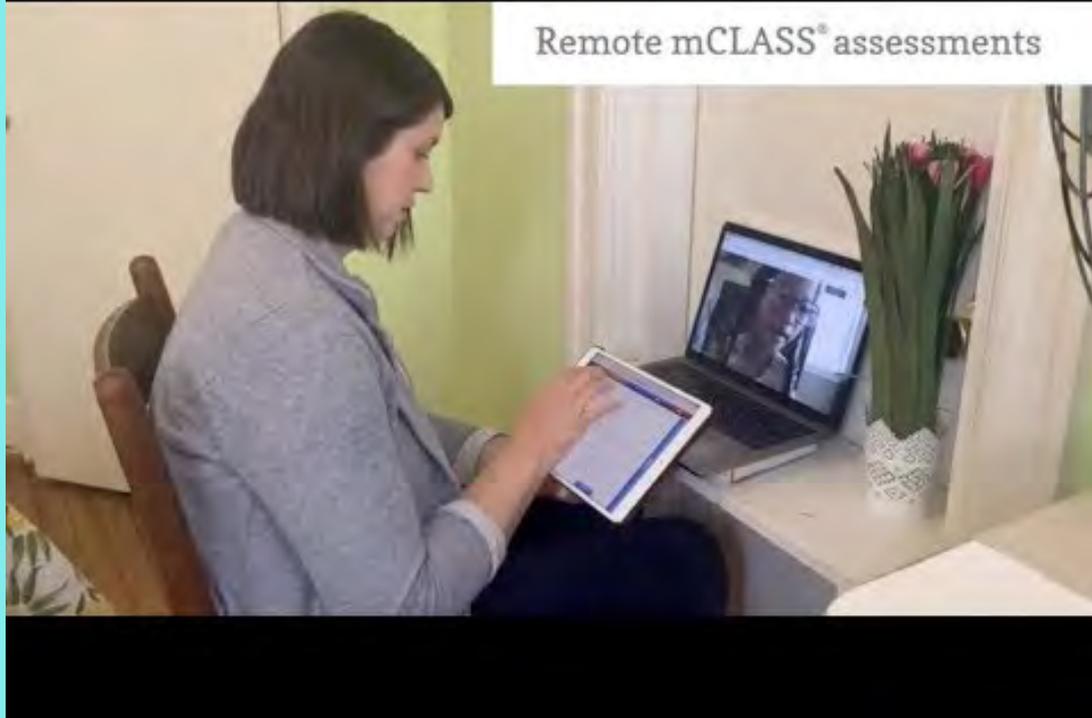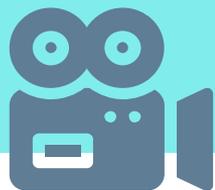
Grades 3-12: Reading Comprehension Measures: Maze Overview

Maze: assesses the student's ability to construct meaning from text using word recognition skills, background information and prior knowledge, familiarity with linguistic properties such as syntax and morphology, and reasoning skills.

Basic Early Literacy Skill	Reading Comprehension
Administration Time	3 minutes
Administration Schedule	Beginning of third grade to end of sixth grade
Score	Number of correct words in 3 minutes minus half the number of incorrect words

Grades 3-12: Reading Comprehension Measures: Maze Directions

1. Before handing out the worksheets, say *I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.* Hand out the Maze student worksheets. Make sure each student has the appropriate worksheet. If the worksheets are in a booklet, make sure each student's booklet is open to the correct worksheet.

   When all of the students are ready, say *You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story. Look at Practice 1.*

   Listen. After playing in the dirt, Sam went (pause) *home, summer, was* (pause) *to wash her hands. You should circle the word "home" because "home" makes the most sense in the story. Listen. After playing in the dirt, Sam went* home *to wash her hands.*

   Now it is your turn. Read Practice 2 silently. *When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. When you are done, put your pencil down.*

   Allow up to 30 seconds for students to complete the example and put their pencils down. If necessary, after 30 seconds say *Put your pencil down.*

2. As soon as all students have their pencils down, say *Listen. On her way home, she* (pause) *chair, sleep, saw* (pause) *an ice cream truck. You should have circled "saw" because "saw" makes the most sense in the story. Listen. On her way home, she* saw *an ice cream truck.*

   When I say "begin," turn the page over and start reading the story silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. Ready? Begin. Start your stopwatch after you say "begin."

3. Monitor students to ensure they are reading and circling the words. Use the reminders as needed.

4. At the end of **3 minutes**, stop your stopwatch and say *Stop. Put your pencil down.* Collect all of the Maze worksheet packets.

Grades 3-12: Reading Comprehension Measures: Maze Scoring Rules

Scoring Rule 1: : A response is correct if the student circled or otherwise marked the correct word.

Example:

The guide explained that ⟨hanging⟩ / so / could on the trees are fruits as chocolate / get / large as melons.
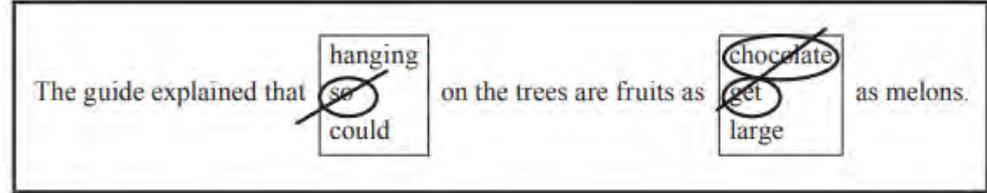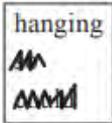
Grades 3-12: Reading Comprehension Measures: Maze Scoring Rules

Scoring Rule 2: Mark a slash (/) through any incorrect responses.

Incorrect responses include:

*errors

* boxes with more than one answer marked

* items left blank (if they occur before the last item the student attempted within the 3-minute time limit).

Example:

The guide explained that [hanging / ~~so~~ / could] on the trees are fruits as [~~chocolate~~ / ~~get~~ / large] as melons.

Grades 3-12: Reading Comprehension Measures: Maze Scoring Rules

Scoring Rule 3: If there are erasure marks, scratched-out words, or any other extraneous markings, and the student's final response is obvious, score the item based on that response

Example:
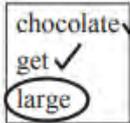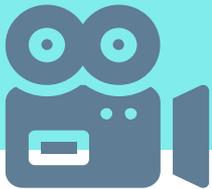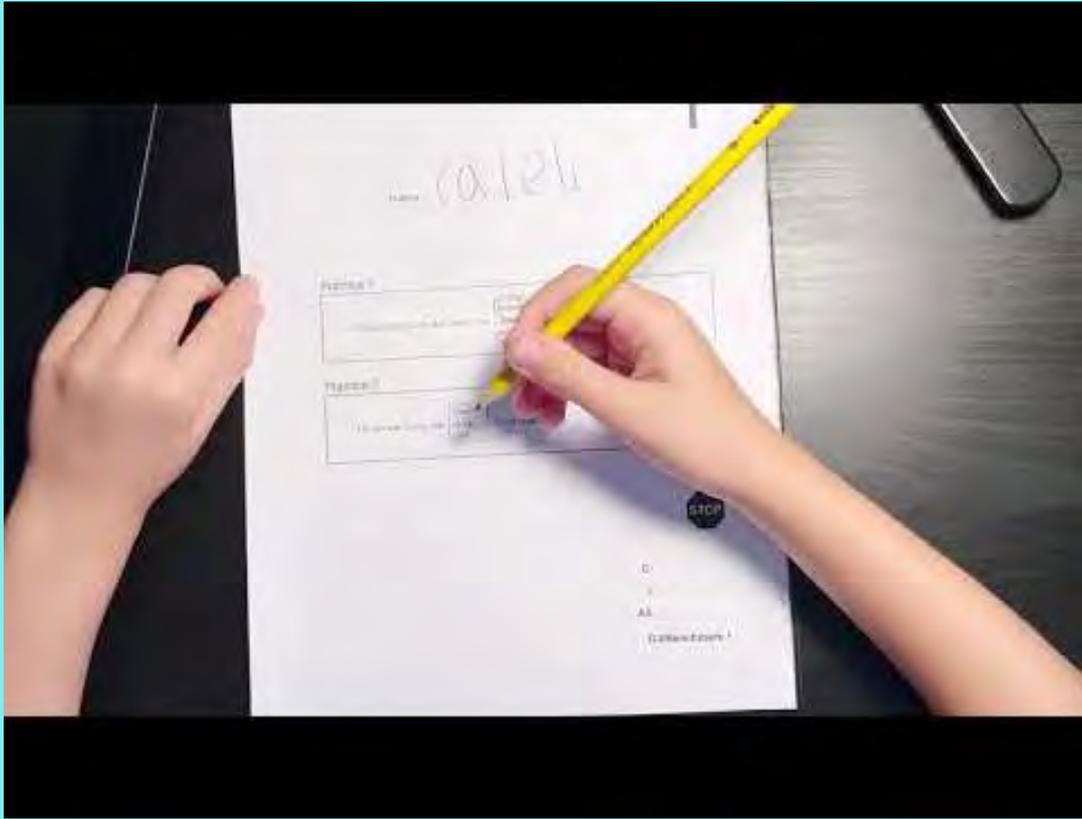
The guide explained that | hanging / ~~AAA~~ / ~~AAAA~~ | on the trees are fruits as | chocolate ✓ / get ✓ / (large) | as melons.
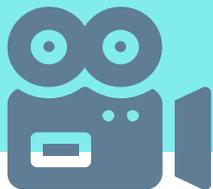
Materials and Scoring Guides

Kindergarten	Grade 1	Grade 2
Benchmarks Progress Monitoring	Benchmarks Progress Monitoring	Benchmarks Progress Monitoring
Grade 3	Grade 4	Grade 5
Benchmarks Progress Monitoring	Benchmarks Progress Monitoring	Benchmarks Progress Monitoring

Materials and Scoring Guides

Grade 6	Grades 7 - 10	Acadience
Benchmarks Progress Monitoring	CORE Maze	Assessment Manual

Questions?

SPECIAL EDUCATION TEACHER BECAUSE multi-tasking ninja isn't an official job title.

Thanks!

swonders@caiu.org

Other Resources

Acadience Learning

Intervention Central

Reading Rockets

The Iris Center

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Team Updates (Admin), Reading Curriculum Based
Measures (Shannon Wonders)
Date : 10/07/2022

Staff Name	Signature	Attended: YES or NO		
Ferraro, Ashley		x	Yes	No
Fitchett, Maggie		x	Yes	No
Fix, Lauren		x	Yes	No
Flamino, Alexandria		x	Yes	No
Ford-Welborn, Whitney		x	Yes	No
Fritz, Nicole		x	Yes	No
Gallagher, Sarah			Yes	No
Garner, Krista		x	Yes	No
Gentzyel, Kaetha		x	Yes	No
Giovannangelo, Rachael		x	Yes	No
Glass, Sheryl		x	Yes	No
Graw, Sarah		x	Yes	No
Guerra, Rachel		x	Yes	No
Haines, Kimberly		x	Yes	No
Haines, Paula		x	Yes	No
Hartley, Ranelle		x	Yes	No
Hartos, Leslie		x	Yes	No
Heffron, Lisa		x	Yes	No
Helm, Allyssa			Yes	x No
Hulsebos, Kyra		x	Yes	No
Hurbanek, Jenna			Yes	x No
Izing, Jenna		x	Yes	No
Jones, Greta		x	Yes	No
Karpen, Heather		x	Yes	No
Keith, Karen		x	Yes	No
Kelly, Ellen	Out till 11/14		Yes	No
Kepner, Lindsey		x	Yes	No
Kioalicas. Krista			Yes	No
Kirchner, Carly		x	Yes	No
Klinger, Francesca		x	Yes	No
Knorr, Sheree-Lee		x	Yes	No
Koschoff, Katie		x	Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Team Updates (Admin), Reading Curriculum Based
Measures (Shannon Wonders)
Date : 10/07/2022

Staff Name	Signature	Attended: YES or NO	
Ferraro, Ashley		Yes	No
Fitchett, Maggie		Yes	No
Fix, Lauren		Yes	No
Flamino, Alexandria		Yes	No
Ford-Welborn, Whitney		Yes	No
Fritz, Nicole	DocuSigned by:	Yes	No
Gallagher, Sarah	Sullagher Tsece sup	x Yes	No
Garner, Krista	818BA806D3ED4FC...	Yes	No
Gentzyel, Kaetha		Yes	No
Giovannangelo, Rachael		Yes	No
Glass, Sheryl		Yes	No
Graw, Sarah		Yes	No
Guerra, Rachel		Yes	No
Haines, Kimberly		Yes	No
Haines, Paula		Yes	No
Hartley, Ranelle		Yes	No
Hartos, Leslie		Yes	No
Heffron, Lisa		Yes	No
Helm, Allyssa		Yes	No
Hulsebos, Kyra		Yes	No
Hurbanek, Jenna		Yes	No
Izing, Jenna		Yes	No
Jones, Greta		Yes	No
Karpen, Heather		Yes	No
Keith, Karen		Yes	No
Kelly, Ellen	Out till 11/14	Yes	No
Kepner, Lindsey		Yes	No
Kioalicas. Krista		Yes	No
Kirchner, Carly		Yes	No
Klinger, Francesca		Yes	No
Knorr, Sheree-Lee		Yes	No
Koschoff, Katie		Yes	No

Office of Special Education
Professional Development Attendance Sheet

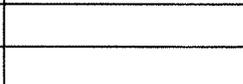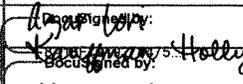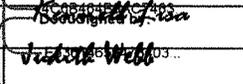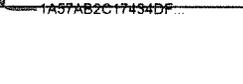| Audience: Special Education Staff (Elementary, Middle, High) Topic: General Team Update (Admin), Reading Curriculum Based Measures (Shannon Wonders) Date : 10/07/2022		
Staff Name	Signature	Attended: YES or NO
Kuhn, Alice	*DocuSigned*	x Yes No
LeCause, Nicole	*DocuSigned* Nicole C. LeCause	x Yes No
Long, Laurel	*DocuSigned*	Yes x No
Loughrie, Grace	*DocuSigned*	x Yes No
LoveDay, Shelby	Shelby LoveDay	x Yes No
Makara, Juliana	*DocuSigned by:*	Yes No
Malis, Sarah	Sarah Malis	x Yes No
Marghella, Gabrielle	Gabrielle Marghella	x Yes No
Martinez, Addrienne	*DocuSigned by:*	Yes No
Matejka, Kelly	Kelly Matejka	x Yes No
Matlin, Daphne	Daphne Matlin	x Yes No
McCurdy, Greg	Greg McCurdy	x Yes No
Miller, Anne	Anne Miller	x Yes No
Miller, Kayla	Kayla Miller	x Yes No
Miller, Rebecca	Miller, Rebecca	x Yes No
Miller-Barday, Lindsay	Starts 10/2022	Yes No
Morgan-Drake, Lisa	*DocuSigned by:*	Yes No
Moussa, Rachel	Rachel Moussa	x Yes No
Murray, Jennifer	Jennifer Murray	Yes x No
Murray, Tyler	Tyler Murray	x Yes No
Myers, Morgan	Out till 10/28	Yes No
Newell, Maura	Maura Newell	x Yes No
Nixon, Mollie	Mollie Nixon	x Yes No
O'Brien, Andrea	O'Brien	x Yes No
Perez, Sheila	Sheila Perez	x Yes No
Perkins, Alyssa	Perkins Alyssa	x Yes No
Petroshuk, Casey	Casey Petroshuk	x Yes No
Piekara, Kimberly	Kimberly Piekara	x Yes No
Pronio, Mary Kay	Mary Kay Pronio	x Yes No
Resavage, Stacey	Stacey Resavage	x Yes No
Ritchie, Rebecca	Rebecca Ritchie	x Yes No
Roberts, Tess	Tess Roberts	x Yes No

Office of Special Education
Professional Development Attendance Sheet

Watson, Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Team Update – (Admin), Reading Curriculum Based Measures (Shannon Wonders)
Date : 10/07/2022

Staff Name	Signature	Attended: YES or NO	
Rourke, Monica		x Yes	No
Ruff, Allyson		x Yes	No
Rux, Anna		x Yes	No
Santello, Alexis		x Yes	No
Savage, Britt		x Yes	No
Scavicchio, Grace		x Yes	No
Schaeffer, Deb		x Yes	No
Scornavacchi, Holly		x Yes	No
Sheedy, Clare		Yes	x No
Sibbett, Rebecca		x Yes	No
Silvestri, Colette		x Yes	No
Smith, Jadie		x Yes	No
Smith, Terren		x Yes	No
Snead, Toshia		x Yes	No
Staros, Lisa		x Yes	No
Stroup, Lauren		Yes	No
Tabin, Danielle		x Yes	No
Tracy, Jamie		x Yes	No
Trauz, Mallory		x Yes	No
Turner, Amy		x Yes	No
Vinskie, Vicki		x Yes	No
Waibel, Amelia		x Yes	No
Walter, Sarah		Yes	x No
Wasicko, JP		x Yes	No
Watson, Samantha		x Yes	No
Wentzel, Nicole		x Yes	No
Wertz, Morgan		x Yes	No
White, Jill		x Yes	No
Wilczynski, Kaitlyn		x Yes	No
Williams, Brittni		x Yes	No
Wise, Amanda		x Yes	No
Wydra, Amanda		x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Watson, Audience: Special Education Staff (Elementary, Middle, High) Topic: General Team Updates (Admin), Reading Curriculum Based Measures (Shannon Wonders) Date : 10/07/2022		
Staff Name	Signature	Attended: YES or NO
Yahner, Jaissa	*Jahner*	x Yes No
Yannick, Kimm	*Yannick*	x Yes No
Zacchero, Megan	*Zacchero Megan*	x Yes No
Zepka, Marybeth	*Zepka Marybeth*	x Yes No
		Yes No
		Yes No
		Yes No
	DocuSigned by:	Yes No
Azar, Lori	*Lori*	Yes x No
Kauffman, Holly	*Holly*	Yes x No
Kennell, Lisa	*Lisa*	Yes x No
Webb, Judy	*Judy Webb*	Yes x No

Office of Special Education
Professional Development Attendance Sheet

Watson, Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Team Updates (Admin), Reading Curriculum Based
Measures (Shannon Wonders)
Date :   10/07/2022

Staff Name	Signature	Attended: YES or NO	
Yahner, Jaissa		Yes	No
Yannick, Kimm	DocuSigned by:	Yes	No
Yauger, Lauren	lauren Craig ABA4B363DB2845F	x Yes	No
Zacchero, Megan		Yes	No
Zepka, Marybeth		Yes	No
		Yes	No
		Yes	No
		Yes	No
		Yes	No
Azar, Lori		Yes	No
Kauffman, Holly		Yes	No
Kennell, Lisa		Yes	No
Webb, Judy		Yes	No

Special Education PLC

February 10, 2023

Presented by Admin

- General Team Updates - Admin

Presented by Dr. David Bateman
- Educational Law

Providing a FAPE: Lessons from the Due Process Hearing Front

David F. Bateman, PhD

FEBRUARY, 2023

Introduction to Federal and State Laws Impacting Students With Disabilities PROGRESS Center Module

- Explain the difference between civil rights laws and funding laws.

- Identify where the Individuals with Disabilities Education Act, or IDEA, fits within the continuum of federal laws.

- Identify other federal laws that have direct implications for students with disabilities.

- Understand how state laws may expand federal laws impacting students with disabilities.

Introduction to Federal and State Laws Impacting Students With Disabilities

This course is part of a series covering the legal foundations of laws supporting students with disabilities. Those who enroll...

Faculty/PD Provider, Gene
Educators, LEA/School
Special Educators/Prov

👥 ONLINE MODULE

Additional modules in this series related to sources of the law and IDEA are coming soon
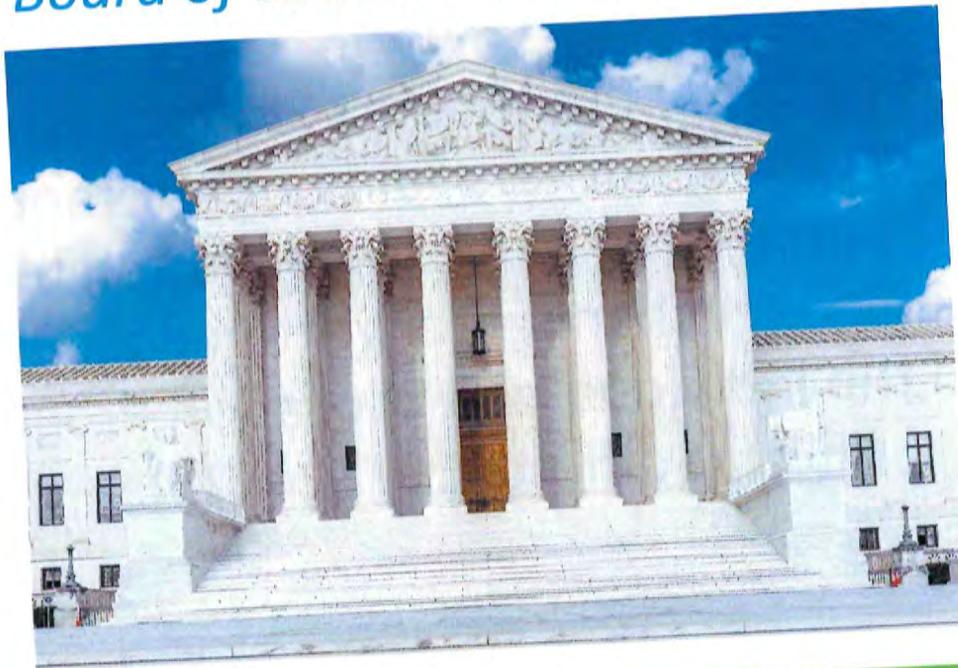
The primary requirement of the IDEA and the crucial obligation of special educators is to provide a special education that confers a free appropriate public education (FAPE).

Free Appropriate Public Education (FAPE)

- Special education and related services that:
  - Are provided at public expense
  - Meet the standards of the state education agency
  - Include preschool, elementary, or secondary education
  - Are provided in conformity with the individualized education program (IEP)

According to Senator Robert Stafford (1978), Congressional authors "did not attempt to define 'appropriate' but instead we established a base-line mechanism, a written document called the Individualized Education Program (IEP)" (Stafford, 1978, p. 75).

Board of Education v. Rowley, 1982

Appeal to the U.S. Supreme Court
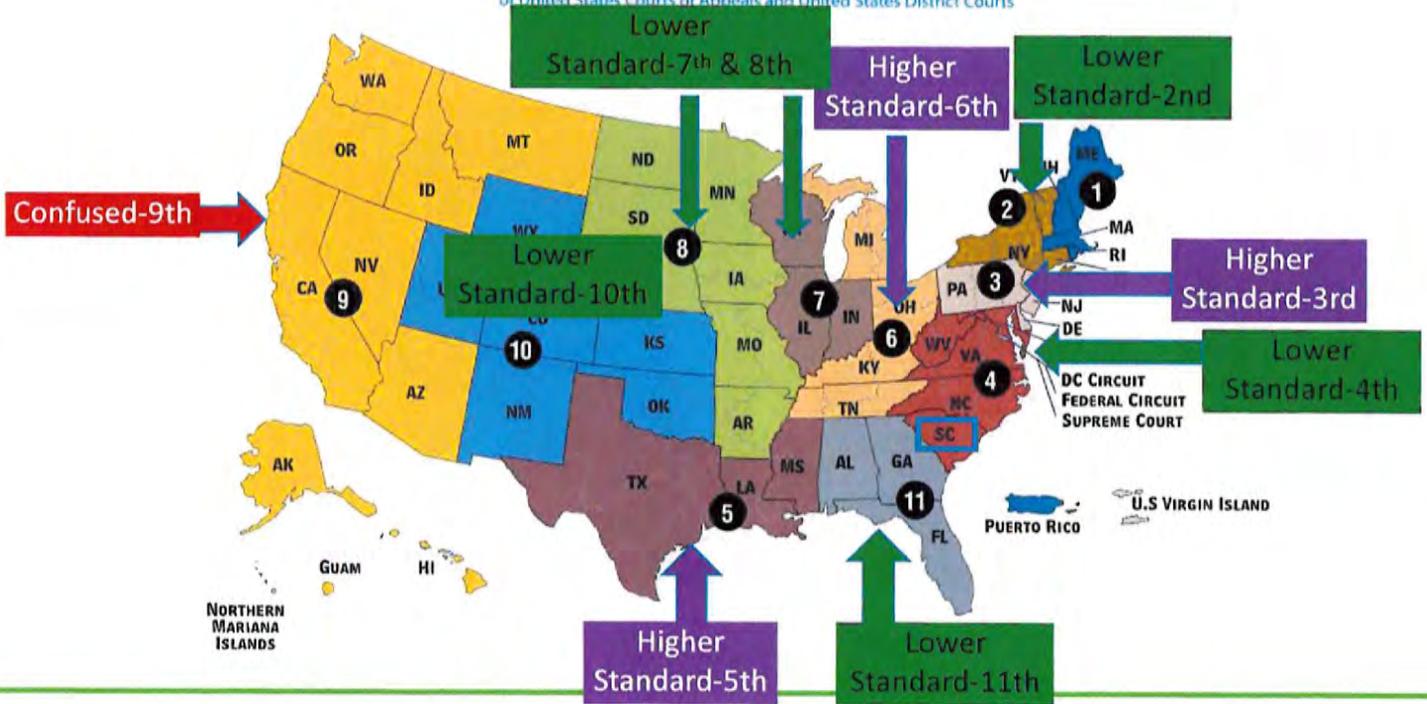
Question Presented:

What is the level of educational benefit school districts must confer on children with disabilities to provide them with the free appropriate public education guaranteed by the Individuals with Disabilities Education Act?

The Rowley Two-Part Test

1. Has the state complied with the *procedures* set forth in the law?

2. Is the resulting IEP reasonably calculated to enable the student to receive *educational benefit*?

FAPE Standards
of United States Courts of Appeals and United States District Courts

Lower Standard-7th & 8th

Higher Standard-6th

Lower Standard-2nd

Confused-9th

Lower Standard-10th

Higher Standard-3rd

Lower Standard-4th

DC Circuit
Federal Circuit
Supreme Court

Higher Standard-5th

Lower Standard-11th

Endrew F. v. Douglas County School District R1 (10th Cir. 2014)

The Tenth Circuit's Educational Benefit Standard

"The educational benefit mandated by the IDEA must merely be more than de minimis" (*Endrew,* 2015, p.17)

Appeal to the U.S. Supreme Court

Question Presented:

What is the level of educational benefit school districts must confer on children with disabilities to provide them with the free appropriate public education guaranteed by the Individuals with Disabilities Education Act?

Oral arguments heard on January 11, 2017

Supreme Court Ruling: March 22, 2017

The High Court rejected the "merely more than *de minimis*" standard, vacating the decision and remanding the case back to the 10th Circuit to apply the new standard.

"To meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.'

"The IEP must aim to enable the child to make progress. After all, the essential function of an IEP is to set out a plan for pursuing academic and functional advancement."
- *Endrew F.*, 2017, p. 11.

The Rowley/Endrew Two-Part Test

1. Has the state complied with the *procedures* set forth in the law?

2. Is the resulting IEP reasonably calculated to enable the student to make progress appropriate in light of his or her circumstances?

The Final Chapter of *Endrew F.*

- U.S. Circuit Court of Appeals for the 10th Circuit - 2017

- U.S. District Court for the District of Colorado – 2018
    - Endrew's "IEP was **not appropriately ambitious** because it did not give (Endrew) the chance to meet challenging objectives" (*Endrew,* 2018, p. 20).

- After 7 years of litigation, the Douglas County School District paid $1.3 million from the District's general fund to settle the case (Denver Post, 2/12/18).

Litigating a FAPE

Litigation:
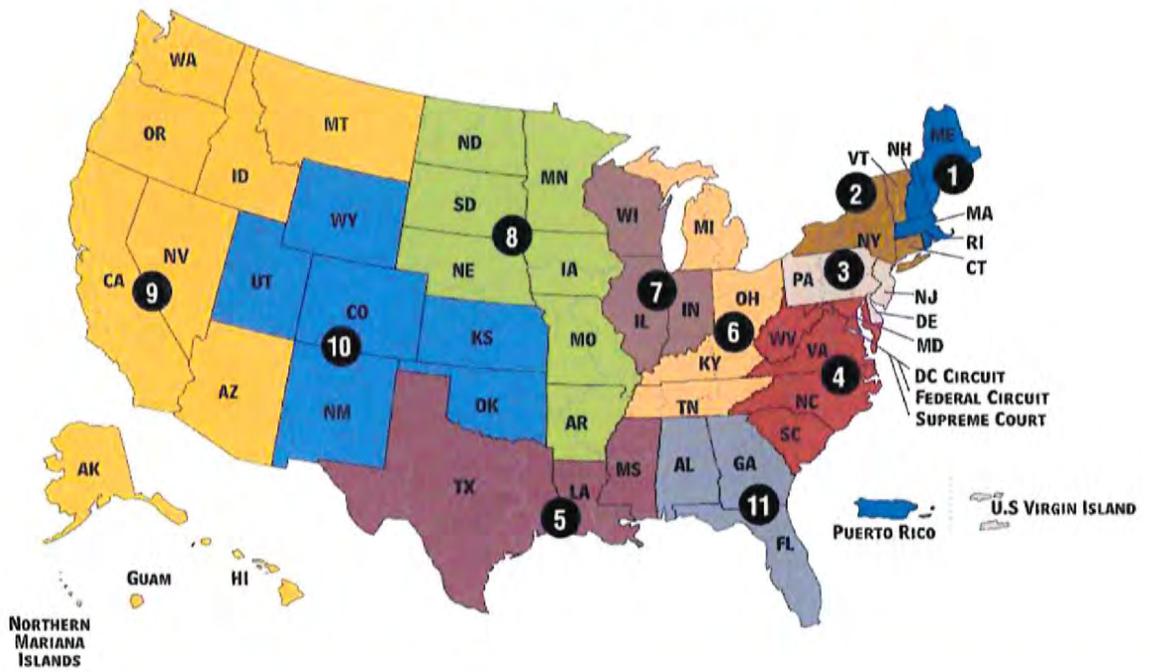**The typical way**

U.S District Courts: 94

U.S Courts of Appeals: 13

U.S Supreme Court: 1

Geographic Boundaries
of United States Courts of Appeals and United States District Courts

Litigation in Special Education: It is Special!

Litigation:
The "special" way

Local Due Process Hearing-Tier 1

↓

State Review Hearing-Tier 2 (7 states)

↓

U.S District Court

↓

U.S Courts of Appeal

↓

U.S Supreme Court

Why Should We Pay Attention to Due Process Hearings?

- Our background in hearings

- Do hearings set precedent?

- Why should we pay attention to hearings?

- How much do hearings cost? Average $10,000 to $50,000

- Remedies: Tuition reimbursement, Compensatory education

What Have We Found to Be the Most Serious School District Errors?

- Procedural
  - Failing to involve a student's parents in IEP formulation and monitoring
  - Predetermining program and/or placement
  - Failing to properly conduct child find activities

What Have We Found to Be the Most Serious School District Errors?

- Substantive
  - Internal consistency of the IEP
    - » Failing to address needs identified in the PLAAFP statements in the services, goals, or both services and goals.
  - Failing to craft measurable annual goals
  - Failing to collect and/or report data on a student's progress toward the goals.

Kathleen Mehfoud (Attorney with Reed & Smith and Consultant to LRP): *"When I have a school district with a FAPE case, the first thing I do is go to the teacher and say: 'Give me information on your student's progress.' If the teacher doesn't have data, I consider advising the school district to settle."*

What Have We Found to Be the Most Serious School District Errors?

- Implementation
  - Failing to implement the IEP as agreed upon

"The IEP, like a contract...embodies a binding commitment and provide notice to both parties as to what services will be provided to a student" *(M.C. v. Antelope Union School District*, 2017, p. 1197).

Based on our DPH Experiences, What Do We Recommend?

Recommendation #1

Understand and avoid procedural violations in the development of the IEP that could, in and of themselves, constitute a denial of FAPE.

Recommendation #2

When developing the content of a student's IEP and subsequently reviewing and revising it, be sure that the present levels of performance and annual goals are based upon evaluations and other relevant data that are <u>current</u>.

Recommendation #3

Ensure that annual IEP goals are appropriate, ambitious, and <u>measurable</u>.

Recommendation #4

<u>Continuously monitor and measure</u> a child's progress on annual goals (and objectives/benchmarks, if applicable) and maintain specific data to demonstrate that progress has been made.

Recommendation #5

<u>Provide frequent and systematic data-based reports</u> to a student's parents on their child's advancement toward their goals.

Recommendation #6

When progress report and other data do not reflect that an annual goal will be met, <u>reconvene the IEP team to determine why </u>and make academic/functional changes!

Additional Resources

IEPs: Developing High-Quality IEPs
The IRIS Center

- Overview of high-quality IEPs

- Explanation of the *Endrew F.* Supreme Court case and implications for IEP development

- IEP process guidelines and common errors

- Detailed development steps for IEP content, substantive guidelines, and common errors

IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs
The IRIS Center

- Explains the administrator's role in overseeing the IEP process

- Describes actions that school leaders should take before, during, and after the IEP meeting

- Explains legal implications of *Endrew*

- Includes specially developed info briefs on IEP team member roles, determining LRE, monitoring student progress, and common errors and how to avoid them

Introduction to Federal and State Laws Impacting Students With Disabilities PROGRESS Center Module

- Explain the difference between civil rights laws and funding laws.

- Identify where the Individuals with Disabilities Education Act, or IDEA, fits within the continuum of federal laws.

- Identify other federal laws that have direct implications for students with disabilities.

- Understand how state laws may expand federal laws impacting students with disabilities.

Introduction to Federal and State Laws Impacting Students With Disabilities

This course is part of a series covering the legal foundations of laws supporting students with disabilities. Those who enroll ...

Faculty/PD Provider, Gen~
Educators, LEA/School
Special Educators/Prov

ONLINE MODULE

Additional modules in this series related to sources of the law and IDEA are coming soon

Where can I find additional resources?

PROGRESS Center
http://promotingprogress.org

IRIS Center
https://iris.peabody.vanderbilt.edu/

Special Education Law Blog
http://spedlawblog.com/

National Center on Intensive
Intervention
www.intensiveintervention.org

The Individuals with Disabilities
Education Act (OSEP)
https://sites.ed.gov/idea/

Understood
http://understood.org

Staying Connected With the PROGRESS Center

Connect with us on [Facebook](#) and [Twitter](#) @k12progress.

The Progress Center
@k12PROGRESS Educator

The PROGRESS Center
79 Tweets

Promoting Progress for Students with Disabilities

The PROGRESS Center
@K12PROGRESS Follows you

Following

Send Message

Join our mailing list to get the latest updates

First name | Last name | Email * | **Join**

https://promotingprogress.org/news/connect-progress-center

Name (Original Name)	User Email	Total Duration (Minutes)	Guest
Sheila Perez	shperez@reach.connectionsacademy.org	89	No
Gregory McCurdy		88	Yes
Karen Keith		83	Yes
julius.kennedy		73	Yes
Nicholas Le		74	Yes
David Bateman		71	Yes
Deb Schaeffer (Mrs. Schaeffer)		77	Yes
Tony		69	Yes
James		11	Yes
Blanca Rivera-Rodriguez		65	Yes
Isaac Hamilton		65	Yes
Jill Yantko White		73	Yes
Samantha Cumens		55	Yes
Theresa Ferry		64	Yes
Connie		56	Yes
Brent		16	Yes
Eileen Rodriguez Flores		64	Yes
Alana Humphrey		47	Yes
Delia Mugan :D		24	Yes
Deacon		60	Yes
Samusenko		35	Yes
Maverick Huey		59	Yes
Rhonika Cintron (iPhone)		59	Yes
Sheryl Glasser (sheeyl glasser)		66	Yes
Nildaliz's iPhone		56	Yes
Joan Hobbs		55	Yes
Lisa Blystone		4	Yes

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
- General Team Updates – Admin
- Educational Law – Dr. David Bateman

Date : 02/10/2023

Staff Name	Signature	Attended: YES or NO	
Adams, Danielle		Yes	No
Aliberto, Kimberly		Yes	No
Bac, Kara		Yes	No
Baker, Stacey		Yes	No
Bendis, Jessica		Yes	No
Bigham, Blakeley		Yes	No
Blair, Carissa		Yes	No
Boandl, Shannon		Yes	No
Bongivengo, Kellie		Yes	No
Borger, Christina		Yes	No
Boyer, Laura		Yes	No
Bruce, Victoria		Yes	No
Bubb, Kathryn		Yes	No
Burt, Judy		Yes	No
Bush, Lauren		Yes	No
Buterbaugh, Jenna		Yes	No
Byers, Megan		Yes	No
Carulli, Kaycee		Yes	No
Chacon, Andy		Yes	No
Chase, Katerilynn		Yes	No
Coates, Cristin		Yes	No
Cooper, Kimberly		Yes	No
Cornacchia, Michelle		Yes	No
Dando, Rebecca	DocuSigned by:	Yes	No
Delmas, Kristine	kristine Delmas 0A2B5111DD46484	x Yes	No
DeLuca, Holly		Yes	No
Devonshire, Amanda		Yes	No
Dibert, Jennifer		Yes	No
Diegel, Cristen		Yes	No
Duquette, Lee		Yes	No
Eisenhut, DeAnne	Starts 2/7/2023	Yes	No

Office of Special Education
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- Educational Law – Dr. David Bateman

Date : 02/10/2023

Staff Name	Signature	Attended: YES or NO	
Ferraro, Ashley	Out 2/13	Yes	No
Fitchett, Maggie		x Yes	No
Fix, Lauren		x Yes	No
Flamino, Alexandria		x Yes	No
Ford-Welborn, Whitney		x Yes	No
Fritz, Nicole		Yes	x No
Gallalgher, Sarah		x Yes	No
Gardner, Tara		x Yes	No
Gentzyel, Kaetha		x Yes	No
Giovannangelo, Rachael		x Yes	No
Glasser, Sheryl		x Yes	No
Graw, Sarah		Yes	x No
Guerra, Rachel		x Yes	No
Haines, Kimberly		x Yes	No
Haines, Paula		x Yes	No
Hartley, Ranelle		x Yes	No
Hartos, Leslie		x Yes	No
Heffron, Lisa		x Yes	No
Helm, Allyssa		x Yes	No
Hulsebos, Kyra		Yes	x No
Hurbanek, Jenna		x Yes	No
Izing, Jenna		x Yes	No
James, Nicole		x Yes	No
Jones, Greta		x Yes	No
Karpen, Heather		x Yes	No
Keith, Karen		x Yes	No
Kelly, Ellen		x Yes	No
Kepner, Lindsey		x Yes	No
Kirchner, Carly		x Yes	No
Klinger, Francesca		x Yes	No
Knorr, Sheree-Lee		x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
- General Team Updates – Admin
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Date : 02/10/2023

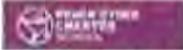| Staff Name	Signature	Attended: YES or NO	
Koschoff, Katie		x Yes	No
Kuhn, Alice		x Yes	No
Lavelle, Patrick		x Yes	No
LeCause, Nicole		x Yes	No
Loughrie, Grace		x Yes	No
Loveday, Shelby		x Yes	No
Makara, Juliana		x Yes	No
Marghella, Gabrielle		x Yes	No
Matejka, Kelly		x Yes	No
Mazenko, Marci		x Yes	No
McCurdy, Greg		x Yes	No
Miller, Anne		x Yes	No
Miller, Rebecca		x Yes	No
Miller-Barclay, Lindsey		x Yes	No
Moussa, Rachel		x Yes	No
Murray, Jennifer		Yes	No
Murray, Tyler		x Yes	No
Myers, Morgan		x Yes	No
Newell, Maura		x Yes	No
Nixon, Mollie		x Yes	No
O'Brien, Andrea		x Yes	No
Perez, Sheila		x Yes	No
Perkins, Alyssa		x Yes	No
Perry, Eboni		x Yes	No
Petroshuk, Casey		x Yes	No
Pino, Nathan		x Yes	No
Pronio, Mary Kay		x Yes	No
Replogle, Erika		Yes	No
Resavage, Stacey		x Yes	No
Ritchie, Rebecca		x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
- General Team Updates – Admin
- Educational Law – Dr. David Bateman

Date : 02/10/2023

Staff Name	Signature	Attended: YES or NO	
Roberts, Tess	*Jess Roberts*	x Yes	No
Rourke, Monica	*Monica Rourke*	x Yes	No
Ruff, Allyson	*Ruff Allyson*	x Yes	No
Rux, Anna	*Anna Rux*	x Yes	No
Santello, Alexis	*Santello Alexis*	x Yes	No
Savage, Britt	*Britt Savage*	x Yes	No
Savka, Jessica	*Jessica Savka*	x Yes	No
Scavicchio, Grace	*Scavicchio*	x Yes	No
Schaeffer, Deb	*Deb Schaeffer*	x Yes	No
Scornavacchi, Holly	*Holly Scornavacchi*	x Yes	No
Shaffer, Beth	*Beth*	x Yes	No
Sheedy, Clare	*Clare*	x Yes	No
Sibbett, Rebecca	*Rebecca*	x Yes	No
Silvestri, Colette	*Colette Silvestri*	x Yes	No
Smith, Jadie	*Smith, Jadie*	Yes	x No
Smith, Terren	*Terren*	x Yes	No
Snedeker, Brittany	*Snedeker*	x Yes	No
Staros, Lisa	*Staros*	x Yes	No
Super, Laurie	*Super Laurie*	x Yes	No
Tabin, Danielle	*Tabin Danielle*	x Yes	No
Tracy, Jamie	*Jamie Tracy*	x Yes	No
Traux, Mallory	*Traux Mallory*	x Yes	No
Turner, Amy	*Amy Turner*	x Yes	No
Urich, Cindy	*Cindy Urich*	x Yes	No
Vinskie, Vicki	*Vicki Vinskie*	x Yes	No
Waibel, Amelia	*Amelia Waibel*	x Yes	No
Walter, Sarah	*Sarah Walter*	x Yes	No
Wasicko, JP	*Wasicko*	x Yes	No
Watson, Samantha	*Samantha Watson*	x Yes	No
Wentzel, Nicole	*Nicole Wentzel*	x Yes	No
Wertz, Morgan	*Morgan*	Yes	x No
White, Jill	*Jill White*	x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Wilczynski, Kaitlyn		Yes	No

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Date : 02/10/2023

Staff Name	Signature	Attended: YES or NO	
Williams, Brittni	*Brittni Williams*	x Yes	No
Wise, Amanda	*Amanda Wise*	x Yes	No
Wydra, Amanda	*Amanda Wydra*	x Yes	No
Yahner, Jaissa	*Jaissa Yahner*	x Yes	No
Yannick, Kimm	*Kimm Yannick*	x Yes	No
Zacchero, Megan	*Zacchero, Megan*	x Yes	No
Zell, Annette	*Annette Zell*	x Yes	No
Zepka, Marybeth		Yes	No
Havrel, Lisa		Yes	No
Kauffman, Holly	*Kauffman, Holly*	x Yes	No
Kennell, Lisa	*Janet Webb*	x Yes	No
Webb, Judy		Yes	No

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Professional Development Attendance Sheet

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- General Team Updates – Admin
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Date : 02/10/2023

Staff Name	Signature	Attended: YES or NO	
Williams, Brittni		Yes	No
Wise, Amanda		Yes	No
Wydra, Amanda		Yes	No
Yahner, Jaissa		Yes	No
Yannick, Kimm		Yes	No
Yauger, Lauren	DocuSigned by: *lauren Craig* ABA4B363DB2845F...	Yes	x No
Zacchero, Megan		Yes	No
Zell, Annette		Yes	No
Zepka, Marybeth		Yes	No
Havrel, Lisa		Yes	No
Kauffman, Holly		Yes	No
Kennell, Lisa		Yes	No
Webb, Judy		Yes	No

Happy Friday!

(and first PLC of 2023!)

Please make sure you have your IEP goals ready for today's activity!

Updates and Info from Greg!

- Curriculum Writing and Modifications
- One Drive folder reminder

IEP Goals Drive the IEP

Remember when we talked about Goals driving the IEP?

Present levels outline the data used to create and report prior goal progress

SDIs wrap around the student to assist in making progress with goals

Special considerations align to other items that may need considered for students to make progress

Transition is goal aligned to assure students of age are working towards attainable goals to be successful after high school

"The annual goals and benchmarks developed by the team identify the destinations for the journey and provide signposts along the way." (Heward, 2006)

Condition

Where or how the skill is taking place

Name

Make sure you are using the correct student name

Behavior or Skill

What will the student demonstrate when the goal has been achieved

Criteria +3

1. How well?
2. How consistently?
3. How often will student be evaluated?

A SOLID GOAL TO TRACK STUDENT PROGRESS HAS BEEN CREATED!
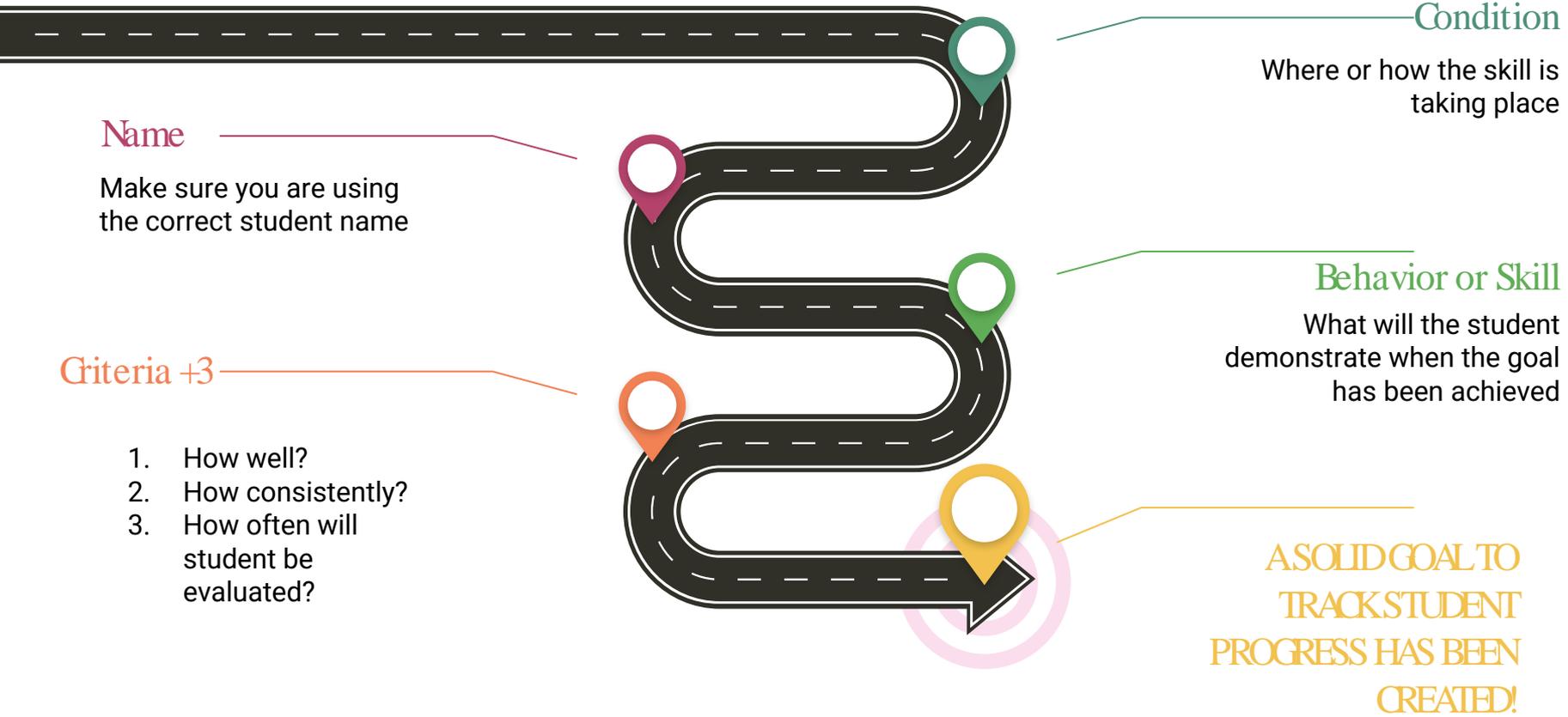
A well-written goal
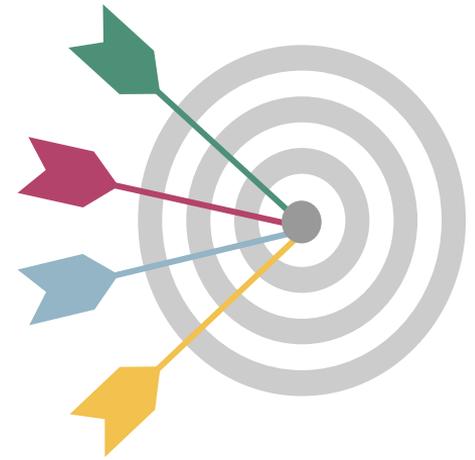
Criteria

Name

Behavior of Skill

Criteria +3

Given a *(1)*twice-monthly ____ grade math computation probe, {FirstName} will complete the probe *(2)* with ___% accuracy on *(3)* 3 out of 4 trials.

Use the Key and put your goals to the test! Do you have all the parts?

Criteria

Name

Behavior of Skill

Criteria +3

Checking IEP

Who is going where?
➔ Elementary: [Kaycee's Room](#)
➔ Gifted: [Kaycee's Room](#)
➔ Middle: [Sheryl's Room](#)
➔ High: [Amanda's Room](#)
➔ Low Incidence: [Deb's Room](#)
➔ Speech and OT: [Amy's Room](#)
➔ School Psychologists: [Jill's Room](#)
➔ Paraprofessionals: STAY here

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
• Topic: General Updates (Admin), Refresher on CNBC+3 (Whitney Ford-Welborn), Peer Review of writing measurable IEP goals (Grade Bands)
Date : 01/06/2023

Staff Name	Signature	Attended: YES or NO	
Adams, Danielle		x Yes	No
Aliberto, Kimberly		x Yes	No
Bac, Kara		x Yes	No
Baker, Stacey		x Yes	No
Bendis, Jessica		x Yes	No
Bigham, Blakeley		x Yes	No
Blair, Carissa		x Yes	No
Boandl, Shannon		x Yes	No
Bongivengo, Kellie		x Yes	No
Borger, Christina		x Yes	No
Boyer, Laura		x Yes	No
Bruce, Victoria		x Yes	No
Bubb, Kathryn		x Yes	No
Burt, Judy		x Yes	No
Bush, Lauren		x Yes	No
Buterbaugh, Jenna		x Yes	No
Byers, Megan		x Yes	No
Carulli, Kaycee		x Yes	No
Chacon, Andy		x Yes	No
Chase, Katerilynn		x Yes	No
Coates, Cristin		x Yes	No
Cooper, Kimberly		x Yes	No
Cornacchia, Michelle		x Yes	No
Dando, Rebecca		x Yes	No
Delmas, Kristine		x Yes	No
DeLuca, Holly		x Yes	No
Dibert, Jennifer		Yes	x No
Diegel, Cristen		x Yes	No

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Fix, Lauren		Yes x No
Flamino, Alexandria		x Yes No
Ford-Welborn, Whitney		x Yes No
Fritz, Nicole		x Yes No
Gardner, Tara		x Yes No
Gentzyel, Kaetha		x Yes No
Giovannangelo, Rachael		x Yes No
Glasser, Sheryl		x Yes No
Graw, Sarah		x Yes No
Guerra, Rachel		x Yes No
Haines, Kimberly		x Yes No
Haines, Paula		x Yes No
Hartley, Ranelle		x Yes No
Hartos, Leslie		x Yes No
Heffron, Lisa		x Yes No
Helm, Allyssa		x Yes No
Hulsebos, Kyra		x Yes No
Hurbanek, Jenna		x Yes No
Izing, Jenna		x Yes No
James, Nicole		x Yes No
Jones, Greta		x Yes No
Karpen, Heather		x Yes No
Keith, Karen		x Yes No
Kelly, Ellen		x Yes No
Kepner, Lindsey		x Yes No
Kirchner, Carly		x Yes No
Klinger, Francesca		x Yes No
Knorr, Sheree-Lee		x Yes No

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Date : 01/06/2023

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Loveday, Shelby		x Yes	No
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Malis, Sarah		x Yes	No
Marghella, Gabrielle		x Yes	No
Matejka, Kelly		x Yes	No
Mazenko, Marci		x Yes	No
McCurdy, Greg		x Yes	No
Miller, Anne		x Yes	No
Miller, Kayla		x Yes	No
Miller, Rebecca		x Yes	No
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Moussa, Rachel		x Yes	No
Murray, Jennifer		x Yes	No
Murray, Tyler		x Yes	No
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Nixon, Mollie		x Yes	No
O'Brien, Andrea		x Yes	No
Perez, Sheila		Yes	x No
Perkins, Alyssa		x Yes	No
Petroshuk, Casey		x Yes	No
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Pronio, Mary Kay		x Yes	No
Resavage, Stacey		x Yes	No
Ritchie, Rebecca		x Yes	No

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Professional Development Attendance Sheet

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- **Topic:** General Updates (Admin), Refresher on CNBC+3 (Whitney Ford-Welborn), Peer Review of writing measurable IEP goals (Grade Bands)

Date : 01/06/2023

Staff Name	Signature	Attended: YES or NO	
Roberts, Tess		x Yes	No
Rourke, Monica		x Yes	No
Ruff, Allyson		x Yes	No
Rux, Anna		x Yes	No
Santello, Alexis		x Yes	No
Savage, Britt		x Yes	No
Scavicchio, Grace		x Yes	No
Schaeffer, Deb		x Yes	No
Scornavacchi, Holly		Yes	No
Shaffer, Beth		x Yes	No
Sheedy, Clare		x Yes	No
Sibbett, Rebecca		x Yes	No
Silvestri, Colette		x Yes	No
Smith, Jadie		x Yes	No
Smith, Terren		x Yes	No
Snead, Toshia		Yes	x No
Staros, Lisa		x Yes	No
Tabin, Danielle		x Yes	No
Tracy, Jamie		x Yes	No
Traux, Mallory		x Yes	No
Turner, Amy		x Yes	No
Vinskie, Vicki		x Yes	No
Waibel, Amelia		x Yes	No
Walter, Sarah		x Yes	No
Wasicko, JP		x Yes	No
Watson, Samantha		x Yes	No
Wentzel, Nicole		x Yes	No
Wertz, Morgan		x Yes	No
White, Jill		x Yes	No
Wilczynski, Kaitlyn		x Yes	No
Williams, Brittni		x Yes	No

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Rux, Anna		Yes	No
Santello, Alexis		Yes	No
Savage, Britt		Yes	No
Savka, Jessica	*DocuSigned by:* Jessica Savka —4A3A4E79C85B4D0...	x Yes	No
Scavicchio, Grace		Yes	No
Schaeffer, Deb		Yes	No
Scornavacchi, Holly		Yes	No
Shaffer, Beth		Yes	No
Sheedy, Clare		Yes	No
Sibbett, Rebecca		Yes	No
Silvestri, Colette		Yes	No
Smith, Jadie		Yes	No
Smith, Terren		Yes	No
Snead, Toshia		Yes	No
Snedeker, Brittany	*DocuSigned by:* Brittany Snedeker —01F5D20284284D8...	x Yes	No
Staros, Lisa		Yes	No
Tabin, Danielle		Yes	No
Tracy, Jamie		Yes	No
Traux, Mallory		Yes	No
Turner, Amy		Yes	No
Vinskie, Vicki		Yes	No
Waibel, Amelia		Yes	No
Walter, Sarah		Yes	No
Wasicko, JP		Yes	No
Watson, Samantha		Yes	No
Wentzel, Nicole		Yes	No
Wertz, Morgan		Yes	No
White, Jill		Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
- Topic: General Updates (Admin), Refresher on CNBC+3 (Whitney Ford-Welborn), Peer Review of writing measurable IEP goals (Grade Bands)

Date : 01/06/2023

Staff Name	Signature	Attended: YES or NO	
Wydra, Amanda	*Wydra*	x Yes	No
Yahner, Jaissa	*Yahner*	x Yes	No
Yannick, Kimm	*Yannick*	x Yes	No
Zacchero, Megan	*Megan*	x Yes	No
Zell, Annette	*Zell*	x Yes	No
Zepka, Marybeth	Out till 2/6	Yes	No
		Yes	No
		Yes	No
		Yes	No
Havrel, Lisa		Yes	No
Kauffman, Holly	*Kauffman Holly*	Yes	x No
Kennell, Lisa		Yes	No
Webb, Judy	*Judith Webb*	x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
• Topic: General Updates (Admin), Refresher on CNBC+3 (Whitney Ford-Welborn), Peer Review of writing measurable IEP goals (Grade Bands)
Date : 01/06/2023

Staff Name	Signature	Attended: YES or NO	
Wydra, Amanda		Yes	No
Yahner, Jaissa		Yes	No
Yannick, Kimm	DocuSigned by:	Yes	No
Yauger, Lauren	lauren Craig ABA4B363DB2845F	Yes	x No
Zacchero, Megan		Yes	No
Zell, Annette		Yes	No
Zepka, Marybeth	Out till 2/6	Yes	No
		Yes	No
		Yes	No
		Yes	No
Havrel, Lisa		Yes	No
Kauffman, Holly		Yes	No
Kennell, Lisa		Yes	No
Webb, Judy		Yes	No

SHARE something in the chat that LIGHTS YOUR FIRE this school year!

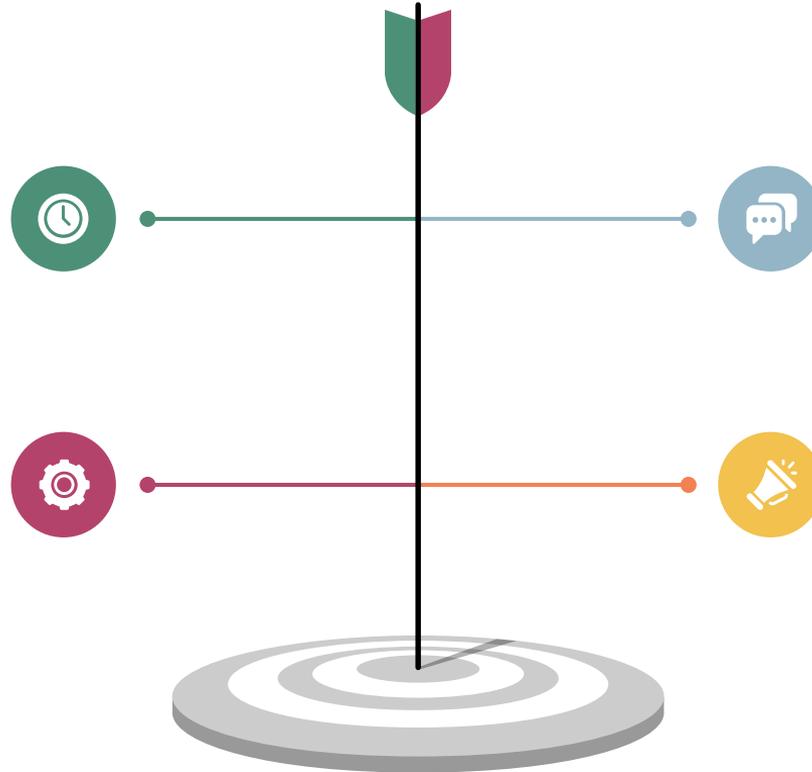# What we need to know about adding goals

The 1 year rule

All goals should be developed with the expectation of what a student can reasonably achieve within an IEP year

Prioritize!

Too many goals could make the entire IEP unachievable

Why?

All goals should be meaningful and move a student forward

No repeats

Goals should not be repeated without justification

IEP Goals Drive the IEP

FIRST! Let's talk about the IEP!

Present levels outline the data used to create and report prior goal progress

SDIs wrap around the student to assist in making progress with goals

Special considerations align to other items that may need considered for students to make progress

Transition is goal aligned to assure students of age are working towards attainable goals to be successful after high school
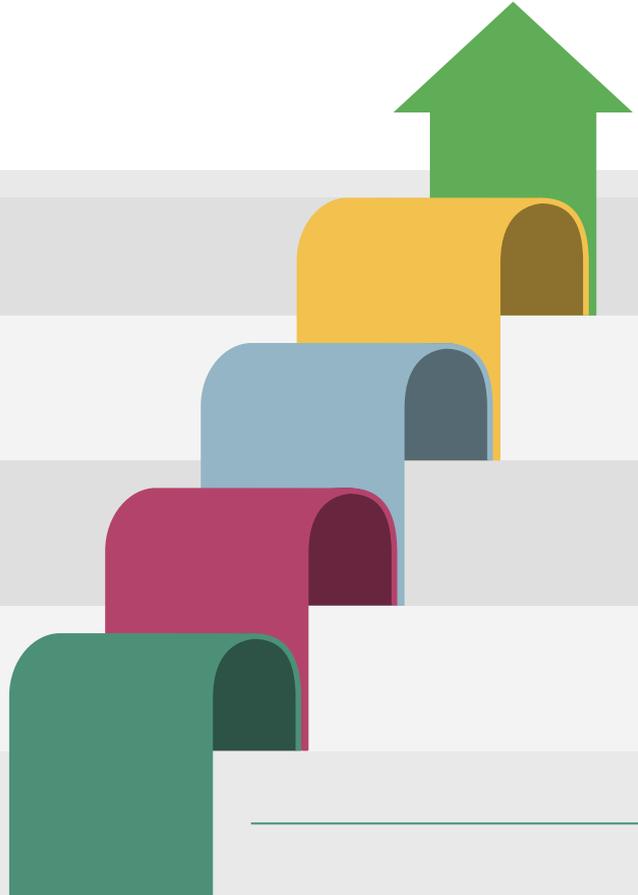
Break it down -

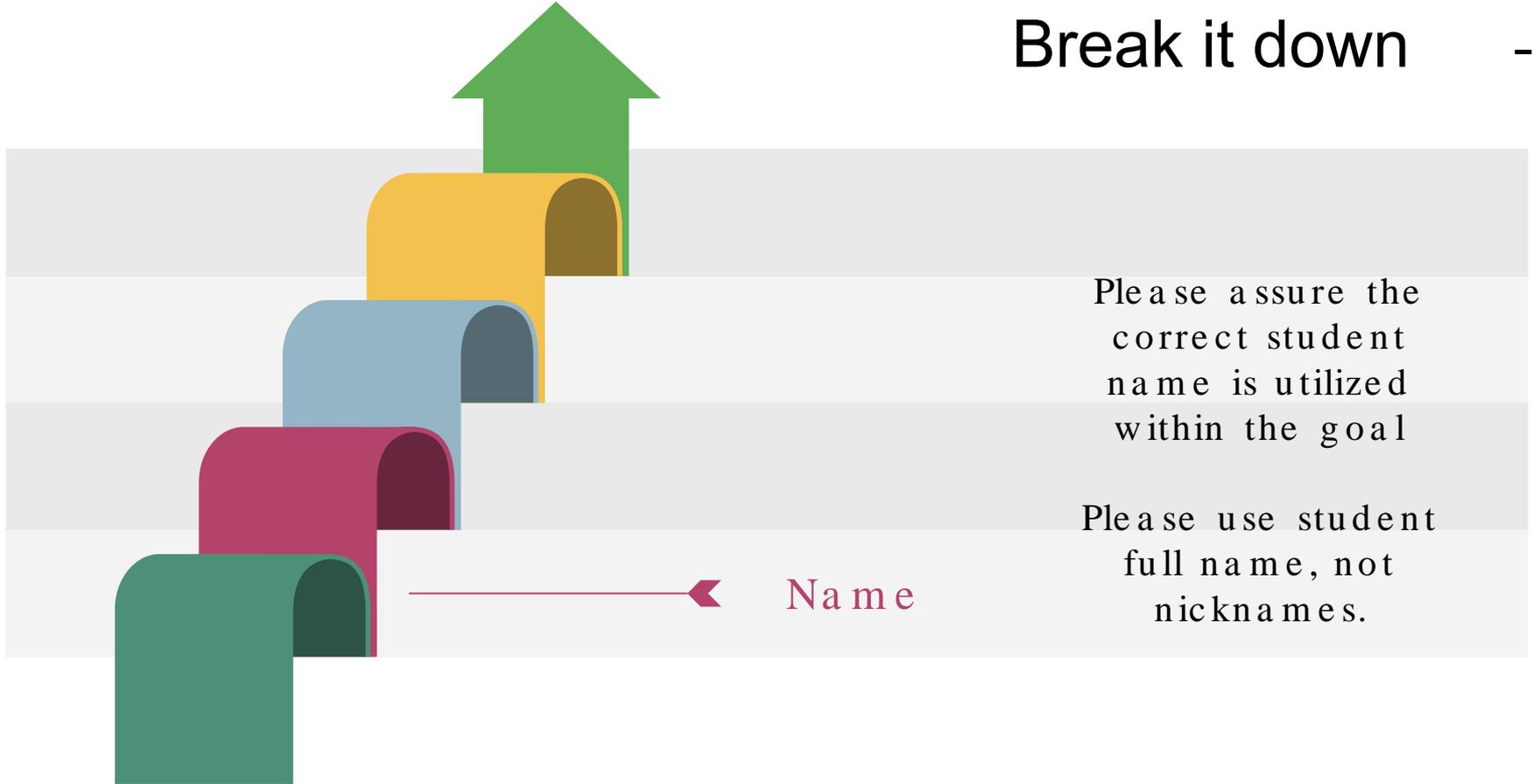SHould include a clear description of the situation in which the students will perform the behavior

Examples:
- Given a verbal prompt…
- After reading a passage of *grade level* content…
- Given a two-step direction…

When in the cafeteria… .

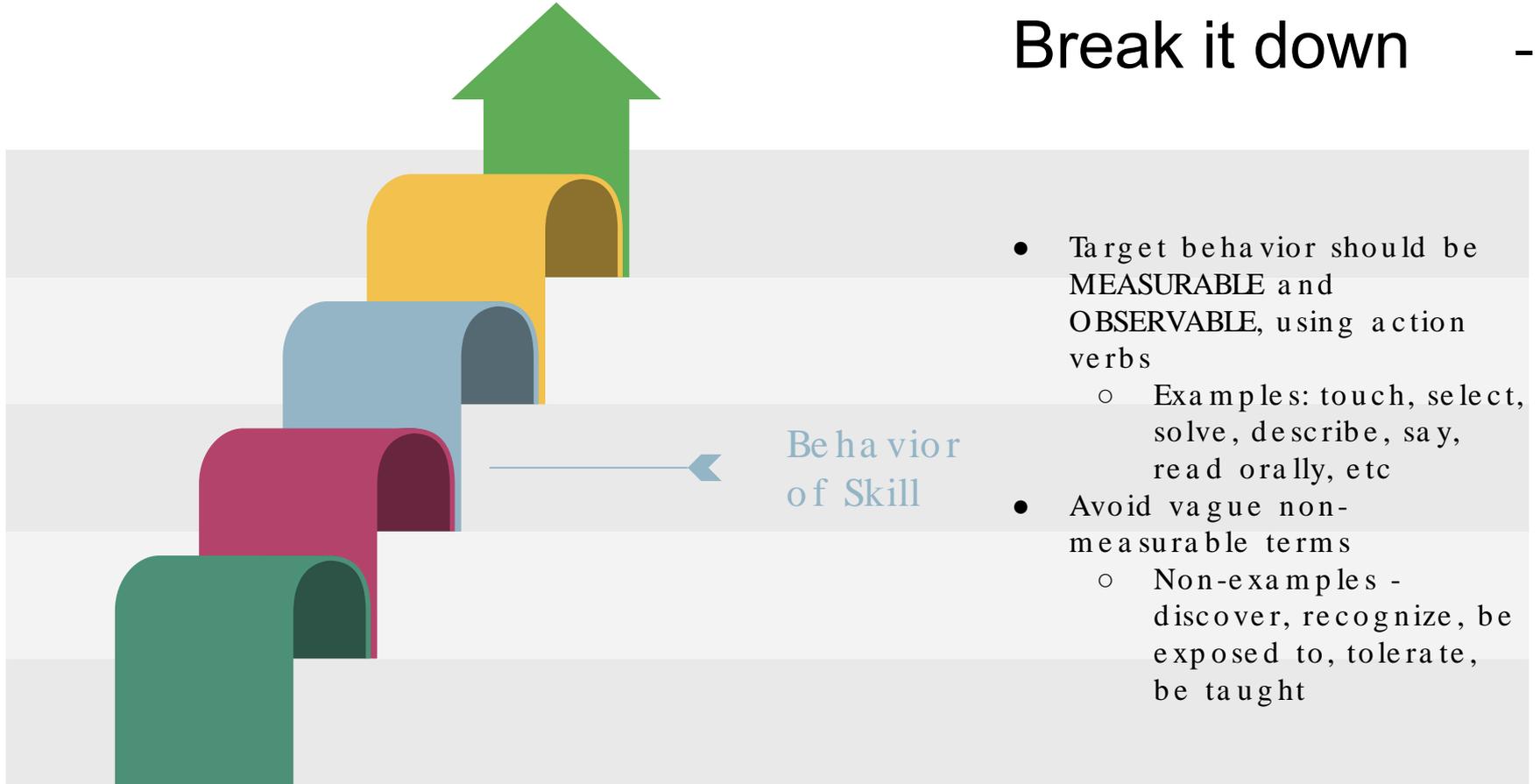◄ Condition

Break it down   -

Please assure the correct student name is utilized within the goal

Please use student full name, not nicknames.

Name

Break it down -

Behavior of Skill

- Target behavior should be MEASURABLE and OBSERVABLE, using action verbs
  - Examples: touch, select, solve, describe, say, read orally, etc
- Avoid vague non-measurable terms
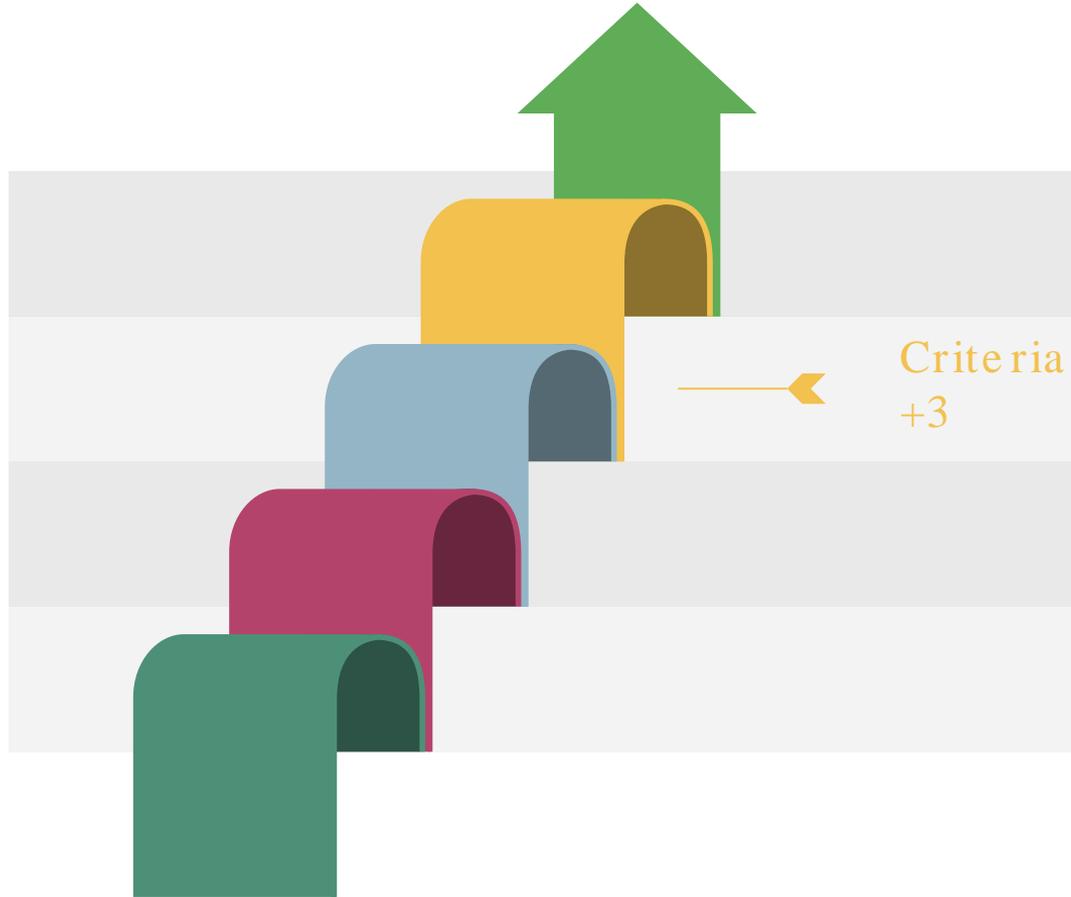 - Non-examples - discover, recognize, be exposed to, tolerate, be taught

Break it down -

Criteria +3

- Performance level - independent performance student must demonstrate:
  - Accuracy, duration, rate, etc
  - % correct, % of time,correct responses per min
- Number: number of times student must demonstrate the skill for mastery
- Evaluation Schedule: How frequently student will be assessed

A goal that
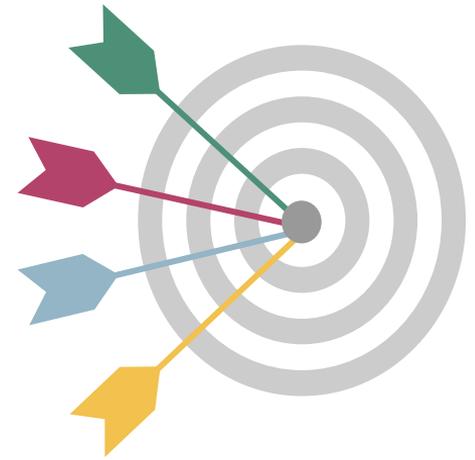# misses the mark...
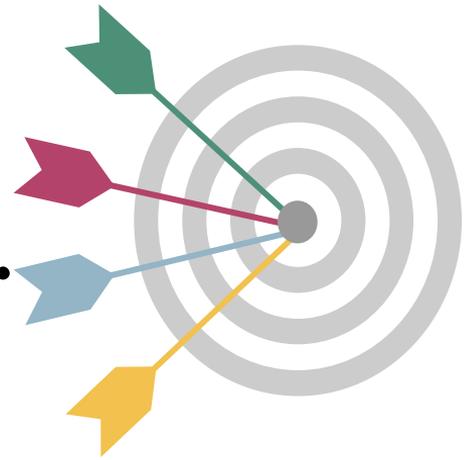
Criteria

Name

Behavior of Skill

Criteria +3

{First Name} will learn how to count, using numbers 1-10, independently on 3 out of 4 trials.

A well-written goal

Criteria
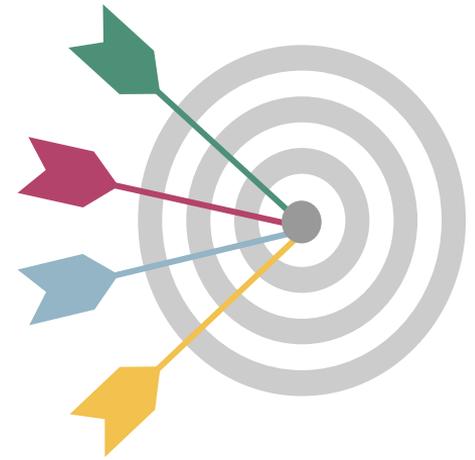
Name

Behavior of Skill

Criteria +3

Given a twice-monthly ____ grade math computation probe, {FirstName} will complete the probe with ___% accuracy on 3 out of 4 trials.

You Tell Me!

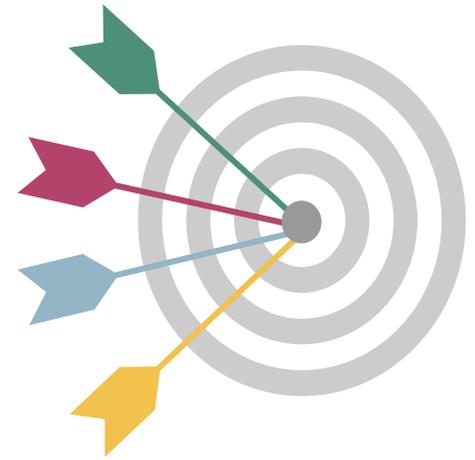**Criteria**

Name

Behavior of Skill

Criteria +3

When presented with the instruction to "turn on your microphone," {First Name} will comply with directions without further prompts.

You Tell Me!

Criteria

Name

Behavior of Skill

Criteria +3

Given a twice monthly, 4th grade reading fluency probe, {FirstName} will read 114 wcpm with 80% accuracy on 3 out of 4 trials.

WELL Written Goals, should have progress reports writing themselves!
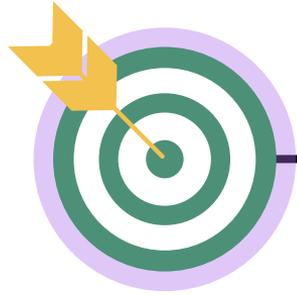
Progress Report #1
New goals, should still have some data about baseline OR attempts to assess.
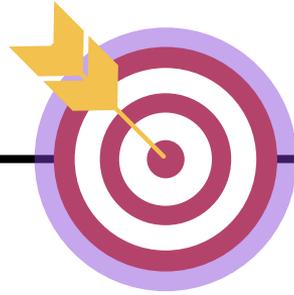
Progress Report #2
Within the 2nd term there should be a strong data collection that tells if ST is on track, or new interventions need implemented to aid in progress.
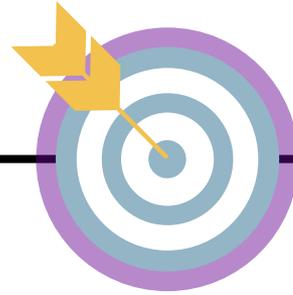
Progress Report #3
Student should have made growth or have data documenting the additional interventions attempted to date.
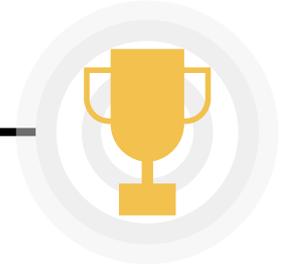
4th Quarter Anticipated Mastery!
Your goals should be written with the intent that a goal can be mastered in a year!

Speaking of Progress Report…

As you jump into the school year and begin collecting all the data on your students, please keep in mind -
- Progress reports should show inclining growth OR something needs changed!
- Progress reports are not attendance reports or grade reports, but monitoring data on specific goal areas

Takeaways From Today?

Questions?

Comments?

Concerns?

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Updates (Admin), IEP Goal Writing (Whitney Ford-Welbom)
Date : ~~09203/2022~~ 09/30/2022

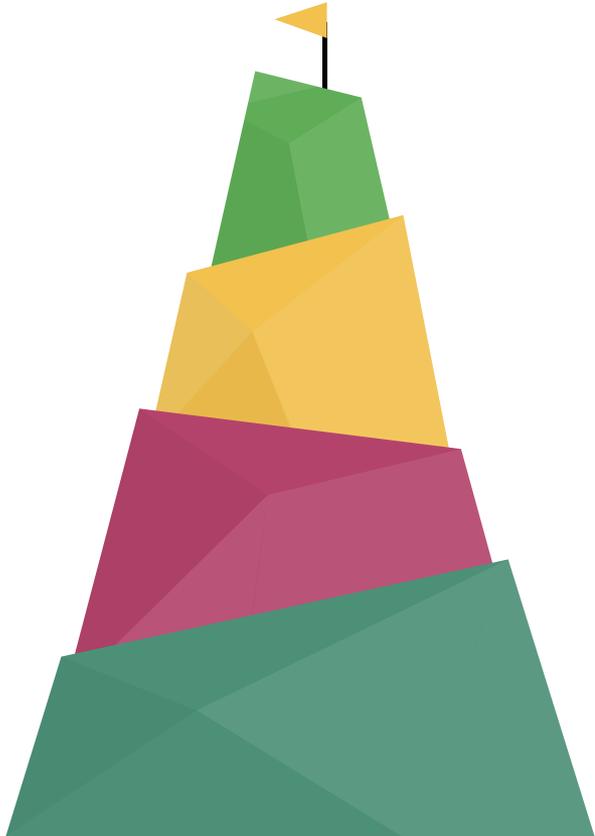| Staff Name	Signature	Attended: YES or NO	
Adams, Danielle	*DocuSigned by*	x Yes	No
Adams, Julia		x Yes	No
Aliberto, Kimberly	Kimberly	Yes	x No
Bac, Kara		x Yes	No
Baker, Stacey		x Yes	No
Bendis, Jessica	Jessica Bendis	x Yes	No
Bigham, Blakeley	DocuSigned by:	Yes	No
Blair, Carissa	Carissa Blair	Yes	x No
Boandl, Shannon	Out till 11/14	Yes	No
Bongivengo, Kellie	Kellie	x Yes	No
Borger, Christina	Christina Borger	x Yes	No
Brown, Ashley	Out till 10/25	Yes	No
Bruce, Victoria	Victoria Bruce	x Yes	No
Bubb, Kathryn	Kathryn Bubb	x Yes	No
Burt, Judy	Judy Burt	x Yes	No
Bush, Lauren	Lauren Bush	x Yes	No
Buterbaugh, Jenna	Jenna Buterbaugh	x Yes	No
Byers, Megan	Megan Byers	x Yes	No
Carulli, Kaycee	Kaycee Carulli	x Yes	No
Chacon, Andy	DocuSigned by:	x Yes	No
Chase, Katherlynn	Katherlynn Chase	x Yes	No
Coates, Cristin	DocuSigned by:	x Yes	No
Cooper, Kimberly	Kimberly	x Yes	No
Cornacchia, Michelle	Michelle Cornacchia	x Yes	No
Dando, Rebecca	Rebecca Dando	x Yes	No
Delmas, Kristine	Kristine Delmas	x Yes	No
DeLuca, Holly	Holly DeLuca	x Yes	No
Dibert, Jennifer	Jennifer Dibert	x Yes	No
Diegel, Cristen	Out till 10/6	Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Team Updates (Admin), Goal Writing (Whiney Ford-Welbom)
Date : 09/30/2022

Staff Name	Signature	Attended: YES or NO	
Ferraro, Ashley		x Yes	No
Fitchett, Maggie		x Yes	No
Fix, Lauren		x Yes	No
Flamino, Alexandria		Yes	x No
Ford-Welborn, Whitney		x Yes	No
Fritz, Nicole		Yes	x No
Gallagher, Sarah		Yes	No
Garner, Krista		x Yes	No
Gentzyel, Kaetha		x Yes	No
Giovannangelo, Rachael		x Yes	No
Glass, Sheryl		x Yes	No
Graw, Sarah		x Yes	No
Guerra, Rachel		x Yes	No
Haines, Kimberly		x Yes	No
Haines, Paula		x Yes	No
Hartley, Ranelle		x Yes	No
Hartos, Leslie		Yes	x No
Heffron, Lisa		x Yes	No
Helm, Allyssa		Yes	x No
Hulsebos, Kyra		x Yes	No
Hurbanek, Jenna		x Yes	No
Izing, Jenna		x Yes	No
Jones, Greta		x Yes	No
Karpen, Heather		x Yes	No
Keith, Karen		x Yes	No
Kelly, Ellen	Out till 11/14	Yes	No
Kepner, Lindsey		x Yes	No
Kioalicas. Krista		x Yes	No
Kirchner, Carly		x Yes	No
Klinger, Francesca		Yes	x No
Knorr, Sheree-Lee		x Yes	No
Koschoff, Katie		x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Team Update (Admin), Goal Writing (Whitney Ford - Welbom
Date :   09/30/2022

Staff Name	Signature	Attended: YES or NO	
Kuhn, Alice		x Yes	No
LeCause, Nicole		x Yes	No
Long, Laurel		Yes	x No
Loughrie, Grace		Yes	x No
LoveDay, Shelby		x Yes	No
Makara, Juliana		Yes	x No
Malis, Sarah		x Yes	No
Marghella, Gabrielle		x Yes	No
Martinez, Addrienne		x Yes	No
Matejka, Kelly		x Yes	No
Matlin, Daphne		x Yes	No
McCurdy, Greg		x Yes	No
Miller, Anne		x Yes	No
Miller, Kayla		x Yes	No
Miller, Rebecca		x Yes	No
Miller-Barday, Lindsay	Starts 10/2022	Yes	No
Morgan-Drake, Lisa		x Yes	No
Moussa, Rachel		x Yes	No
Murray, Jennifer		x Yes	No
Murray, Tyler		x Yes	No
Myers, Morgan	Out till 10/28	Yes	No
Newell, Maura		Yes	x No
Nixon, Mollie		x Yes	No
O'Brien, Andrea		x Yes	No
Perez, Sheila		Yes	x No
Perkins, Alyssa		x Yes	No
Petroshuk, Casey		x Yes	No
Piekara, Kimberly		x Yes	No
Pronio, Mary Kay		x Yes	No
Resavage, Stacey		x Yes	No
Ritchie, Rebecca		x Yes	No
Roberts, Tess		x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Watson, Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Team Update – (Admin), Goal Writing (Whitney Ford-Welbom)
Date :   09/30/2022

Staff Name	Signature	Attended: YES or NO	
Rourke, Monica		x Yes	No
Ruff, Allyson		x Yes	No
Rux, Anna		x Yes	No
Santello, Alexis		x Yes	No
Savage, Britt		x Yes	No
Scavicchio, Grace		x Yes	No
Schaeffer, Deb		x Yes	No
Scornavacchi, Holly		x Yes	No
Sheedy, Clare		x Yes	No
Sibbett, Rebecca		x Yes	No
Silvestri, Colette		x Yes	No
Smith, Jadie		x Yes	No
Smith, Terren		x Yes	No
Snead, Toshia		x Yes	No
Staros, Lisa		x Yes	No
Stroup, Lauren		Yes	No
Tabin, Danielle		x Yes	No
Tracy, Jamie		x Yes	No
Trauz, Mallory		Yes	No
Turner, Amy		Yes	x No
Vinskie, Vicki		x Yes	No
Waibel, Amelia		x Yes	No
Walter, Sarah		x Yes	No
Wasicko, JP		x Yes	No
Watson, Samantha		x Yes	No
Wentzel, Nicole		x Yes	No
Wertz, Morgan		x Yes	No
White, Jill		x Yes	No
Wilczynski, Kaitlyn		x Yes	No
Williams, Brittni		x Yes	No
Wise, Amanda		Yes	x No
Wydra, Amanda		x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Watson, Audience: Special Education Staff (Elementary, Middle, High)
Topic: General Team Updates (Admin), Goal Writing- (Whitney Ford-Welbom)
Date :   09/03/2022

Staff Name	Signature	Attended: YES or NO	
Yahner, Jaissa		x Yes	No
Yannick, Kimm		x Yes	No
Zacchero, Megan		x Yes	No
Zepka, Marybeth		Yes	No
		Yes	No
		Yes	No
		Yes	No
		Yes	No
Azar, Lori		x Yes	No
Kauffman, Holly		x Yes	No
Kennell, Lisa		x Yes	No
Webb, Judy		x Yes	No

Office of Special Education
Professional Development Attendance Sheet

Watson, Audience: Special Education Staff (Elementary, Middle, High) Topic: General Team Updates (Admin), Goal Writing- (Whitney Ford-Welbom) Date : 09/03/2022		
Staff Name	Signature	Attended: YES or NO
Yahner, Jaissa		Yes No
Yannick, Kimm	DocuSigned by:	Yes No
Yauger, Lauren	lauren Craig ABA4B363DB2845F...	x Yes No
Zacchero, Megan		Yes No
Zepka, Marybeth		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
Azar, Lori		Yes No
Kauffman, Holly		Yes No
Kennell, Lisa		Yes No
Webb, Judy		Yes No