Reach Cyber Charter School

BOARD MEETING

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

Date and Time:
Wednesday, April 19, 2017 at 9:00 a.m.

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

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

Reasonable efforts will be made to assist and accommodate persons with a disability. Please contact Heather Woodward at 443-867-2287.

AGENDA

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

II. Public Comment – D. Taylor

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and a short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

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

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

IV. Oral Reports
    a. Principal's Report (MSR attached) – J. Swan
        i. End of Year Activities Update
        ii. State Testing Update
        iii. School Calendar and Staff Communications Update
    b. Financial Report (attached) – B. Shifflet

V. Consent Items – D. Taylor
    a. Approval of Minutes from the February 15, 2017 Board Meeting (attached)
    b. Approval of Staffing Report (attached)
    c. Approval of LiveSpeech Invoice(s) (attached)
    d. Approval of School Calendar for the 2017-2018 School Year (attached)
    e. Approval of Staff Compensation Plan for the 2017-2018 School Year (attached)
    f. Approval of Employee Handbook Revision(s) (attached)
    g. Approval of Federal Title Funding Plans for the 2017-2018 School Year (attached)

VI. Action Items
    a. Approval of Connections Education Invoices for February and March (attached) – B. Shifflet
    b. Approval of RFP Process and Audit Firm Engagement for the 2016-2017 School Year Audit – B. Shifflet
    c. Approval of Board Treasurer – H. Woodward
    d. Approval of Board President as Board Designee to Negotiate, Finalize and Execute Lease Documentation – J. Swan

VII. Information Items
    a. Legislative Update (attached) – A. Jay
    b. Partner School Leadership Team (PSLT) Update – R. Graver
        i. School Operations Metrics (to follow)
        ii. Curriculum for the 2017-2018 School Year (attached)
    c. Board Planning for the 2017-2018 School Year – H. Woodward
        i. Board Composition and Recruitment
        ii. Proposed Meeting Schedule
        iii. Introduction of Megann Arthur, Senior Director of Board Relations

VIII. Adjournment and Confirmation of Next Meeting – Wednesday, May 17, 2017 at 9:00 a.m.

	EOY 15-16		3/31/2016		2/28/2017		3/31/2017		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change
ENROLLMENT DATA									
School Enrollment									
	0	0%	0	0%	918	100%	940	100%	N/A
Reach Cyber Charter School	0	0%	0	0%	918	100%	940	100%	N/A
Grade Distribution									
Grades PK-2	0	0%	0	0%	184	20%	185	20%	0 %
KG	0	0%	0	0%	73	8%	69	7%	0 %
1	0	0%	0	0%	47	5%	51	5%	0 %
2	0	0%	0	0%	64	7%	65	7%	0 %
Grades 3-5	0	0%	0	0%	217	24%	212	23%	0 %
3	0	0%	0	0%	61	7%	58	6%	0 %
4	0	0%	0	0%	73	8%	69	7%	0 %
5	0	0%	0	0%	83	9%	85	9%	0 %
Grades 6-8	0	0%	0	0%	370	40%	385	41%	0 %
6	0	0%	0	0%	86	9%	90	10%	0 %
7	0	0%	0	0%	145	16%	155	16%	0 %
8	0	0%	0	0%	139	15%	140	15%	0 %
Grades 9-12	0	0%	0	0%	147	16%	158	17%	0 %
9	0	0%	0	0%	147	16%	158	17%	0 %
New/Returning to CE									
New	0	0%	0	0%	918	100%	940	100%	0%
Returning	0	0%	0	0%	0	0%	0	0%	0%
Total YTD Enrollment									
Enrolled, not Grad	0	0%	0	0%	918	81%	940	77%	0%
Prior To Engagement	0	0%	0	0%	36	3%	38	3%	0%
Withdrawal During School Year	0	0%	0	0%	185	16%	242	20%	0%
Graduate	0	0%	0	0%	0	0%	0	0%	0%
Total YTD Enrollment	**0**	**0%**	**0**	**0%**	**1139**	**100%**	**1220**	**100%**	**0 %**
Withdrawal Reason									
Different/Better Schooling Option (Not related to socialization)	0	0%	0	0%	154	83%	209	87%	0%
Life Change	0	0%	0	0%	12	6%	12	5%	0%
Mismatch Academic	0	0%	0	0%	4	2%	4	2%	0%
Getting started with the school was too difficult	0	0%	0	0%	1	1%	1	0%	0%
Mismatch Family Schedule	0	0%	0	0%	6	3%	6	2%	0%
Regulation	0	0%	0	0%	0	0%	0	0%	0%
Student wants more socialization	0	0%	0	0%	4	2%	4	2%	0%
Unhappy with the school (teachers, leadership)	0	0%	0	0%	0	0%	1	0%	0%
Applying for next school year	0	0%	0	0%	0	0%	0	0%	0%
Deceased	0	0%	0	0%	0	0%	0	0%	0%
Inactivity	0	0%	0	0%	1	1%	1	0%	0%
Missed Deadline	0	0%	0	0%	0	0%	0	0%	0%
Required Documentation Incomplete	0	0%	0	0%	0	0%	0	0%	0%
No Reason Given	0	0%	0	0%	0	0%	0	0%	0%

HOUSEHOLD DATA

	EOY 15-16		3/31/2016		2/28/2017		3/31/2017		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change
Household Data									
Active Households	0	N/A	0	N/A	742	N/A	764	N/A	0 %
Graduated	0	N/A	0	N/A	0	N/A	0	N/A	0%
WD Prior To Engagement	0	N/A	0	N/A	31	N/A	33	N/A	0 %
WD During School Year	0	N/A	0	N/A	158	N/A	209	N/A	0 %
Students Per Active HH	0.00	N/A	0.00	N/A	1.24	N/A	1.23	N/A	0%

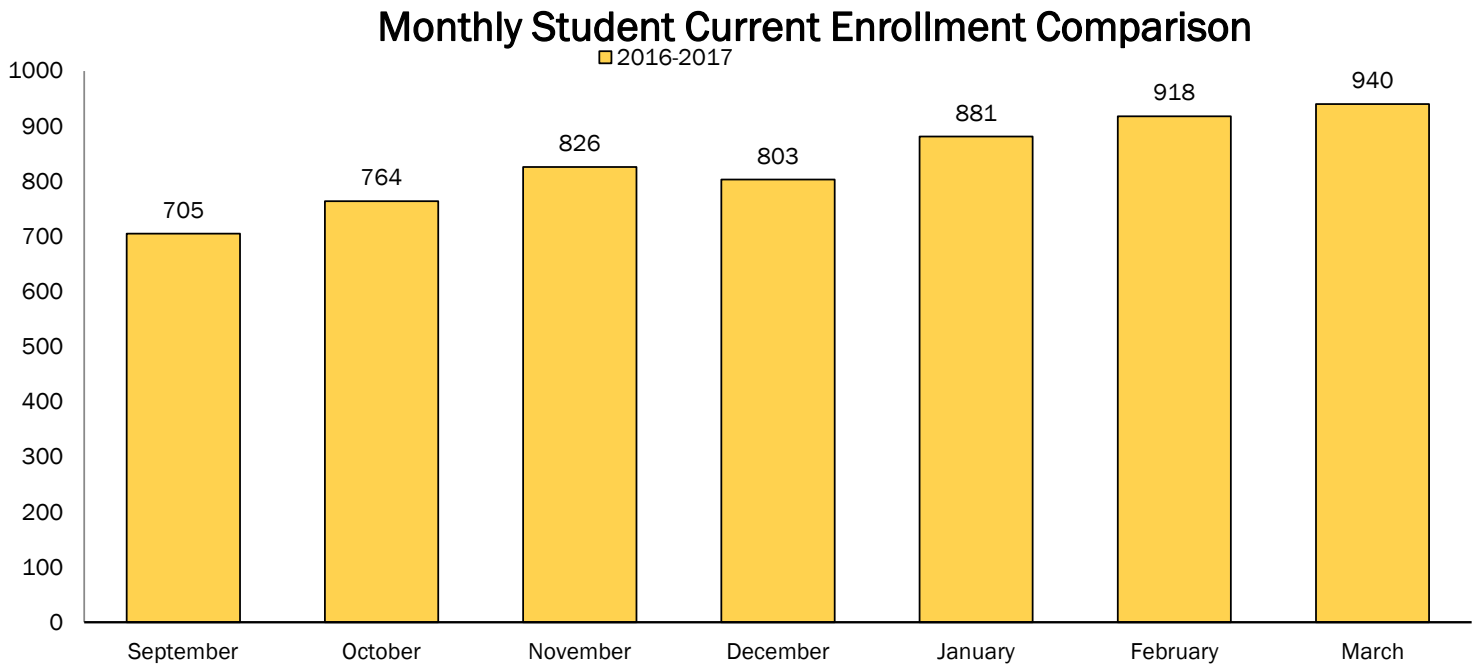
STUDENT DEMOGRAPHICS

Ethnicity									
Hispanic or Latino	0	0%	0	0%	136	15%	138	15%	0%
Not Hispanic or Latino	0	0%	0	0%	782	85%	802	85%	0%
Race									
Asian	0	0%	0	0%	19	2%	19	2%	0%
Black/African American	0	0%	0	0%	258	28%	277	29%	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	8	1%	9	1%	0%
American Indian or Alaskan Native	0	0%	0	0%	30	3%	32	3%	0%
White	0	0%	0	0%	668	73%	675	72%	0%
Distinct Race/Ethnicity									
Hispanic or Latino	0	0%	0	0%	136	15%	138	15%	0%
Multiple Races	0	0%	0	0%	50	5%	55	6%	0%
Black/African American	0	0%	0	0%	187	20%	198	21%	0%
White	0	0%	0	0%	535	58%	539	57%	0%
Asian	0	0%	0	0%	6	1%	6	1%	0%
American Indian or Alaskan Native	0	0%	0	0%	2	0%	2	0%	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	2	0%	2	0%	0%
Gender									
F	0	0%	0	0%	516	56%	529	56%	0%
M	0	0%	0	0%	402	44%	411	44%	0%
FARM Eligibility									
Qualifies for free	0	0%	0	0%	523	57%	531	56%	0%
Qualifies for reduced	0	0%	0	0%	93	10%	99	11%	0%
Refused to report	0	0%	0	0%	108	12%	106	11%	0%
Prior Schooling									
Charter School (Public)	0	0%	0	0%	69	8%	64	7%	0%
Home School	0	0%	0	0%	57	6%	59	6%	0%
No Prior School	0	0%	0	0%	54	6%	61	6%	0%
Online (Virtual) Public School	0	0%	0	0%	65	7%	70	7%	0%
Private/Parochial School	0	0%	0	0%	66	7%	66	7%	0%
Public School	0	0%	0	0%	567	62%	582	62%	0%
Prior Schooling Not Reported	0	0%	0	0%	40	4%	38	4%	0%
Special Populations									
Gifted	0	0%	0	0%	25	3%	24	3%	0%
504	0	0%	0	0%	19	2%	22	2%	0%
IEP	0	0%	0	0%	148	16%	140	15%	0%
None	0	0%	0	0%	735	80%	763	81%	0%

	EOY 15-16		3/31/2016		2/28/2017		3/31/2017		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change
Disability									
Autism	0	0%	0	0%	15	11%	13	10%	0%
Cognitive Disability	0	0%	0	0%	5	4%	5	4%	0%
Emotionally Impaired	0	0%	0	0%	16	12%	20	15%	0%
Hearing Impaired	0	0%	0	0%	2	1%	2	1%	0%
Other Health Impaired	0	0%	0	0%	24	17%	20	15%	0%
Specific Learning Disability	0	0%	0	0%	60	43%	59	44%	0%
Speech/Language Impaired	0	0%	0	0%	16	12%	16	12%	0%
Primary Language									
No Language Reported	0	0%	0	0%	918	100%	940	100%	0%

PERFORMANCE DATA

Contacts Per Week					
Met	0	0%	0	0%	743	81%	756	80%	0%
Not Met	0	0%	0	0%	175	19%	184	20%	0%
Escalation Status					
Alarm	0	0%	0	0%	93	10%	116	12%	0%
Approaching Alarm	0	0%	0	0%	81	9%	110	12%	0%
Exempt	0	0%	0	0%	5	1%	5	1%	0%
On Track	0	0%	0	0%	739	81%	709	75%	0%
Performance Metrics					
Grades PK-2					
Average Performance	0 %		0 %		91 %		84 %		0%
Average Participation	0 %		0 %		100 %		97 %		0%
Average Attendance	0 %		0 %		97 %		98 %		0%
Grades 3-5					
Average Performance	0 %		0 %		78 %		78 %		0%
Average Participation	0 %		0 %		102 %		99 %		0%
Average Attendance	0 %		0 %		100 %		103 %		0%
Grades 6-8					
Average Performance	0 %		0 %		67 %		65 %		0%
Average Participation	0 %		0 %		107 %		100 %		0%
Average Attendance	0 %		0 %		94 %		96 %		0%
Grades 9-12					
Average Performance	0 %		0 %		66 %		64 %		0%
Average Participation	0 %		0 %		99 %		93 %		0%
Average Attendance	0 %		0 %		94 %		93 %		0%
Total Average Performance	**0 %**		**0 %**		**74 %**		**71 %**		**0%**
Total Average Participation	**0 %**		**0 %**		**103 %**		**98 %**		**0%**
Total Average Attendance	**0 %**		**0 %**		**96 %**		**97 %**		**0%**


Monthly Student Current Enrollment Comparison
2016-2017
1000
900
800
700
600
500
400
300
200
100
0
705
764
826
803
881
918
940
September
October
November
December
January
February
March

REACH Connections Academy
Revenue and Expense Statement Fiscal Year 2017
Period Ended March 31, 2017

	February-17 Actual	March-17 Actual	YTD Actual	Annual Forecast	Annual Budget	Variance - Favorable (unfavorable)
Forecasted Enrollment						
Funded Enrollment				811	850	(39)
Revenue						
Regular Ed Funding	571,945.42	675,270.32	5,014,054.34	6,744,567	6,936,199	(191,632)
Special Ed Funding	214,963.60	252,078.33	2,066,054.19	2,966,050	1,985,898	980,152
Subtotal	786,909.02	927,348.65	7,080,108.53	9,710,617.02	8,922,097.00	788,520
Title I	-	-	-	189,680	177,000	12,680
Title II-A	-	-	-	26,904	22,000	4,904
Title VI - IDEA B	-	-	-	-	-	-
E-Rate	-	-	-	-	-	-
Miscellaneous Income	-	-	20.00	20	-	20
Subtotal	-	-	20.00	216,604	199,000	17,604
Total Revenue	**786,909.02**	**927,348.65**	**7,080,128.53**	**9,927,221**	**9,121,097**	**806,124**
Compensation Expense						
Salaries - Administration	35,904.32	35,288.32	246,801.54	397,001	586,720	189,719
Benefits - Administration	7,180.86	7,057.66	49,360.30	79,400	117,344	37,944
Pension - Administration	1,790.24	1,759.44	12,295.25	17,630	58,672	41,042
Taxes - Administration	2,571.53	2,519.80	21,181.19	34,699	52,805	18,106
Subtotal Administration	47,446.95	46,625.22	329,638.28	528,731	815,541	286,810
			-			
Salaries - Teachers	108,539.08	110,431.56	627,007.80	1,092,412	1,473,687	381,275
Benefits - Teachers	21,707.82	22,086.32	125,401.57	218,482	294,737	76,255
Pension - Teachers	5,425.44	5,520.05	31,283.90	54,554	147,369	92,815
Taxes - Teachers	7,838.72	7,956.99	55,093.50	96,980	132,632	35,652
Subtotal Instructional Staff	143,511.06	145,994.92	838,786.77	1,462,428	2,048,425	585,997
Total Compensation Expense	**190,958.01**	**192,620.14**	**1,168,425.04**	**1,991,159**	**2,863,966**	**872,807**
Connections Products and Services						
Curriculum and Instructional Support Services	173,950.66	168,868.80	1,009,898.13	1,469,486	1,490,135	20,649
Student Connexus License	61,670.00	64,260.00	342,790.00	517,791	535,500	17,709
Student Technology Assistance Services	111,428.34	104,449.33	659,841.00	944,012	948,430	4,418
Enrollment/Placement/Student Support Services	73,402.00	61,182.63	461,120.63	627,375	612,255	(15,120)
School Operations Support Services	57,265.00	59,670.00	318,305.00	480,806	497,250	16,444
School Business Support Services	-	-	-	-	-	-
Special Ed Oversight	53,250.00	55,500.00	294,000.00	459,000	194,517	(264,483)
Professional Development Services	4,250.00	4,250.00	21,000.00	43,875	40,056	(3,819)
School Staff Support Services/human resources support	16,184.00	16,116.00	79,800.00	166,725	139,394	(27,331)
Facilities Support Services	2,083.34	2,083.33	18,750.00	25,000	25,000	-
Short term substitue teachers	8,100.00	6,600.00	60,450.00	79,423	-	(79,423)
Direct Course Instruction Support	1,315.80	2,754.00	11,900.34	15,635	-	(15,635)
Total Connections Products and Services Fees	**562,899.14**	**545,734.09**	**3,277,855.10**	**4,829,128**	**4,482,537**	**(346,591)**

REACH Connections Academy
Revenue and Expense Statement Fiscal Year 2017
Period Ended March 31, 2017

	February-17 Actual	March-17 Actual	YTD Actual	Annual Forecast	Annual Budget	Variance - Favorable (unfavorable)
Pass-Through Expenses						
Office Supplies	575.41	986.93	8,132.16	22,000	25,500	3,500
Copiers/Reproduction	216.23	228.93	1,483.19	7,500	8,500	1,000
Office Postage	331.72	317.98	1,313.14	10,000	12,750	2,750
Student Testing & Assessment	56.18	378.39	434.57	40,600	42,500	1,900
Staff Recruiting/Background Checks	108.12	132.39	21,279.86	40,000	3,900	(36,100)
Staff Training/Prof. Dvlpmt.	1,246.70	115.62	3,771.12	22,000	24,000	2,000
Travel and Conferences	835.72	1,354.30	5,953.66	23,500	25,500	2,000
Team Building	-	-	-	-	-	-
Maintenance & Repair	85.00	1,465.74	12,501.50	15,000	8,500	(6,500)
High Speed Internet	459.98	222.96	3,629.65	20,000	20,000	-
Telephone	232.72	10.57	769.91	20,000	20,000	-
Office Rent (including utilities)	8,916.65	8,916.65	71,333.19	108,000	108,000	-
Expensed Equipment	854.93	-	10,678.66	20,000	-	(20,000)
Expenses Pending Allocation	8,236.51	640.71	11,801.59	-	-	-
Student Technology Support Stipend	-	73,963.45	139,927.18	219,000	314,118	95,118
Student Printers	-	-	-	35,900	35,700	(200)
Special Education Direct Services	7,500.95	71,817.05	101,334.46	125,000	395,220	270,220
Contracted Pupil Health Support	-	-	-	8,500	8,500	-
STEM Programmatic Expenses	6,150.00	89.89	6,239.89	56,000	60,000	4,000
Extracurricular Activities	-	-	-	20,000	21,250	1,250
Total Pass-Through Expenses	**35,806.82**	**160,641.56**	**400,583.73**	**813,000**	**1,133,938**	**320,938**
Other School Expenses						
Banking fees	144.85	-	352.70	1,000	1,000	-
External Audit	-	-	-	20,000	20,000	-
Dues	75.00	-	1,365.00	3,000	2,500	(500)
D&O Insurance	-	-	2,793.00	4,000	1,500	(2,500)
Legal Services	-	-	8,881.40	15,000	10,000	(5,000)
Board Related Expense	-	-	2,091.79	20,000	20,000	-
Graduation Expense	-	-	-	-	-	-
Student Activities	177.68	72.76	660.39	1,000	-	(1,000)
Other School Expense	-	-	10.00	100	-	(100)
Accounting Services	-	33,639.87	60,938.79	75,000	68,850	(6,150)
Total Other School Expenses	**397.53**	**33,712.63**	**77,093.07**	**139,100**	**123,850**	**(15,250)**
Adjustments and Credits						
Deficit Protection Credit	-	-	-	-	-	-
Total Adjustments and Credits	**-**	**-**	**-**	**-**	**-**	**-**
Total Program Expenses Before Depreciation	**790,061.50**	**932,708.42**	**4,923,956.94**	**7,772,387**	**8,604,291**	**831,904**
Capital Outlay	-	-	105,395.29	215,000	215,000	-
Total Program Expenses Including Depreciation	**790,061.50**	**932,708.42**	**5,029,352.23**	**7,987,387**	**8,819,291**	**831,904**
Net Increase (Decrease)	**(3,152.48)**	**(5,359.77)**	**2,050,776.30**	**1,939,834**	**301,806**	**1,638,028**
Beginning fund balance	**2,053,928.78**	**2,056,136.07**	**-**	**-**	**-**	**-**
Ending fund balance	**2,050,776.30**	**2,050,776.30**	**2,050,776.30**	**1,939,834**	**301,806**	**1,638,028**

REACH Connections Academy
Balance Sheet
March 31, 2017

ASSETS	
Cash and Short Term Investments:	
Cash:Checking	$5,000,586.67
Total Cash and Short Term Investments	***5,000,586.67***
Other Current Assets:	
Pupil Funding Receivable	1,610,935.56
Total Other Current Assets	***1,610,935.56***
Total Current Assets	***6,611,522.23***
Fixed Assets:	
Property Plant & Equipment:	
Computer Hardware	6,620.90
Leasehold Improvements	98,774.39
Accum Depr:Computer Hardware	(146.56)
Accum Depr:Leasehold Improvements	(11,472.12)
Net Fixed Assets	***93,776.61***
Total Assets	***$6,705,298.84***
LIABILITIES	
Current Liabilities:	
Due to (from) Connections Academy	4,458,268.40
Accounts Payable	38,894.83
Pension Payable	29,113.46
WH Federal	34,469.24
Total Current Liabilities	***4,560,745.93***
Total Liabilities	***4,560,745.93***
FUND BALANCE	
Invested in Capital	93,776.61
Change in Fund Balance	2,050,776.30
Ending Fund Balance	***2,144,552.91***
Total Liabilities and Fund Balance	***$6,705,298.84***

Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING
Wednesday, February 15, 2017 at 9:00 a.m.

Held at the following location and via teleconference
750 East Park Drive, Suite 204
Harrisburg, PA 17111

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.

Board Members Present: David Taylor, Alex Schuh, Gail Hawkins-Bush, Paul Donecker, and Joe Harford (via phone);

Guests via Phone: Jane Swan, Principal; Michael Hinshaw and LeeAnn Richie, school staff; Kevin Corcoran and Dave Sutter, Charter Choices, Financial Consultants; Rachel Graver, Ken Helt and Benjamin Shifflet Connections staff; (in person); Amanda Jay, Sylvia Pryor, TraKisha McNeil, Heather Woodward and Megann Arthur, Connections staff (via phone).

II. Public Comment

There were no public comments made at this time.

III. Routine Business

a. Approval of Agenda

Mr. Taylor asked the Board to review the Agenda distributed prior to the meeting. Following a request from the school, the Board added Action Item (b) Approval of Additional Staffing to the agenda. There being no additional changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the February 15, 2017 meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

IV. Oral Reports

a. Principal's Report

Ms. Swan reviewed the Monthly School Report with the Board, highlighting changes from last month's report. She detailed recent and planned field trips for the remainder of the school year. Ms. Swan also provided the Board with an update on enrollment, and discussed enrollment trends with the Board.

i. Update on State Testing

Ms. Swan updated the Board on staff preparations for upcoming state testing, including sites secured throughout the state and staff assigned to proctor examinations. She further thanked Connections for their support in the state testing planning process.

b. Financial Report

Mr. Helt discussed the school's financial statements with the Board. Mr. Helt reviewed the revenue and expense statements, as well as the current forecast. He further noted that all financial documents had been reviewed with the school's financial consultants prior to the meeting.

Mr. Sutter reviewed potential long-term strategies for the school's financial resource management and cash reserve with the Board. Board members discussed revenue sources and school financial needs in detail.

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 items moved, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

a. Approval of Minutes from the January 18, 2017 Board Meeting;
b. Approval of Staffing Report;
c. Approval of LiveSpeech Invoice;
d. Approval of Title 1 Parent Involvement Policy;
e. Approval of the 2017-2018 School Year General School Handbook; and
f. Approval of the 2017-2018 School Year State Specific School Handbook; are hereby approved.

The motion passed unanimously.

VI. Action Items

a. Approval of Connections Education Invoice for January

Mr. Helt reviewed the Connections invoice for the month of January, as drawn from the financial report presented earlier in the meeting and contained in the Board materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Connections Education invoice for the month of January, in the amount of $536,972.24, as presented, is hereby approved.

The motion passed unanimously.

Approval of Additional Staffing

Ms. Swan reviewed with the Board the school's desire to add the creation of an Attendance and Truancy Coordinator to the school staff. She advised the Board of the background for the creation of this position, to guarantee the school is remaining in compliance with all state regulations and tracking student attendance currently and accurately. Board members indicated their support of the position, and discussed the 12-

month position with Ms. Swan. There being no additional discussion, a motion was made and seconded as follows:

RESOLVED, that the addition of an Attendance and Truancy Coordinator position, as discussed, is hereby approved.

The motion passed unanimously.

VII. Information Items

a. Outreach Plan for the 2017-2018 School Year

Ms. Pryor presented this item to the Board. She reviewed the school's proposed Outreach Plan for the upcoming school year, as included in the Board materials. Ms. Pryor highlighted current and projected enrollment numbers, as well as planned activities for student recruitment. Board members had discussion on the outreach plans and specific activities.

b. Legislative Update

Dr. Taylor and Ms. Jay provided the Board with an update on recent legislative activities in the state, which may impact the school.

c. Partner School Leadership Team Update

Ms. Graver presented to the Board on behalf of Connections' School Leadership Team.

i. Update on Winter Principal's Conference

Ms. Graver provided an update on the Winter Principal's Conference to the Board, as well as Ms. Swan's involvement in the retreat.

VIII. Adjournment and Confirmation of Next Meeting - Wednesday, April 19, 2017 at 9:00 a.m.

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, he noted that the next meeting would be held on Wednesday, April 19, 2017 at 9:00 a.m. The Board being at the end of its agenda, the meeting was adjourned at 9:54 a.m.

Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Bechtel, Margaret Jane	Teacher-Secondary	$44,000.00	0.04	4/17/17
Berger, Heather	Teacher-Special Education	$50,500.00	0.04	4/3/17
Frederickson, Melissa	Teacher-Secondary	$40,000.00	0.04	4/3/17
Keeports, Clara	School Admin Assistant	$17.00/hour	0.04	4/18/17
Kennedy, Christine	Teacher-Secondary	$48,500.00	0.04	4/24/17
McMurray, John	Teacher-Secondary	$46,500.00	0.04	3/27/17
Nayduch, Natasha	School Counselor	$45,500.00	0.04	4/19/17
Spofford, Amanda	Attendance Coordinator	$50,000.00	0.04	4/17/17

Departing Employees

Name	Area	Last Day of Work	Reason for leaving
N/A			

Promotions/ Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date in new position
N/A					

Margaret Jane Bechtel
605 Sandra Avenue
Harrisburg, Pennsylvania 17109
(717)877-4954
janebechtel@verizon.net

WORK EXPERIENCE

Payroll Specialist and Bookkeeper, Boles Metzger Brosius & Emrick PC, Certified Public Accountants, Harrisburg, PA (October 2015 to May 2016).
Processed payroll, prepared related reports and journal entries, made appropriate tax deposits, and prepared and filed quarterly tax returns for small-business employers. Processed accounts payable invoices, did monthly bank reconciliations, prepared monthly journal entries, updated the general ledger, and prepared financial statements for bookkeeping clients.

Educator, Whitaker Center for Science & the Arts, Harrisburg, PA (December 2011 – July 2015).
Taught science labs to preschool through middle school students visiting the Whitaker Center on field trips. Developed, adapted, and taught science summer day camps to children and youth ages preK through seventh grade. Developed preschool science curriculum. Presented both in-person and Webinar-based professional development workshops to early childhood educators.

Classroom Teacher, Elizabethtown Area Middle School, Elizabethtown, PA (1993 - 1996).
Taught science, mathematics, and language arts in an eighth-grade classroom.

Accounting Supervisor, Kinney Service Corporation, Harrisburg, PA (June 1986 - August 1991).
Hired, trained, and supervised clerical personnel in the Vouchers Payable and General Ledger Departments. Produced financial reports. Assisted in the implementation of a computerized general ledger system, wrote user manuals, and trained personnel in the use of the new system.

EDUCATION

Wilkes University (Fall 2010 – December 2011)
Graduate Studies in Special Education – Autism Endorsement Program
GPA: 4.0/4.0 (9 credits completed)

Pennsylvania State University (1991 - 1993)
Bachelor of Elementary Education
GPA: 4.0/4.0

Pennsylvania State University (1984 - 1986)
Bachelor of Business Administration, Professional Accountancy
GPA: 3.8/4.0

ACHIEVEMENTS AND ACTIVITIES

Religious Education teacher, the Unitarian Church of Harrisburg (1998 – May 2012)
Member of Religious Growth and Learning Committee, UCH (1998 - 2000, 2008 - 2012)
Director of children's choir, UCH (1999 - 2002)
Teacher of the Year, Elizabethtown Area Middle School (1995/1996)
Recipient of AAUW's Excellence in Education Award (1993)
Member and treasurer of Sigma Alpha Chapter of educational honor society Kappa Delta Pi (1992 - 1993)

REFERENCES

Available upon request

Heather (Harvey) Berger

299 East Second Mountain Rd.
Pottsville, Pa. 17901
Cell: (570) 617-7746
Email: jumpers@verizon.net

EDUCATION:

Penn State University
BS Psychology
Alvernia College
Elementary Education/Special Education Certification
Masters of Education
Administrative Certification
GPA: 3.8
Penn State World Campus
Distance Education Certificate 2017 Expected Completion

RECORD OF EMPLOYMENT:

Pottsville Area School District **August 05- Present**
Regular Education and Special Education Teacher

Alvernia University **May 15 - August 15**
Adjunct Instructor

Schuylkill Intermediate Unit #29 **August 04-August 05**
Special Education Teacher

Blue Mountain School District **January 00 – August 05**
Youth Swim Team Head Coach
Varsity Swim Team Head Coach

Schuylkill Intermediate Unit # 29 **September 02-May 03**
Internship

Penn State Maintenance Dept. **June 99 - May 03**
Maintenance Staff

Penn State University **September 00-May 03**
Tutor

EXPERIENCE:

During my tenure teaching position at Pottsville Area School District I have experience teaching the following classes:

- 3rd Grade Co-Taught classroom (2 years)
- Itinerant Teacher for grades K-3 (2 years)
- Autistic classroom (4 years)
- Life Skills classroom (1 year)
- Kindergarten (currently the past 3 years)

Trainings I have completed:

LETRS Training Modules 1-7

Mod. 1 The challenges of learning to read
Mod. 2 Speech sounds, phonetics, phoneme awareness
Mod. 3 Spellography for teachers
Mod. 4 Mighty word: Building vocab. and oral language
Mod. 5 Getting up to speed: Develop fluency
Mod. 6 Digging for meaning: Teaching text comprehension
Mod. 7 Teaching phonics, word study, & alphabetic principles

ASSET i3 Investing in Innovation 5 year Leadership Training

- 1st year- Inquiry (7 days)
- 2nd year- Assessment (7 days)
- 3rd year- Science and Literacy (7 days)
- 4th year- Inquiry based math (7 days)
- 5th year- Professional Learning Communities (7 days)

Foss Science Kits

- Rocks and Minerals
- Fabric
- Idea's and Inventions
- Wood and Paper

Wilson Reading Program/Fundations

Superkids Reading Program

Technology and Programs I have used:

- Study Island
- Compass Learning
- SMART BOARD
- Daily ipad use for my entire class
- Touch Math
- Envision Math (Interactive lessons)
- E-Z Reading
- EdMark Reading
- CMB
- IEP writer
- SRA-Reading Mastery and Corrective Reading
- Administer the DIBELS Tests

HONORS AND CERTIFICATES:

Keystone Honor Society
Penn State Honors Program
2000 American College Dean's List
Alpha Sigma Lambda National Honor Society

Volunteer

Youth Soccer Coach
Youth Swim Team Coach
4-H Cloverbuds Leader
Equestrain Program Leader for 5-8 year olds

Melissa Frederickson

225 Main Street, Apt B, Slatington, PA 18080
(610) 739 – 2318 · mlcangelose@gmail.com

EDUCATION

Lehigh University, Bethlehem, PA — July 2012 – May 2013
School Counseling

Cedar Crest College, Allentown, PA
Art Therapy

Art Institute of Pittsburgh, Pittsburgh, PA
Photography — June 2011

Moravian College, Bethlehem, PA
Art Education Certification, GPA: 3.74 — May 2009

Lehigh University, Bethlehem, PA
Bachelor of Arts, concentration in Fine Arts — May 2007

TEACHING EXPERIENCE

Palisades Middle School, Kintersville, PA
Student Teacher, 6th – 8th grade — March 2009 – May 2009

- Linked art history lesson with anchors to other core subjects.
- Created and implemented numerous art lessons linked to principles and elements of design.
- Worked with Art club to create mural in assistant principal's office.
- Assisted with sixth grade field trip for "Art on the Move" to Michner Art Museum.

Moore Elementary School, Bath, PA
Student Teacher, Kindergarten – 6th grade — January 2009 – March 2009

- Produced and implemented numerous art lessons linked to history and culture.
- Taught lessons involved cooperative learning, hands-on/minds-on experiences, and interdisciplinary teaching.
- Modified lessons for students with specific needs and emotional support classes.

Moravian Academy Lower Campus, Bethlehem, PA
Pre-Student Teacher, Kindergarten – 5th grade — September 2008 – December 2008

- Constructed lessons that focused on the elements and principles of design.
- Lead a gallery field trip with fifth grade students

Siegfried Elementary School, Northampton, PA
Field Experience, 4th grade — January 2008 – May 2008

- Designed a springtime art project to cover a construction wall in school.

INSTRUCTIONAL EXPERIENCE

Northampton Area School District, Northampton, PA — April 2013 – present
Substitute Teacher

Northwestern Lehigh School District, New Tripoli, PA — April 2013 – present
Substitute Teacher

Bethlehem Area School District, Bethlehem, PA — March 2008 – present
Substitute Teacher

Kids Peace National Hospital, Orefield, PA — January 2011 – present
Unit Clerk/Child Care Counselor II

Lehigh University Transition and Employment, Bethlehem, PA — June 2012 – April 2013
Research Intern/Support Coach

Sayre Childcare Center, Bethlehem, PA — August 2010 – February 2011
Group Supervisor, Teacher

Colonial Intermediate Unit 20, Easton, PA — June 2010 – July 2010
Extended School Year Program Teacher

Colonial Intermediate Unit 20, Easton, PA — February 2008 – June 2012
Substitute Teacher

Swim–In Zone Swim Academy, Center Valley, PA — February 2008 – January 2009
Swim Instructor, Lifeguard, and Front desk assistant

Cambridge Day School, Bethlehem, PA
Teacher, 9 – 13 months old — September 2007 – February 2008

Upper Bucks YMCA, Quakertown, PA
Swim Instructor and slide attendant — June 2009 – October 2009

Fountain Hill YMCA Childcare Center, Fountain Hill, PA
Teacher, 1 – 2 years old — May 2007 – September 2007

Bethlehem YMCA, Bethlehem, PA
Swim Instructor and Lifeguard — June 2006 – August 2007

Bethlehem YMCA, Bethlehem, PA
Biddy Basketball Coach, 3 – 5 years old — January 2006 – September 2007

Lehigh University Childcare Center, Bethlehem, PA
Assistant Teacher — June 2004 – January 2005

ADDED WORK EXPERIENCE

Portrait Innovations, Center Valley PA
Associate/Photographer — December 2009 – January 2010

Victoria's Secret, Whitehall, PA
Sales Associate — January 2009 – May 2009
- Assisting customers with purchases, returns, and general questions.

Michaels, Bethlehem, PA
Floral Designer — September 2007 – January 2008
- Create floral arrangements for seasonal and custom orders

Barnes and Noble Lehigh University Bookstore, Bethlehem, PA
Cashier — August 2005 – May 2007

Lehigh University Athletics, Bethlehem, PA
Office Assistant — May 2005 – August 2006
- Provide administrative support for the department such as answering telephones, assisting visitors, and resolving and referring a range of administrative problems and inquiries.

Lehigh University Post Office/Mailing Services, Bethlehem, PA
Assistant — January 2005 – April 2005
- Organize, sort and assign mail distribution for the all students
- Distribute mail to students at the desk; sell stamps, packaging, and insurance for packages.

Lehigh University Parking Services, Bethlehem, PA
Office Assistant — December 2001– February 2004
- Provide administrative support for the department such as answering telephones, assisting visitors, and resolving and referring a range of administrative problems and inquiries.
- Establish, maintain, and update files, records, and other documents perform routine analyses and calculations in the processing of data for recurring internal reports.

SKILLS/ABILITIES

- Proficient in Microsoft Windows XP, Microsoft Word, Excel, PowerPoint and Adobe Photoshop & Lightroom

Clara Mangle Keeports

6050 Blue Mountain Trail, Enola, PA 17025 (H) 717.732.6887 (C) 717.418.0087 keepfours@yahoo.com

Career Objective:

To secure a full-time position in the public relations or administrative arena, with opportunities to incorporate my communication and managerial skills, educational background, and financial experience

Education:

Graduated Magna Cum Laude from Shippensburg University in May of 1987
B.A. Degree in Communications/Journalism Public Relations Major/Speech Communications Minor

Work Experience:

10/25/16 to Current Administrative Assistant/Office Manager
Linlo Properties, Lemoyne, PA

Responsible for:

- Processing Invoices on MRI Software
- Following for Certificate of Liability Insurance Compliance and Fleet Vehicle Service and Registration
- Maintaining and Purchasing Office Supplies
- Reception Area Management and Document Management

Accomplishments Include:

- Completing an Employee Handbook and an Employee Safety Manual
- Competing Property Manuals and Property Emergency Manuals
- Streamlining Electronic Documentation and Filing
- Procuring a new phone system

7/2013 to 6/2016 Assistant Business Manager
West Shore Christian Academy, Shiremanstown, PA

Responsible for:

- Accounts Payable and Accounts Receivable
- Managing internal fund accounts
- Maintaining financial documents and vendor files
- Processing tuition payments, making bank deposits, and reconciling bank statements
- Managing ACT 195 finances and textbook purchasing
- Maintaining supplies on campus, and all school purchasing
- Developing, implementing , and enforcing the Financial Office procedures

Accomplishments Include:

- Exhausting all Act 195 funds for the first time in school's history
- Developing and presenting staff seminars

7/2008 to 7/2013 High School Receptionist
West Shore Christian Academy, Shiremanstown, PA

Responsible for:

- Establishing the first point of contact with the public, students, and visitors
- Assisting the administration, faculty, and student body with clerical needs and information dissemination
- Maintaining the school database in addition to student attendance and disciplinary records
- Managing and training the office student-aids and support staff
- Organizing and maintaining office supplies and machinery
- Assisting the Athletic Director during both on-site and off-site activities
- Internal trouble shooting and problem solving
- Fielding telephone calls

- Assisting in the ACSI accreditation process

Accomplishments Include:

- The creation and maintenance of a forty-page Receptionist's Manual

6/2003 to 7/2008 **Elementary Secretary Sub, Playground Aid, and Classroom Aid**
West Shore Christian Academy, Shiremanstown, PA

5/1995 to 6/2003 **Suspended employment to be a Stay-at-Home Mother**

11/1987 to 5/1995 **Executive Branch Manager**
Transamerica Financial Services, York, PA

Responsible for:

- Branch operations of a Fortune 500 company, utilizing managerial, clerical, financial and interpersonal skills
- Composing internal and external communications
- Devising creative solicitation programs in order to maintain a diverse portfolio of clients
- Ensuring customer satisfaction specializing in conflict resolution
- Hiring and training all personnel
- Submitting weekly, monthly, and annual reports, as well as performance projections
- Controlling delinquency by written, telephone, and person to person collection practices
- Maintaining accounts totaling over $8,000,000
- Sale, approval, and maintenance of lending services

Accomplishments include:

- Promotion from customer service representative to Executive Branch Manager
- Increased office out-standings from $350,000 to over $8,000,000, over a 3 year period
- Maintained a low level of delinquency of 1%
- Opened a new branch office in York, PA and increased staffing from 1 to 4 persons

Summer of 1986 **Public Relations Department Intern**
Pennsylvania Builders Association, Harrisburg, PA

Responsible for:

- Designing a statewide billboard
- Coordinating and developing local and statewide public relation programs
- Maintaining association media files
- Writing press releases, and coordinating press conferences
- Coordinating legislative receptions, rallies, forums, and conducting public relation seminars
- Conducting in-office audits
- Developing brochure copy, layout and design
- Assisting with promotions
- Accompanying the director in the field

Related Experience:

2006 to 2009 **Hampden Township District 12 Judge of Elections**

Responsible for:

- Overseeing eight elections and their polling place practices to ensure legality
- Assembling and training an election board and Resolving conflicts

Accomplishments Include:

- The successful transition from a hand-ballot facility to a fully electronic voting precinct by educating and training both my staff and the public in new voter machine technology

1982 and 2005 **Traveling Church Representative** to Rancho Del Rey Mission in Mexico

Responsible for on-site inspection of mission ministry and congregational briefing

Skills: Peach Tree / Quick Books / Microsoft Word / Excel / Power Point / Outlook / MRI

Clearances and References: Made available upon request

CHRISTINE M. KENNEDY

2302 Chesley Drive ● Lancaster, PA 17603 ● 717-475-9303 ● cmkennedy88@hotmail.com

OBJECTIVE

An Educator, Advisor, Academic Coach or similar position where I will instruct, support and encourage individuals to succeed utilizing skills mastered through both educational and professional experience.

PROFILE

- Life-long learner with excellent interpersonal skills
- Thrives working in a culturally diverse environment
- Flexible and versatile while remaining goal oriented
- Adept at confidential communications
- Microsoft Office Suite proficient
- Skilled planner and presenter

EDUCATION

M.Ed., Urban Education, Alvernia University, Reading, PA
B.S.Ed., Secondary English Education, Millersville University, Millersville, PA

Commonwealth of PA Level II Certification English 7 – 12
Commonwealth of PA Level II Marketing (Distributive) K – 12
Commonwealth of PA Level II Business, Computer and Information Technology K – 12

EXPERIENCE

Academic Transition Coach: York College of Pennsylvania, York, PA August 2015 – Present
Coach individuals, small groups of 5 - 20, and present to classes of 20+ students on academic success skills such as: Time Management, Organization & Prioritization, SMART Goal Setting, Learning Styles and others. Collaborate with colleagues in the Center for Teaching and Learning, Writing Center and First Year Experience program coordinator, student tutors and fellows to maximize student support and enhance student education and success.

Business Administration Instructor: YTI Career Institute, York, PA July 2014 – Present
Instruct classes of 5 to 20+ students in the Business, Veterinary Technician, and Medical Assisting programs using flipped classroom and blended technology strategies with both laptops and iPads. Instruct courses in: Basic Computer Applications, Career Success, Communications, Professional Development, Speech and others. Employ Moodle Learning Management System for documentation of student progress and instructor collaboration.

Enrichment Facilitator: Project Forward Leap Foundation, Lancaster, PA 15+ Years, part-time
Facilitated educational opportunities for 400+ middle and high school students from 5 urban school districts in Eastern PA. Instructed: Communication Arts, Study Skills, Basic Computer Applications and Research, Project Based Learning units in Environmental Science, Technology, and Critical Thinking. Organized and directed extra-curricular activities for over 50 students. Advised students individually on academic and post-secondary options.

College and Career Readiness Coordinator: HACC, Harrisburg, PA February 2014 – June 2014
Temporary position writing 140 hours of curriculum to facilitate the transition of recent GED earners, ELL students and non-traditional adult learners into college and improve retention and matriculation. Curriculum included: Study Skills, Communication, Basic Math Skills, Critical Reasoning, Digital Tools, and Leadership as well as Employability Essentials. Successfully conducted pilot modules of over 100 hours of coursework.

Business and Adjunct English Teacher: Lancaster Catholic H.S., Lancaster, PA 15 Years
Instructed classes of 15 to 35 students, across 4 grades, in as many as 4 to 5 different subjects daily. Taught: Accounting, Basic Computer Applications, Business Communications, Marketing, Finance & Law, and Consumer Math with emphases on personal financial literacy, career exploration, workplace communications and business ethics. Planned, organized, and implemented school-wide Career Education and Exploration Day in coordination with colleagues from 3 departments for over 150 sophomore and junior students including various guest speakers.

- Established first chapter of Future Business Leaders of America at Lancaster Catholic High School.
- Served as co-chair of Middle States Technology Committee (2008) and Middle States Steering Committee member (5 years).

JOHN R. MCMURRAY

Palmyra, PA 17078

j_mcmurray@yahoo.com **484.695.5813** www.linkedin.com/in/johnrmcmurray

LEARNING DEVELOPMENT LEADER

Motivated trainer and learning development specialist that can unravel issues and rebuild stronger solutions. Proven success in leveraging educational methodologies to design, develop, and deliver training using onsite and virtual technology. Adept at organizing and facilitating management and team building training activities.

- **Instructional Coaching**
- **Data-Driven Instruction**
- **Metrics Improvement**
- **Train the Trainer**
- **Learning Management System**
- **Process Improvement**

WORK EXPERIENCE

K12, INC., Herndon, VA **2012 – 2016**

Senior Academic Manager

- Designed, conducted, and implemented training and professional development supporting leadership teams in managing 14 northern region virtual schools.
- Experienced working in the growth phase of an organization on-boarding, hiring, training, building, and leading high performance teams.
- Demonstrated change management leadership capabilities to drive significant process and behavioral change throughout an organization.
- Increased northern region schools passing rates by 9% from previous year by implementing an enhanced system to track progress on interim assessments.
- Reduced leadership turnover by 60% implementing a student-centered data-driven coaching environment implementing and ADDIE designed model.
- Created tools and coordinated presentations, discussions and meetings with administration, implementing school improvement plans.
- Applied training techniques for managing staff and engaged a variety of different learning styles that led to a positive outcome with a 95% success rate survey.

AGORA CYBER CHARTER SCHOOL, King of Prussia, PA **2008 – 2012**

Lead Instructional Coach 2010 – 2012

- Partnered with teachers to implement effective instructional practices that improved math and science pass rate by 12% year over year.
- Designed and developed needs analysis instruments and strategies, improving effectiveness for teacher professional development.
- Analyzed, collected, and interpreted student data to seek team and teacher growth by modeling lesson strategies and best practices.
- Skilled at unpacking standards and tools, driving learning performance success.
- Highly skilled at facilitating teachers' reflection about classroom strategies.

AGORA CYBER CHARTER SCHOOL (Continued)

Master Science Teacher 2008 – 2009

- Delivered focused instructional environment that nurtured learning for all students.
- Identified and executed extraordinary efforts for at-risk students using small group sessions that guided student understanding.
- Achieved one of the highest high school passing rates of 90%.

LEBANON SCHOOL DISTRICT, Lebanon High School, Lebanon, PA **2005 – 2008**

Science Teacher

- Instructed Biology for grades 9 – 12.
- Trained in Learning Focused School lesson plan development.
- Created innovative curriculum for differentiated learning styles that produced 32% improvement on standardized test scores.
- Cultivated parent involvement through consistent written and verbal communication, inviting classroom participation.
- Presented professional development instructional strategies for new teachers.

ADDITIONAL RELATED EXPERIENCE

DIERUFF HIGH SCHOOL, Allentown School District, Allentown, PA

Biology / Chemistry Teacher 7-12 Grade

EDUCATION

Master of Science (MS), Education, Walden University
Bachelor of Science (BS), Secondary Education, Kutztown University of Pennsylvania, Kutztown, PA
Train-the-Trainer Certificate, Dallas, TX

SCHOLARSHIPS AND COMMUNITY

United Way Coordinator, LSD, 2005
Varsity Baseball Coach, LSD, 2006
Therapy Dogs International volunteer, 2008
PA Institute for Instructional Coaching, 2010
Space Camp Educator Scholarship Award, 2011
Environmental Park Steering Advisor, 2015
Canoe Club of Greater Harrisburg, 2016

NATASHA L. NAYDUCH, NCC, M.Ed

810 LISBURN ROAD CARLISLE, PA 17015

CELL PHONE: (717) 418-2743

NatashaNayduch@yahoo.com

OBJECTIVE To gain employment within a successful school district as a school counselor or related position.

PROFESSIONAL EXPERIENCES

504 Coordinator, Homeroom Advisory Teacher, Commonwealth Connections Academy/Commonwealth Charter Academy

Harrisburg, Pennsylvania **January 2014-Present**

- Facilitating all 504 meetings for approximately 300 students, and writing all 504 Plans.
  - Monitoring compliance reports, working directing with families to establish the appropriate supports for their student, consulting with teachers, administration and school psychologists to develop 504 Plans and identify students who may need this support.
  - Referring to related service providers, and tracking student information through Estar and Connexus.
- Tracking 10th grade student attendance and engagement by running Connexus reports and communicating with students and families.
- Assisting to monitor the truancy process by providing record keeping of all students with truancy concerns. Ran truancy letters and worked directly with grade level assistant principals.

School Counselor, Arendtsville and Bendersville Elementary Schools, Upper Adams School District

Biglerville, Pennsylvania **August 2013-January 2014**

- Providing individual counseling services for elementary students.

- Providing group counseling services to address the following needs: Social Skills, Self-Esteem, Anger Management, Grief and Loss, and Study Skills.

- Providing classroom lessons to address the following topics: Bullying, Drugs and Alcohol Awareness, Diversity, Gratitude, Decision Making, and Career Exploration.

- Organizing field trips and other school wide programs based on student need and national standards alignment.

- Consulting with teachers and other support staff to provide behavioral observation feedback and intervention recommendations.

- Serving on Student Services Team, as a Canner Educational Fund Representative and on the Upper Adams Health Council.
- Student Assistance Program Certified.

School Counselor, Steele and Camp Curtin Schools, Harrisburg School District

Harrisburg, Pennsylvania **January 2010-August 2013**

- Providing individual counseling services for elementary students.
- Providing group counseling services to address the following needs: Children of Incarcerated Parents/Loved Ones, Self-Esteem, Anger Management, Grief and Loss, and Study Skills.
- Providing classroom lessons to address the following topics: Bullying, Teamwork, Self-Esteem, Character Education, Career Exploration.
- Organizing field trips and other school wide programs based on student need and national standards alignment.
- Monitoring attendance and following procedural protocol.
- Consulting with teachers and other support staff to provide behavioral observation feedback and intervention recommendations.
- Serving on Student Services Team, Core Team for School Wide Positive Behavior Programming, Leadership Team, Core Team for Children of Incarcerated Parents Initiative and Committee for Martin Luther King, Jr. Day of Service.
- Student Assistance Program Certified.
- Advisor for Student Council.
- Coach for Girls on the Run, after-school program.

RELEVANT EXPERIENCES

Outpatient Therapist, Pressley Ridge

Harrisburg, Pennsylvania **August 2011-Present**

- Providing therapy and behavioral interventions to children and teenagers on caseload.

Mobile Therapist, Program Coordinator and Permanency Specialist, NHS of PA

Harrisburg, Pennsylvania **November 2006-June 2016**

- Working with children in a therapeutic environment and developing treatment plans to work towards addressing identified needs.
- Advocated for the children and families who were involved in the protective custody system.

EDUCATION

Masters of Education in School Counseling, K-12 Certified, December 2009

Shippensburg University, Shippensburg, Pennsylvania

CACREP Accredited

QPA: 3.85

Honors

Recipient of the Catharine H. Ellenberger Scholarship, 2007-2009

Chi Sigma Iota Counseling Academic and Professional Honor Society International

Professional Experiences

Integrated Learning Conference, November 2011

Pennsylvania School Counselors Conference, December 2011

- Presented, Serving Up Career Standards Through Community Connections

Pennsylvania School Counselors Association Conference, April 2009

Student Services Symposium: Supporting Students to Succeed, May 2010

- Presented, Imprisoned spirits: Leading change in helping students with incarcerated parents.

Pennsylvania Counselors Association Conference, October 2009

- Presented, A picture is worth a thousand words: Using sandplay with grieving children.

Bachelor of Arts in Psychology, December 2005

Minor in Educational Psychology

Indiana University of Pennsylvania, Indiana, Pennsylvania

QPA: 3.30

Honors	Leadership/Membership
Distinguished Service Award, Spring 2005	Alpha Xi Delta Sorority, President
Graduated Cum Laude	Order of Omega Greek Honor Society
	Gamma Sigma Alpha National Greek Honor Society
	Educational Psychology Organization

29 Stonehill Park Annville, PA 17003•(336)566-6733•a.wood9@hotmail.com

Amanda K. Spofford

Education

5/1/2013-8/2015 University of New England Biddeford, ME

Master of Science in Education

- Concentration Reading Specialist/ Literacy Coach
- Graduated 8/2015
- GPA 4.0

8/2006-12/2008 Penn State Schuylkill Haven, PA

Bachelor of Science in Psychology

- Graduated with Highest Distinction (GPA: 4.0)
- Dean's List for all semesters
- Inducted into Phi Kappa Phi
- Received the Evan Pugh Senior Scholar Award

Experience

3/2016-current Keystone Human Services Harrisburg, PA

Program Director

- Supervise staff in the performance of their responsibilities for the daily operations of assigned home including interviewing, hiring, training, and evaluating employees
- Responsible for medication administration
- Complete all necessary paperwork including service notes, billable notes, monthly reports and medical services reports
- Communicate effectively with county case workers, staff, management, health professionals and others.
- Responsible for financials for all individuals receiving services within two group homes.
- Develop and run staff meetings and trainings
- Facilitate the development, implementation, and monitoring of program plans for each person using services

4/2014-4/2015 Barium Springs Home For Children Wilkesboro, NC

Managing Teaching Parent

- Supervise clients in the home to ensure safety
- Directly supervise a team of house parents
- Create daily schedule, menus, house budget, and plan activities
- Responsible for medication administration
- Transport clients to school, appointments, and other activities
- Complete all necessary paperwork including service notes, NC Allies Tracking, and morning reports
- Communicate with school administration, teachers, therapist, medical professionals, treatment team and other essential personnel to ensure holistic treatment for clients
- Responsible for maintaining household in clean and working order
- Communicate with biological parents, social workers and other natural supports in regards to client and progress in program
- Utilize the Teaching Family Model for behavior modification

---

8/2012-4/2014; Goddard School Mooresville, NC
Hershey, PA

5/2015-3/2016

Lead Transitional Kindergarten Teacher

- Developed and implemented lesson plans based on the FLEX learning curriculum
- Completed individual and small group activities in eight circular areas
- Used observation and assessment tools to assess children in various developmental areas
- Developed daily activities for motor skills, music, science/nature, math, language arts, computer skills and social skills.
- Implemented multiple extra-curricular resources in the classroom including yoga, Spanish , American Sign Language, German and Reading Line

---

4/2011- 8/2012 Chesterbrook Academy Denver, NC

Lead Pre-K Teacher

- Developed and implemented lesson plans based on Links-To-Learning curriculum
- Completed individual and small group activities and activity descriptors
- Used observation and assessment tools to assess children in various developmental areas
- Developed creative bulletin boards for display in hallway and classroom
- Worked closely with other Pre-K teachers to provide the best education possible
- Supported natural growth and development of children of various backgrounds

1/2009-4/2010 Coca-Cola Bottling Co. of Pottsville Pottsville, PA

Accountant/ Office Assistant

- Worked on Accounts Receivable, using the UNIX server, RAM, and Peachtree Accounting Programs
- Helped with various administrative tasks, including payroll, telephone lists, and company documents
- Answered customer service telephone calls and took delivery orders
- Completed various documents with data entry, both numerical and alpha data
- Counted money received from vendors with both coin and currency counters
- Reviewed the use of computer programs and instruct fellow employees on computer procedures

References

References are available on request

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Date	2/7/2017
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CONNECTIONS EDUCATION®

1001 Fleet Street, 5th Floor
Baltimore, MD 21202
Phone: (443)-873-1779

Invoice

Reach Cyber Charter School
Brian Leinhauser Esq, Board Treasurer
750 East Park Drive, Suite 204
Harrisburg PA 17111

Purchase Order No.	Customer ID		Payment Terms	
1954260	0001124		NET30	

QTY	Item	Description	Unit Price	Ext. Price
3.00	REACH LIVESPEECH	Initial Meeting - Initial Conference - January 2017	$60.00	$180.00
8.00	REACH LIVESPEECH	Cancellation<24 hours-Excused-30 minutes - January 2017	$37.35	$298.80
8.00	REACH LIVESPEECH	Cancellation<24 hours-Unexcused-45 minutes - January 2017	$56.03	$448.24
57.00	REACH LIVESPEECH	Cancellation<24 hours-Unexcused-30 minutes - January 2017	$37.35	$2,128.95
17.00	REACH LIVESPEECH	Group Speech Therapy (2 students)-30 minutes - January 2017	$30.15	$512.55
2.00	REACH LIVESPEECH	IEP Conference - 30 minutes - January 2017	$37.35	$74.70
1.00	REACH LIVESPEECH	Group Speech Therapy (3 students)-45 minutes - January 2017	$45.23	$45.23
5.00	REACH LIVESPEECH	IEP Conference - 15 minutes - January 2017	$18.68	$93.40
4.00	REACH LIVESPEECH	Group Speech Therapy (3 students)-30 minutes - January 2017	$30.15	$120.60
12.00	REACH LIVESPEECH	Individual Therapy - 30 minutes - January 2017	$37.35	$448.20
11.00	REACH LIVESPEECH	Group Therapy (1 student)-30 minutes - January 2017	$30.15	$331.65
2.00	REACH LIVESPEECH	Cancellation < 24 hours-Unexcused-60 minutes - January 2017	$74.70	$149.40
1.00	REACH LIVESPEECH	Consult - 15 minutes - January 2017	$18.68	$18.68
2.00	REACH LIVESPEECH	Cancellation < 24 hours-Unexcused-15 minutes - January 2017	$18.68	$37.36
2.00	REACH LIVESPEECH	Group Therapy (1 students) - 15 minutes - January 2017	$15.08	$30.16
1.00	REACH LIVESPEECH	Individual Therapy - 45 minutes - January 2017	$56.03	$56.03
2.00	REACH LIVESPEECH	Assessment - Initial Assessment - January 2017	$350.00	$700.00
2.00	REACH LIVESPEECH	Cancellation < 24 hours-Excused-45 minutes - January 2017	$56.03	$112.06
1.00	REACH LIVESPEECH	Group Speech Therapy (2 students)-15 minutes - January 2017	$15.08	$15.08
3.00	REACH LIVESPEECH	Assessment - Screening - January 2017	$75.00	$225.00
1.00	REACH LIVESPEECH	Assessment - Reevaluation Assessment - January 2017	$350.00	$350.00
29.00	REACH LIVESPEECH	Progress Notes - LiveSpeech Therapy ONLY - January 2017	$37.50	$1,087.50
2.00	REACH LIVESPEECH	Individual Therapy - 15 minutes - January 2017	$18.68	$37.36

Please note invoice number 141359 on remittance. Thank you.

Discount	$0.00
Total	$7,500.95

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Chicago, IL 60693-0323

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Invoice	141819
Date	3/14/2017
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1001 Fleet Street, 5th Floor
Baltimore, MD 21202
Phone: (443)-873-1779

Invoice

Reach Cyber Charter School
Brian Leinhauser Esq, Board Treasurer
750 East Park Drive, Suite 204
Harrisburg PA 17111

Purchase Order No.	Customer ID		Payment Terms	
1954260	0001124		NET30	

QTY	Item	Description	Unit Price	Ext. Price
7.00	REACH LIVESPEECH	Initial Meeting - Initial Conference - February 2017	$60.00	$420.00
10.00	REACH LIVESPEECH	Cancellation < 24 hours-Excused-30 minutes-February 2017	$37.35	$373.50
9.00	REACH LIVESPEECH	Cancellation < 24 hours-Unexcused-45 Minutes-February 2017	$56.03	$504.27
51.00	REACH LIVESPEECH	Cancellation < 24 hours-Unexcused-30 minutes-February 2017	$37.35	$1,904.85
22.00	REACH LIVESPEECH	Group Speech Therapy (2 students)-30 minutes-February 2017	$30.15	$663.30
2.00	REACH LIVESPEECH	IEP Conference - 30 minutes - February 2017	$37.35	$74.70
1.00	REACH LIVESPEECH	Group Speech Therapy (3 students)-45 minutes-February 2017	$45.23	$45.23
5.00	REACH LIVESPEECH	IEP Conference - 15 Minutes - February 2017	$18.68	$93.40
11.00	REACH LIVESPEECH	Group Speech Therapy (3 students)-30 minutes-February 2017	$30.15	$331.65
1.00	REACH LIVESPEECH	Group Speech Therapy (3 students)-60 minutes-February 2017	$60.30	$60.30
15.00	REACH LIVESPEECH	Individual Therapy - 30 minutes - February 2017	$37.35	$560.25
13.00	REACH LIVESPEECH	Group Therapy (1 student) - 30 Minutes-February 2017	$30.15	$391.95
4.00	REACH LIVESPEECH	Cancellation < 24 hours-Unexcused-60 Minutes-February 2017	$74.70	$298.80
1.00	REACH LIVESPEECH	Consult - 15 minutes - February 2017	$18.68	$18.68
2.00	REACH LIVESPEECH	Group Speech Therapy (2 students)-45 minutes-February 2017	$45.23	$90.46
1.00	REACH LIVESPEECH	Cancellation < 24 hours-Unexcused-15 minutes-February 2017	$18.68	$18.68
2.00	REACH LIVESPEECH	Group Therapy (1 student) - 15 Minutes-February 2017	$15.08	$30.16
2.00	REACH LIVESPEECH	Individual Therapy - 45 minutes - February 2017	$56.03	$112.06
1.00	REACH LIVESPEECH	Assessment - Initial Assessment - February 2017	$350.00	$350.00
4.00	REACH LIVESPEECH	Cancellation < 24 hours-Excused-45 minutes-February 2017	$56.03	$224.12
3.00	REACH LIVESPEECH	Assessment - Screening - February 2017	$75.00	$225.00
2.00	REACH LIVESPEECH	Individual Therapy - 15 minutes - February 2017	$18.68	$37.36

Discount	$0.00
Total	$6,828.72

Please note invoice number 141819 on remittance. Thank you.

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Chicago, IL 60693-0323

Invoice	142041
Date	4/11/2017
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CONNECTIONS EDUCATION®

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Baltimore, MD 21202
Phone: (443)-873-1779

Invoice

Reach Cyber Charter School
Brian Leinhauser Esq, Board Treasurer
750 East Park Drive, Suite 204
Harrisburg PA 17111

Purchase Order No.	Customer ID		Payment Terms	
1954260	0001124		NET30	

QTY	Item	Description	Unit Price	Ext. Price
2.00	REACH LIVESPEECH	Initial Meeting - Initial Conference - March 2017	$60.00	$120.00
6.00	REACH LIVESPEECH	Cancellation < 24 hours - Excused - 30 minutes - March 2017	$37.35	$224.10
5.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 45 minutes - March 2017	$56.03	$280.15
53.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 30 minutes - March 2017	$37.35	$1,979.55
18.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 30 minutes - March 2017	$30.15	$542.70
2.00	REACH LIVESPEECH	IEP Conference - 30 minutes - March 2017	$37.35	$74.70
10.00	REACH LIVESPEECH	IEP Conference - 15 minutes - March 2017	$18.68	$186.80
3.00	REACH LIVESPEECH	Group Speech Therapy (3 students) - 30 minutes - March 2017	$30.15	$90.45
1.00	REACH LIVESPEECH	Group Speech Therapy (3 students) - 60 minutes - March 2017	$60.30	$60.30
11.00	REACH LIVESPEECH	Individual Therapy - 30 minutes - March 2017	$37.35	$410.85
7.00	REACH LIVESPEECH	Group Therapy (1 student) - 30 minutes - March 2017	$30.15	$211.05
4.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 60 minutes - March 2017	$74.70	$298.80
3.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 15 minutes - March 2017	$18.68	$56.04
2.00	REACH LIVESPEECH	Group Therapy (1 student) - 15 minutes - March 2017	$15.08	$30.16
1.00	REACH LIVESPEECH	Individual Therapy - 45 minutes - March 2017	$56.03	$56.03
2.00	REACH LIVESPEECH	Assessment - Initial Assessment - March 2017	$350.00	$700.00
2.00	REACH LIVESPEECH	Group Speech Therapy (3 students) - 15 minutes - March 2017	$15.08	$30.16
2.00	REACH LIVESPEECH	Cancellation < 24 hours - Excused - 45 minutes - March 2017	$56.03	$112.06
1.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 15 minutes - March 2017	$15.08	$15.08
1.00	REACH LIVESPEECH	Group Therapy (1 student) - 45 minutes - March 2017	$45.23	$45.23
35.00	REACH LIVESPEECH	Progress Notes - LiveSpeech Therapy ONLY - March 2017	$37.50	$1,312.50

Please note invoice number 142041 on remittance. Thank you.

Discount	$0.00
Total	$6,836.71

Make all checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

To: Reach Cyber Charter School Board
From: Claudia Burns
Re: 2017-18 School Calendar
Date: April 7, 2017

Attached is a draft calendar for the 2017-18 school year. This calendar has been carefully reviewed by your school principal and the Director of Schools, and represents 180 student days. Once board-approved, this calendar will become the official school calendar for 2017-18 and will be added to the State-Specific School Handbook Supplement.

3.4.1 School Calendar

Event	Date
First Day of School	September 5, 2017
Labor Day (No School in Session)	September 4, 2017
Columbus Day (School Closed)	October 9, 2017
Veterans' Day (No School in Session)	November 10, 2017
Thanksgiving Break (School Closed)	November 23 – 27, 2017
Winter Break (No School in Session)	December 25, 2017 – January 1, 2018
Martin Luther King, Jr. Day (No School in Session)	January 15, 2018
First Semester End Date	January 24, 2018
Teacher In-Service (No Students)	January 25, 2018
Presidents' Day (School Closed)	February 19, 2018
Spring Break (No School in Session)	March 29 – April 2, 2018 (**School Closed** on March 29 and 30)
Memorial Day (No School in Session)	May 28, 2018
Last Day of School	June 7, 2018

REACH CYBER CHARTER SCHOOL

2017-2018 Total Compensation Plan for Teachers

Base Salary*	• A starting base salary for new teachers will be determined by the point system described below. • Teachers may receive an annual salary increase based on performance ratings. • For this school year, the **Reach Cyber Charter School** starting base will be $37,000. Each point will be valued at $1,000.
Payroll Schedule	• Teachers will receive twenty-four (24) pays of an equal gross amount, assuming they remain employed throughout the school year. • Teachers will be given the option to have their final four (4) "summer" paychecks paid out in one lump sum at the end of the school year. • Teachers' annual salaries will be pro-rated for a partial year of service due to a leave of absence, a start date after the first scheduled work day or leaving prior to the end of the school year.
Career Ladder Positions	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% • Specialist Teacher – base plus 12% • Master Teacher – base plus 15%
Performance Bonus*	• A teacher can potentially earn an annual performance bonus that is a percentage of their base salary (for the purpose of the performance bonus, the base also includes Career Ladder compensation if applicable). The percentage is based on the teacher's years of service with the school. In the first year, teachers are eligible for a 4% percent bonus; which increases to 5% in the second year, 8% in the fifth year and 10% in the tenth year of service. • Teachers receive their bonus in the fall, if they return for the next school year and are employed on the date bonuses are paid. • Teachers who notify their school administration that they will not be returning by April 1st are eligible to receive 50% of their bonus at the end of the school year. • The teacher's bonus will be determined by their end-of-year Overall Individual Performance Rating and the school goals. • The school leadership team determines the goals, in compliance with any applicable state regulations, and they may include student achievement metrics, parent feedback, LiveLesson observation scores, School Goals, or other approved metrics.
Benefits	Teachers working at least 30 hours per week are offered a comprehensive benefits plan that includes: medical, dental, vision, life, short-term disability, long-term disability, accidental death and dismemberment, a 403(b) plan, flexible spending accounts, employee assistance program, and tuition reimbursement for eligible courses/expenses.
Paid Time Off	Teachers earn four (4) sick days per school year which can be carried over from school year to school year up to a maximum of eight (8) sick days, and a minimum of two (2) personal days that can be taken during the 195-day teacher work year. These days are pro-rated for teachers not working the entire year. Teachers who have been employed for at least one (1) year earn six (6) personal days that can be taken during the 195-day teacher work year. Teachers receive additional personal days for additional years of service up to a maximum of twelve (12) days.
Work-at-home Days	Office-based teachers who have been employed for at least one (1) year are eligible to earn "work-at-home" days based on their annual performance reviews.

*Both salary increases and bonus payouts are contingent on the fiscal performance of the school and the bonus 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.

REACH CYBER CHARTER SCHOOL

The process for determining the starting base salaries for Certified Teachers is as follows:
(NOTE THAT THIS POINT SYSTEM IS ONLY RELEVANT FOR STARTING SALARIES AND IS NOT USED FOR ANNUAL INCREASES OR BONUSES)

STEP 1 – Develop minimum starting salary and point value based on school budget and local comparisons.

STEP 2 - Using the Point Criteria Guidelines below, determine the number of points for an individual teacher candidate. The maximum number of points is 19. Note that the minimum salary and point value is set each year based on competitive market factors and the school budget.

STEP 3 – The total number of points will determine the starting salary of the teacher.

Example: The base starting salary for a particular school is $37,000 and the point value is $1,000. If a prospective teacher has two years of relevant experience and a Master's degree in Education, he/she would be allotted 3.5 points or a starting salary of $40,500.

Point Criteria Guidelines	
Years of relevant work experience	**Points**
0 to 1	0
2 to 5	2
6 to 10	4
11 to 15	6
16 – 20	8
Relevant Degree(s)	**Points**
BA*	0
Multiple BAs	1
BA + MA*	1.5
BA + Multiple MAs	2.5
BA + MA + EdD/PhD	3
Special skill, knowledge and/or ability	**Points**
Languages, technology, testing, special education expertise, ELL, gifted & talented, virtual experience, tutoring, substitute teaching, high-need subject area (i.e. Math, Sci., Spec. Edu.)	1 - 7

*BA and MA are interchangeable with Bachelor of Science (BS) and Master of Science (MS)

MEMO

To: Reach Cyber Charter School Board
From: Sarah Savage
Date: April 19, 2017
Re: 2017-2018 Employee Handbook

Please see the attached 2017-2018 Employee Handbook. We wanted to highlight several revisions of note to assist in the review process. The following policies have updated language:

- Incentive Compensation Policy
    - Changed language for school ten-month employees who intend to retire at the end of the school year from "will be eligible" to "may be eligible"
    - Added a "Provisions for Rehires" section outlining when credit for previous service will be applied to rehired employees
- Non-Exempt Employee Travel Policy
    - Under the "Travel Time in Addition to Normal Work Hours" section, language was added to clarify that an employee will be paid minimum wage in accordance with applicable law
- Paid Time Off--Sick
    - Updated language regarding sick leave allocation for employees living in Oregon
- Paid Time Off—Personal
    - Adjusted language to clarify personal day allocations for rehired employees
    - Allotment of personal days was updated to align to changes to the teacher working day calendar
- Leave for Employment Related Legal Proceeding
    - Added a policy granting leave to attend an employment related legal proceeding
- Social Media Policy
    - Language was updated to further enhance best practices for employee use of social media
- Formatting and grammatical revisions are reflected throughout the handbook

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

EMPLOYEE HANDBOOK

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INTRODUCTION

CONNECTIONS EDUCATION

Connections Education® is a leading accredited provider of high-quality; highly accountable virtual and blended education solutions for students in grade K–12. Founded in October 2001, Connections is now part of the global learning company Pearson. Connections is committed to expanding quality education through technology and helping students achieve both academic and personal success through its Connections Academy® and Connections Learning® divisions.

Connections Academy
Connections Academy virtual schools deliver individualized learning plans, outstanding curriculum, superb teachers, and a powerful online learning platform – all supported by Connections Education. Through 30-plus virtual public schools and one international private online academy, the Connections Academy network serves more than 50,000 students in grades K-12.

Connections Learning
Connections' Learning delivers a full range of targeted digital learning solutions to the K–12 education community, helping hundreds of districts and schools across the nation – and around the world - to bring high-quality virtual and blended education to their students. Connections Learning partners can choose from a full catalog of online courses coupled with expert online teaching and platform options tailored to their specific programmatic needs.

CONNECTIONS EDUCATION'S CORE MISSION AND VALUES

The mission of Connections Education is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

Incorporated in this mission are our core values. We expect every member of our organization to be:

- ~~BE~~ BRAVE. As an organization, we occasionally need to take risks and make bold moves and we expect our people to embrace and support these decisions. You should speak up when you have a valuable opinion, or when you disagree with a decision or someone's actions. As we are in an ever-changing industry, you also need to be willing and eager to accept change.
- ~~BE~~ IMAGINATIVE. We need our people to think outside the box by presenting innovative solutions. We admire creativity and ingenuity. When you have an idea, share it. Be forward-thinking in your role so that we can all anticipate outcomes.
- ~~BE~~ DECENT. We demand respect and professionalism of our people. Your interactions with others, whether within the organization or externally, should be engaging and genuine. Our people should display the highest integrity and ethics – particularly when it comes to working with children. Recognize and reward others you work with for their successes.
- ~~BE~~ ACCOUNTABLE. Take pride in your work. Take ownership when you've made a mistake. We believe in empowering our people, but with empowerment comes personal accountability. You should hold yourself to the highest standards for your projects and service.

Connections carries these values over to its employees by striving to provide a work environment built upon the following cultural pillars:

- Empowerment: We believe in giving our employees the autonomy to make decisions and providing ~~our employees~~ them with the tools and resources necessary to feel empowered to make those decisions
- Accountability: We believe in holding our employees accountable for their own work product and quality service.
- Anticipate Outcomes: We believe in challenging our employees to explore all possible outcomes of any given situation and to plan accordingly to proactively overcome any negative impacts.

- Reward Success: We believe in celebrating the success of our employees and recognizing their contributions.
- Rapid Response: We believe in responding to feedback ~~and results~~ quickly with incremental changes.=

PURPOSE OF THE HANDBOOK

We have created these policies for all staff of Connections Education to include Connections Learning, Connections Academy and any Connections Academy affiliated school. These policies have been prepared for all full-time and part- time employees, unless otherwise noted herein. Any references in this handbook to "we", "our", and "the school" are intended to mean Connections ~~Education, Connections Learning, Connections Academy or the Connections Academy affiliated school by which you are employed~~Academy.

This handbook does not create any expressed or implied contract concerning your employment nor does it guarantee your employment for any term. It is intended to assist employees in ~~getting acquainted~~ acquainting themselves with the school, and to serve as a reference manual for information about our employment policies and procedures.

We reserve the right to add to, suspend, delete, or modify any part of the handbook, at any time and without notice. However, we will keep you apprised of important changes in our policies, procedures, and practices~~. However~~, although you may not always be notified in advance of a change or the reason for the change. Furthermore, we reserve the right to respond to each situation in the manner we determine will best serve the interests of fairness and responsible business management.

If you cannot find the answer to the question you have, or if you have specific questions about the interpretation or application of a particular provision, please consult Human Resources.

The most current version of this handbook is always available online in the Virtual Library. Online updates supersede earlier hardcopy versions. You should therefore consult the online version for any questions. Federal, state, or local laws prevail in the event there is a conflict with the content of this guide.

To be effective, any agreement altering the terms and provisions of this handbook must be in writing and signed by the ~~Board President~~ Vice President of Human Resources. If you sign additional agreements related to your employment, you will be required to comply with their provisions even if they are different than the information that is contained in the employee handbook. Any individual who violates any policy in this handbook will be subject to disciplinary action, up to and including termination. After reading this handbook, you will be asked to acknowledge that you have read and understand the handbook's contents.

AT-WILL EMPLOYMENT

No policy or provision in this handbook is intended to create a contract binding you or the employer to an agreement of employment for a specified period of time. Employment can be terminated by either the employee or the employer at any time, for any reason, with or without notice. No representative or agent of the employer, other than the ~~company President~~ Vice President of Human Resources, can authorize or sign an employment agreement contrary to the above terms and otherwise make any binding offer of employment for a specific term.

JOB RESPONSIBILITIES

Each employee is required to perform the job duties applicable to their position in a satisfactory manner. At any time, an employee may be asked to perform duties outside of their job description consistent with the culture of collaboration and teamwork within our organization. Employees are expected to perform additional duties in the same manner they would the duties listed in their job description.

MANAGER RESPONSIBILITIES

REPORTING OBLIGATIONS

Any employee whose title is manager or higher AND/OR who supervises other employees, for purposes of this section referred to as "Management", must follow the policies set forth below. Management MUST immediately (within 24 hours) report

complaints of harassment, requests for accommodations, workplace injuries, complaints of retaliation, and any suspected or known policy violations of any sort to Human Resources.

MANAGER EMPLOYEE RELATIONS

Management is expected to maintain appropriate and professional relationships with all employees under their supervision. Managers should remain objective in all dealings with employees and should never show any preference or favoritism towards one employee over another.

DISCLOSURE OF CONFIDENTIAL INFORMATION

Management is prohibited from disclosing employee information to internal or external parties, except as required by law, including the following:

- Compensation
- Performance issues
- Medical conditions
- Any other information deemed confidential by Human Resources

In addition, management is not permitted to provide reference checks for former employees and all inquiries of this type should be forwarded to Human Resources. If an employee asks management for a letter of recommendation, the letter must be routed to Human Resources for approval prior to release to the employee and/or to a third party. Lastly, management is strictly prohibited from requesting medical documentation or a doctor's note from any employee; these requests must come from Human Resources.

HIRING PRACTICES

Any level of management charged with hiring for their division or department must comply with our Equal Employment Opportunity policy. Management must also comply with the recruiting and hiring practices of the Human Resources Department. Please refer to relevant Manager Training programs for further information.

Additionally, a manager who has a personal or professional relationship with an applicant for employment must disclose this relationship to Human Resources 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. Specifically, if a manager is making any decisions related to the background check of an applicant which they have a personal or professional relationship with, it is imperative that Human Resources is involved in discussions with the applicant.

OUTSIDE EMPLOYMENT

Outside employment is additional employment for which compensation is paid by an EXTERNAL source while the employee is also an employee of the organization. This employment must not interfere with job performance or interfere with the assigned work schedule. Outside employment should be consistent with generally accepted activities for an educational institution and may not be conducted on our property nor use our property or resources. Some employees may be subject to a non-compete agreement prohibiting certain types of outside employment. If you have a question about whether you are subject to a non-compete agreement, contact Human Resources.

We value our employees and strive to prepare them for a long and successful career by offering a well-rounded training program. As a result, there are a number of optional and mandatory trainings available to employees. All mandatory trainings must be completed in the timeframe established. Employees who are in need of an extension should work with their manager in conjunction with Human Resources to have the request for extension approved.

- **Notice and Severance:** We request that employees who plan to resign notify their manager in writing at least two (2) working weeks prior to their last day. For those employees in a supervisory capacity, three (3) weeks of notice is requested. Vacation and other forms of leave are not to be used during the notice period. The purpose for advance notice is 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 our discretion.

- **Right to Review Termination:** All terminated employees shall have the ability to have their terminations reviewed by the Board of Trustees. In order to have the termination reviewed, the separated employee must file a request within five (5) business days of the termination. Termination action will not be considered final until the later of: (1) the time period to request review has expired and no such request has been timely made; or (2) the Board of Trustees has affirmed such termination. For more information on the procedure please contact Human Resources.
- **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 ~~v~~Vacation policy. An employee is 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, excluding 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 eighteen (18) months (at their own expense) following termination of employment**.** Additional information about COBRA is provided in the Employee Benefits Guides.
- **Exit Interviews:** In instances where an employee voluntarily leaves our employ, we would like to discuss your reasons for leaving and any other impressions that you may have about our organization. If you decide to leave, you will be asked to grant us the privilege of an exit interview. During the exit interview you can express yourself freely. It is hoped that this exit interview will help us part as friends, as well as provide insight into possible improvements we can make. All information will be kept confidential to the extent possible.

PRE-EMPLOYMENT, HIRING, AND TRANSFER POLICIES

EQUAL OPPORTUNITY POLICY

The principles of equal employment opportunity are a vital element in our success. These principles extend to all aspects of employment including recruitment, hiring, assignment, training, compensation, benefits, terminations, educational assistance, social and recreational programs, promotions, and transfers. We are 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.

We are committed to providing an accessible work place for all employees. We will make reasonable accommodations on behalf of individuals of which we are aware. Employees in need of accommodation should contact Human Resources.

RESPONSIBILITIES

Human Resources, with the approval of the Board of Trustees, ~~have overall responsibility~~ is ultimately responsible for developing, communicating, and enforcing the principles set forth in this policy throughout the entire organization.

Continued success in equal employment opportunity depends not only on the commitment and involvement of those directly responsible for the program's implementation but also on the dedication of all employees. Assuring equal employment opportunity is a fundamental and direct responsibility of all levels of management. All managers and supervisory 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; and
- Ensure that all personnel actions relating to compensation, benefits, transfers, terminations, layoffs, training and education assistance are administered in a nondiscriminatory manner.

This Policy applies to all employees or managers, at any level.

Any Manager or who becomes aware of allegations of unlawful discrimination or harassment must bring the allegations to the attention of his or her Manager or Human Resources.

UNLAWFUL HARASSMENT

We are committed to providing a work atmosphere free of unlawful harassment. Unlawful harassment is unwelcome or unwanted conduct, whether verbal, nonverbal, or physical, which:

(1) demeans, degrades, or shows hostility toward another person because of that person's race, 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, and

(2) the conduct substantially interferes with an individual's employment by creating a hostile work environment.

We will not tolerate any form of harassment based on race, 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. This Policy applies in the workplace or in any work-related settings, such as business trips, sales meetings,

conventions, or business-related social events. We expect employees to conduct themselves in a professional manner in the workplace and at any other time they are representing us. Such conduct is essential to promote quality work, and to ensure a work environment free of discrimination.

INTERNAL COMPLAINT PROCEDURES

If an employee believes he or she has been unlawfully discriminated against or harassed, the employee should immediately inform his or her manager. If the employee believes that his or her manager is the source of the problem, or is uncomfortable with this approach for any reason whatsoever, the employee should contact Human Resources.

Complaints will be kept confidential to the extent reasonable and possible under the circumstances, and will be investigated and handled promptly, impartially, and appropriately.

If you think someone is acting in a way inconsistent with the Code of Conduct, including complaints about the violation of this Policy, you should not hesitate to report it to the Human Resources Department or Connections Education's School Legal Affairs Department.

Retaliation for bringing a discrimination complaint forward or for participating in an investigation will not be tolerated.

Please reference the Virtual Library for contact information to report a concern to Human Resources at **Home > ~~2016-17~~ School Handbook > ~~2016-17~~ Connections Education Non-Discrimination Statement**

REQUIRED DOCUMENTATION

Any documentation or forms, either paper or electronic, that are required by Human Resources must be completed and returned to Human Resources within three (3) days of the first date of employment. Required documentation may vary depending on the ~~state in which the employee works or lives, or their position~~ employee's position, or the state in which the employee works or lives.

PROOF OF U.S. CITIZENSHIP AND/OR RIGHT TO WORK

Federal regulations require that within three (3) days of hire, all employees must complete and sign Federal Form I-9 Employment Eligibility Verification Form and must present original documents of identity and eligibility to work in the United States. Additionally, employees in some states may be required to be E-verified as required by state law.

APTITUDE AND ABILITY TESTS

For certain positions, you may be required to be tested for your qualifications. If you have a disability which will affect your ability to take such a test, it is important that you advise Human Resources of this so that a reasonable accommodation can be arranged.

BACKGROUND CHECK POLICY (REFERENCE CHECKS, CREDIT CHECKS, CERTIFICATION VERIFICATION AND CRIMINAL HISTORY REPORTS

Offers of employment are contingent upon satisfactory reference and background checks as well as receipt of valid certification documents and fingerprint clearances as required by law or any other approvals as listed in the offer letter. We reserve the right to conduct additional background checks periodically during employment. Employment may be denied or terminated if we believe the result of any of the background checks performed would affect an individual's ability to do his or her job and/or the safety of the workplace or our customers. Required background checks and other clearances or verifications ~~for school-based employees~~ are conducted at the time of hire and every two years thereafter, or as required by law, for school-based employees ~~thereafter as required by state law~~.

The following standard checks are conducted for all employees:

- County and/or statewide criminal checks for addresses in the previous 7 years
- Social security number verification
- Sex offender check or U.S. criminal indicator search

- Additionally, we will perform a verification of educational credentials for school-based employees and a credit check for individuals assuming a significant degree of financial responsibility.

If it is found after employment begins that any information provided on the application was false or misleading, or that information that could be detrimental to the school or company was withheld during the interview and/or hiring process, employment may be terminated.

ARRESTS OR CONVICTIONS DURING EMPLOYMENT

Employees who are arrested for or convicted of a felony or misdemeanor offense that could directly impact the employee's ability to perform his or her job, have a negative impact on the company, or must be reported as required by law, must immediately, within one business day of returning to work after being charged, receiving a citation, being arrested or convicted, notify his/her manager and Human Resources. Employees that have been arrested for or convicted of a felony or misdemeanor during employment that impacts the employee's ability to perform his or her job, or has a negative impact on the company, may receive disciplinary action, up to and including termination.

EXPIRATION OF EDUCATION CREDENTIALS

Some employees, as a condition of employment, must maintain a valid credential. This includes teachers and most school administrators. It is the employee's responsibility to be aware of the expiration date(s) associated with such credentials and to take steps to renew credentials as needed. ~~Human Resources~~ Compliance Services will monitor the expiration of such credentials and provide employees with any notice required by federal or state law or regulation of such expiration. Disciplinary action may be taken against any employee whose credential expires, in accordance with state regulations.

INTERNAL APPLICATIONS, PROMOTIONS, AND TRANSFERS

INTERNAL APPLICATIONS

We are committed to posting job opportunities as they become available. Internal and external recruitment may occur simultaneously or separately.

As with external hiring, equal consideration for internal transfer or promotion is given to all who apply in accordance with our Equal Opportunity policy.

ELIGIBILITY

Generally, employees should be in their current position for at least one (1) full school year before applying for another internal position (i.e. if an employee begins employment mid-way through the school year, the employee must complete that school year and the following school year in its entirety before becoming eligible for an internal position). For purposes of this Policy, employees are considered to have worked one (1) full school year if their employment begins on the first day of school for students as dictated by the school calendar. Employees beginning employment any day after the first day of school for students will be considered to have begun employment mid-way through that school year.

In addition to the time in their current position, an employee must satisfy all the minimum requirements listed on the posting and must meet current performance expectations and must not have disciplinary actions plans or warnings within the previous sixty (60) days. Employees who are on performance improvement plans are typically not eligible for transfer or promotion. There may be instances where an employee who has previously been successful has moved into a position that is not a good fit for his or her skill set. In these rare instances, with the approval of Human Resources, these employees may be considered for a transfer to a different position.

TIMING

~~To ensure~~ So schools can adequately serve the needs of students, an employee is generally prohibited from transferring positions at any time during the school year.

In order to maintain continuity in service to our students , the School Leader, with input from Human Resources, makes all decisions regarding internal transfers with the student in mind. The School leader has discretion in these decisions as they are empowered with determining what best suits student needs.

Effective dates for transfers or promotions must occur at the beginning of a pay period. A transfer or promotion should occur within four (4) to six (6) weeks after the acceptance of a new position. The current manager will have the ability to indicate if the standard transition time will not be sufficient.

EXCEPTIONS TO ELIGIBILITY REQUIREMENTS

The minimum service requirement is waived for transfers and promotions occurring within the same department. Employees transferring from a part-time to full-time position may also be waived from the minimum service requirement based on business need.

Occasionally, if an employee is a unique fit for an internal transfer based on skills, expertise and performance, as determined by management in coordination with Human Resources, or there is a specific business need/urgency, an exception may be made.

PROCEDURE

If an employee desires to pursue a different position in the company, the employee should submit an Internal Application (available on the Virtual Library) to Human Resources via an Issue Aware ticket. The employee must first send the Issue Aware ticket to his or her current manager to confirm notification of his or her intent to interview for another opportunity prior to interviewing with the hiring manager. The current manager must indicate in the Issue Aware ticket whether the standard transition period noted above is sufficient or insufficient due to business needs and if insufficient, must indicate what time frame is needed. The current manager should then send the Issue Aware ticket to Human Resources. A Human Resources representative will assign the Issue Aware ticket to the hiring manager.

FILLING THE POSITION

Before making an offer, the hiring manager will review the candidate's performance documentation with Human Resources, and should discuss the candidate's work performance with the candidate's current manager. Human Resources should review the employee's personnel file and conduct any required background checks which may be required for the new position. If the candidate is selected for the position, the hiring manager will contact the employee's current manager prior to the conveyance of the offer to discuss the timing of the transition. All discussions or negotiations of details such as salary, grade, title and timing of transfer must be coordinated by Human Resources in order to insure equity and clear, timely communication. The managers will decide on a mutually agreeable transition date which should typically be within four (4) to six (6) weeks from the date of acceptance of the offer, unless business needs dictate otherwise. Human Resources will provide transferees with written confirmation of their new position, salary, job title and reporting relationship.

Employees offered a position through an internal job posting should accept or decline the position within three (3) working days.

Lateral moves in and of themselves are not appropriate rationale for salary increases (including one-time bonuses and special payments, which are not permitted in lateral transfers). The only permissible rationale is when the competitive pay rates for the new job have been found to be significantly higher than the previous job. All salary actions must be discussed with and approved by Human Resources in advance of communication with the employee. Monetary counter-offers by the employee's current department will not be permitted.

FAMILIAL AND PERSONAL RELATIONSHIPS BETWEEN EMPLOYEES

Any employee involved in a non-work-related personal or romantic relationship with another employee may not be the manager or have substantive influence or authority over the career advancement, compensation, or performance appraisal of the other. A non-work-related personal relationship is defined as a family relationship including a spouse, former spouse, parent, child, brother, sister, aunt, uncle, niece, nephew, cousin, in-law (brother, sister, father, mother, son, daughter), domestic partner, shared custodial responsibilities, or an intimate relationship, an external business relationship, or any other relationship that could create the potential for a conflict of interest in the workplace.

An intimate relationship may include:

- A relationship involving ~~intermingled~~ shared financial accounts or ~~shared~~ legal duties
- A relationship where one individual has responsibility for the child of the other (ex. godparent)

Exceptions to this Policy must be approved by the ~~Board President and Human Resources~~ Vice President of Human Resources and/or Board President if applicable. If there is a question concerning if a relationship constitutes a conflict of interest, please contact Human Resources.

EMPLOYEES WITH CHILDREN ENROLLED IN A CONNECTIONS EDUCATION AFFILIATED SCHOOL OR PROGRAM

COMMUNICATION TOOLS

Employees who have children enrolled in a Connections Education (CE) affiliated school or program may not use ~~Lync or~~ employee instant message systems or other forms of communication that are not available to other families when communicating with their children's instructors. Employees should communicate with their children's instructors through the channel available to all Learning Coaches as indicated in the School Handbook.

Keeping the channels of communication separate for the Learning Coach role ensures proper tracking of parent and instructor communications to maintain a clear process for parent and student feedback, questions and for school staff to best address parent concerns.

CONFIDENTIAL INFORMATION

Employee access granted in Connexus is to be used to solely for the purposes of performing tasks related to the employee's position and should not be used to access data related to their child or for any purpose outside of their job duties.

COMPENSATION AND BENEFITS POLICIES

CATEGORIES OF EMPLOYMENT

- **Regular Full-Time:** A regular full-time employee is an employee who is hired for an indefinite period of time and is regularly scheduled to work at least thirty (30) hours per week and is eligible for benefits. Except for adjunct teachers and regular part-time teachers, all teachers are full-time employees even if they are not scheduled to work during the summer school holiday. On the school level there are two (2) types of regular full-time employees which are detailed below.
    - **School Administrative Employee:** A school administrative employee is a regular full-time employee who works on a twelve month basis.
    - **School Non-Administrative Employee**: A school non-administrative employee is a regular full-time employee who works on a ten month school calendar. Within this category there are exempt and non-exempt employees**.**
- **Regular Part-Time:** A regular part-time employee is an employee who is hired for an indefinite period of time and is regularly scheduled to work fewer than thirty (30) hours per week and is eligible for certain benefits.
    - **Adjunct Teachers, Substitutes:** Due to the fluctuating nature of work schedules throughout the year, employees holding these positions are not considered regular part-time employees for purposes of regular part-time sick, vacation and personal paid time off policies.
    - Employees with a work week of less than twenty (20) hours are not considered regular part-time employees for purposes of regular part-time sick, vacation and personal paid time off policies.
- **Temporary:** A temporary employee is on the payroll, but is expected to be employed for a specific period of time. Temporary employees are not eligible for employee benefits.

EMPLOYEE CLASSIFICATION AS ESTABLISHED BY THE FAIR LABOR STANDARDS ACT

- **Exempt:** Exempt employees are those employees who are not eligible for overtime pay, as defined under the Fair Labor Standards Act (FLSA). These employees are typically paid on a salaried basis for carrying out their position responsibilities regardless of the hours worked.
- **Non-Exempt:** Non-exempt employees are those employees who, regardless of title or function, are eligible for overtime pay, as defined under the FLSA. Non-exempt employees are paid at a rate of time and one-half for hours worked in excess of forty (40) hours in one week.

OVERTIME

Unless otherwise required by law, non-exempt employees are paid one and one-half times their regular hourly rate for hours worked in excess of forty (40) hours per work week. Employees are compensated only for hours worked.

PAYDAYS/PAYCHECKS

Employees are paid semi-monthly on the fifteenth (15th) and the final day of each month except when the pay date falls on a Saturday or Sunday, in which case employees will be paid the Friday before the fifteenth (15th) or final day of each month. Advances in pay are not permitted. Employees will have their compensation payments spread over twenty-four (24) equal pays, except where state statutes or regulations require otherwise.

In accordance with the law, all mandatory federal, state, local, and other deductions will be taken from an employee's semi-monthly pay.

Payroll information must be submitted by the established due date in order for timely processing. These due dates are listed on the Payroll Calendar which is available on the Virtual Library. If changes to payroll information are received after the established due date, they will be processed on the next scheduled pay period.

NON-EXEMPT/HOURLY EMPLOYEES

Hourly employees are paid for hours worked in the pay period following the period in which the hours were recorded (i.e. hours worked from the 1st through the 15th of the month are paid on the final business day of the month).

Hourly employees are required to record their start time, lunch break times, and end time on a daily basis on a timesheet. Hourly employees are also responsible for reporting accurate hours on their timesheets. Falsification of timesheet hours is strictly prohibited. Employees must submit their timesheet to their immediate manager for approval of hours worked.

TEN MONTH EMPLOYEE PAY STRUCTURES

EXEMPT TEN-MONTH EMPLOYEE PAY STRUCTURE

Unless a state statute or regulation requires otherwise, exempt ten-month employees' annual salaries will be paid over a twelve-month period. They will receive twenty-four pays of an equal gross amount, assuming they remain employed throughout the school year. If a ten-month exempt employee leaves before the end of the school year, their final pay will be prorated to reflect the percentage of scheduled work days that were actually worked. Normal deductions for taxes and benefits will reduce this gross amount.

Additionally, ten-month exempt employees are able to select one of the following payment schedules each school year:

- Option A: twelve months with summer pay option

  Continue to receive normal payments for the last two months of the twelve-month period (with pay dates of 6/30, 7/15, 7/31, and 8/15 OR pay dates of 7/15, 7/31, 8/15, and 8/31, depending on school 1st and last pay dates).

- Option B: twelve months with lump sum option

  Receive one final "lump sum" payment for the gross salary remaining that would otherwise have been paid out through the rest of the summer on June 30. The lump sum would be split into four separate paychecks to avoid any impact on taxes.

The payment method for the lump sum (direct deposit or paycheck) will remain the same as the election the employee has chosen throughout the school year unless changed by the employee. Part-time ten-month exempt employees are not eligible to select a lump sum payout option.

NON-EXEMPT TEN-MONTH EMPLOYEE PAY STRUCTURE

Non-exempt ten-month employees are paid based on hours worked. Therefore they receive pay only during the ten-month period in which they perform work.

MERIT INCREASES

For all exempt and non-exempt ten-month employees eligible for merit increases, the merit increase eligibility amount in the first year of employment is prorated based on the time of year in which the employee is hired.

Hired July 1 – September 30: eligible for 100% of the merit increase pool
Hired October 1 – December 31: eligible for 75% of the merit increase pool
Hired January 1 – March 31: eligible for 50% of the merit increase pool
Hired April 1 or after: Not eligible for a merit increase in the year in which hired

INCENTIVE COMPENSATION PLAN

Some employees are eligible for incentive compensation, based on individual performance and school performance. All bonuses are discretionary and dependent on the financial condition of the school.

SCHOOL STAFF

For the purposes of this Policy **only**, School Staff includes non-management administrative employees as well as School Non-Administrative employees.

Full-time school staff level employees are typically eligible for a bonus incentive calculated as a percentage of their annual salary, including career ladder compensation and other bonus eligible earnings. The percentage is determined based upon years of service. In the first year, school staff level employees are eligible for a 4% percent bonus; which increases to 5% in the second year, 8% in the fifth year and 10% in the tenth year of service. School staff are paid their bonus based on individual and school performance. Bonus payments are made no later than October 31st of the following school year. School staff must be employed on the date in which bonuses are paid to receive the bonus incentive. ~~Employees who leave the school and are rehired within the same bonus incentive plan year are eligible for incentive compensation based upon their rehire date.~~

School ten month educators who intend not to return the following school year, and who indicate their intent not to return by April 1st of the current school year, are eligible for fifty (50) percent of their bonus potential, provided they complete the current school year in its entirety. School ten month educators who intend to retire at the end of the school year, ~~will~~ may be eligible for the entire bonus. We reserve the right to request documentation of retirement.

PROVISIONS FOR REHIRES

Employees who leave the school and are rehired within the same bonus incentive plan year are eligible for incentive compensation based upon their rehire date for purposes of pro-ration (See Ten Month Employee Pay Structures Policy). The incentive compensation for a rehired employee is dependent on when the employee is rehired. If:

- a ten month employee is rehired within one school year, prior years of service will be credited to determine their incentive percentage;
- a twelve month employee is rehired within one calendar year, prior years of service will be credited to determine their incentive percentage;
- A ten or twelve month employee is rehired after the applicable timeframes identified above, they will not receive credit for prior years of service in determining their incentive percentage.

SCHOOL ADMINISTRATIVE EMPLOYEES

For the purposes of this Policy only, School Administrative employees only include administrative manager level roles and above.

School administrative employees may be eligible for a bonus incentive dependent upon their position with the school. The percentage is determined based upon job level. Bonuses are based on individual and school performance. Bonus payments are made no later than October 31st of the following school year. School administrative employees must be employed on the date in which bonuses are paid to receive the bonus incentive. Employees who leave the school and are rehired within the same bonus incentive plan year are eligible for incentive compensation based upon their rehire date.

In special circumstances, an exception may be made if a school administrative employee has completed the prior school year in its entirety, has left in good standing prior to the start of the current school year, and has given sufficient notice for their position as determined by their supervisor and HR. Sufficient notice in this circumstance is generally above and beyond typical notice and allows time for the school to fill the position and fully train a new employee. An exception may also be made for extenuating circumstances beyond the employee's control.

EXPENSE REIMBURSEMENT

You will be reimbursed for certain business related expenses. Manager's authorization is required prior to incurring the expense. To be reimbursed for authorized expenses, submit an approved expense report along with appropriate supporting documentation within 60 days of incurring the expense to the Accounts Payable Department.

All employees must adhere to the specific policies and guidelines regarding expense reimbursements in the ***Travel and Expense Administration and Reimbursement policy*** maintained by the Accounting Department. The policy and expense report form are

available on the **Virtual Library > Employee Resources > Accounting Resources (expenses, check requests) > Expense Reimbursements and Forms**.

NON-EXEMPT EMPLOYEE TRAVEL POLICY

Some non-exempt positions require occasional travel within the United States. Employees in positions classified as non- exempt under the Fair Labor Standards Act are eligible for compensation for the time they spend traveling. The compensation an employee receives depends upon the kind of travel and whether the travel time takes place within normal work hours or outside of normal work hours.

TRAVEL TIME WITHIN NORMAL WORK HOURS

Any portion of authorized travel time that takes place within normal work hours (as defined by the employee's normal work schedule) on any work day of the week is treated as work hours. Travel time within normal work hours will be paid at the employee's regular hourly rate and will be factored into overtime calculations.

TRAVEL TIME IN ADDITION TO NORMAL WORK HOURS

Any portion of authorized travel time (with the exception of driving time equal to the normal commute to the employee's assigned office) that takes place in addition to normal work hours is considered to be outside travel hours. When a non-exempt employee is required to travel as a passenger in an automobile, plane or any other mode of transportation *in addition to* normal work hours, he/she will be compensated at *one-half* his/her regular hourly rate for that portion of travel time that takes place in addition to normal work hours. If one half of the hourly rate is below the state minimum wage, the employee will be compensated at the minimum wage rate.

TRACKING AND REPORTING TRAVEL TIME

Employees are responsible for accurately tracking, calculating and reporting travel time on their travel time sheet in accordance with this Policy.

Meal periods should be deducted from all travel time. Travel time should be calculated by rounding up to the nearest quarter hour.

If an employee requests a specific travel itinerary or mode that is different from the one authorized, only the estimated travel time associated with the schedule, route and mode of transportation authorized should be reported on the timesheet.

SOCIAL SECURITY

You may be required by law to contribute a set amount of your wages to the U.S. Government's contributory insurance system known as Social Security and Medicare. We match your contribution as required by law, which currently means paying one-half of the cost of your Social Security/Medicare benefits. Some employees may be exempt from contributing to Social Security because of their participation in a state retirement system.

UNEMPLOYMENT COMPENSATION

If you become unemployed, you may be eligible for unemployment compensation, under certain conditions, for a limited period of time. You should apply for benefits through your state unemployment office as soon as possible. Teachers continuing employment, from one school year to the next, are generally not eligible for unemployment compensation during the summer holiday period.

WORKERS' COMPENSATION

Consistent with federal and state law, we pay all the costs to provide workers' compensation insurance coverage for all employees for work-related injuries and illnesses occurring during the course of their regular work assignments.

REPORTING A WORKPLACE INJURY

- **Report Your Injury Immediately:** Always **immediately** notify your manager of any work-related injury or illness. It is your manager's responsibility to notify Human Resources. A written report on the injury or illness must be provided to Human Resources within **24 hours** after the event. We will notify the workers' compensation insurance carrier. Human Resources will be responsible for submitting all paperwork to the workers' compensation insurance carrier.
- **Medical Care:** If the injury requires first-aid treatment, you should go to the first-aid kit located in each office. If the injury is serious, or you wish to seek further medical treatment, paramedic services may be called or you can go to an urgent care facility. If you feel that medical treatment is not necessary and prefer to see your private physician, you may do so at your discretion.
- **Disability Income:** If your doctor states that you are unable to return to work for a certain length of time, you may be entitled to receive disability compensation. In those serious cases requiring extended absence(s) from work, it is your obligation to keep Human Resources informed of your status.

EMPLOYEE BENEFITS

All available employee benefits are described in the Employee Benefits Guide which is distributed to employees prior to their first day of work and is explained in detail during Employee Orientation. The most up to date version of the Employee Benefits Guide is located in the Virtual Library.

ATTENDANCE AND LEAVE POLICIES

WORK HOURS

Teachers work a total of 195~~two-hundred~~ days per school year, on an approximate work cycle of ten months. The standard school work hours for all school-based employees are established by the school leader, with approval from the VP of Schools, and are noted accordingly in the School Handbook for parents and students. The standard school work hours are established as the hours in which teachers are expected to be available to families. As professional, exempt employees, teachers and administrators should expect that their actual working hours will be determined by the amount of time that is required in order to complete the job.

Unless otherwise noted in the offer letter, both exempt and non-exempt employees are expected to work a minimum of forty (40) hours per week. If an employee obtains approval to leave work early or to come in late, their time should be made up within the same week as the approved time away from work.

ADJUNCT TEACHERS

Adjunct teachers are part-time employees who work at home or at an alternative location. Adjunct teachers are required to consult with their Managers to schedule their "core hours," which will consist of a minimum of three (3) office hours per week between the hours of 9:00 am and 5:00 pm (e.g., Mondays, Wednesdays and Thursdays from 9:00 am – 10:00 am, Thursdays from 2:00 pm – 5:00 pm, etc.).

ATTENDANCE

Each employee has a primary work location and work schedule for the purposes of this Policy.

An employee is responsible for being on time as defined by their manager and the needs of the school every day that he or she is scheduled to work. Employees are responsible for completing a leave request for any absence as required by Human Resources. All leave requests must be made in increments of two (2) hours.

Employees are required to call their manager each day they will be absent or late and must gain manager approval to leave work early. Notifying a fellow employee is not sufficient. If you are unable to make the contact yourself because of illness, emergency, or for some other reason, you must have someone make the contact on your behalf. This is only appropriate if you are completely unable to make the contact yourself.

ABSENCE

If you are absent because of illness for five (5) or more successive days, you must submit written documentation from your doctor or be required to convert the days absent to other forms of paid leave, if available, or to unpaid leave. If you are absent five (5) or more days because of illness, you will be required to provide written documentation from a doctor that you are able to resume normal work duties before you will be allowed to return to work. These absences may be designated as family/medical leave depending on the circumstances.

Absence from work for three (3) consecutive days without notifying your manager or Human Resources will be considered a voluntary resignation. In general, five (5) unexcused absences in a ninety (90) day period, or a consistent pattern of absence, will be considered excessive, and the reasons for the absences may come under question.

PUNCTUALITY

Tardiness or leaving early for those positions with specifically prescribed work hours, without permission from your manager can be as detrimental to the organization as an absence. Three (3) such incidents in a ninety (90) day period will be considered a "tardiness pattern" and will carry the same weight as an absence. Other factors, like the degree of lateness, may be considered.

OFFICE CLOSURE

In the event that the school's office(s) must close due to an unexpected emergency (such as hazardous weather conditions) a "must read" WebMail notice will be sent from the school to all families explaining the details of the office closure. The school also records a voicemail message announcing the details of the office closure on the school's voicemail system.

If you are an employee who currently has permission to work from home as a home-based employee or on a regular or occasional basis, you will be expected to work a full day regardless of whether the office is open or closed. Any employee with such permission is expected to work at full capacity to the best of their ability. We understand that depending on the situation, you may not be able to work from home at your usual capacity for reasons specific to the situation (i.e. having children home from school).

Since we provide employees with a Web-based Education Management System (EMS) and remote access capability, there may be a possibility of office-based employee also working from home. The ability to work from home will be determined by your manager on an individual basis for each day in question.

For all other employees, please follow your school's policy or contact your manager to determine work expectations during office closures. Typically the school's teachers can work from an alternate location, and are available for families via WebMail and an alternate phone number. More specific details about teacher support will be provided in the WebMail message.

If the office is open and you decide that you do not want to attempt to come to work due to inclement weather, you must contact your manager in accordance with your school's call out policy/procedure. Please make sure you have contact information for your manager available.

COMPENSATION DURING OFFICE CLOSURE

If an employee is expected to or requested to work from home, that employee will receive standard compensation for hours worked. If an employee who is expected or requested to work from home is unable to work, the employee must use paid time off.

During a partial-day office closure, employees without work at home privileges are not expected to work during the time period of the closure and would not be required to use paid time off for that time. Employees without work at home privileges will be compensated for the duration of the partial-closure.

PAID TIME OFF REQUESTS DURING OFFICE CLOSURE

If an employee without work at home privileges had previously requested a day off from work and the office is closed that day, the employee may have that request cancelled. If an employee with work at home privileges had previously requested a day off from work and the office is closed that day, the employee may still take that day off and thus would not have their request cancelled.

During a partial-day office closure, if an employee without work at home privileges had previously requested time off during the day of the partial-closure, the request will be cancelled and the employee will be compensated for the hours that the office was closed.

PAID TIME OFF - HOLIDAY

SCHOOL ADMINISTRATIVE EMPLOYEES

We provide certain paid holidays each year to regular full-time and part-time twelve month employees. In addition to holidays observed, twelve month employees will be granted floating holidays as well as a holiday week the final week of the year. Depending on the month in which an employee is hired, he or she may not receive any floating holidays and/or may receive the final week of the year off, but the employee will not receive pay for that week. For regular full-time employees, floating holidays are allocated based on the hours in the employee's work week.

A schedule is issued by Human Resources annually and is located on the Virtual Library at Home > Employee Resources> HR Resources (handbooks, benefits, payroll) > **Attendance (Leave, Holidays, Weather)**. The floating holidays must be

approved in advance and taken during the calendar year in which they are earned, or they are forfeited. Part-time employees receive prorated floating holidays based on the employee's work hours.

SCHOOL NON-ADMINISTRATIVE EMPLOYEES

Teachers work a total of 195~~two hundred~~ days per school year, on an approximate work cycle of ten months. Teachers follow the holidays established in their School Calendar.

PROCEDURE

If business requirements dictate, a manager has the right to require an employee to work on a scheduled holiday and substitute an alternate day in its place. Holidays are not earned or accrued when the employee is on short or long-term disability. In order to be eligible for paid holidays, an employee must work the last scheduled workday before and the first scheduled workday after the holiday, unless the employee submitted a request for paid time off and received approval in advance of the holiday. Exceptions may be made if an employee provides Human Resources with documentation for an illness or other emergency.

If ~~due to the nature of the business,~~ it ~~is~~ becomes necessary for some employees to work on a scheduled holiday, the following guidelines apply:

- Where possible, exempt employees are to be given a substitute holiday, the date and time to be determined mutually between the employee and their manager.
- Non-exempt employees are to receive time and a half for hours actually worked on the holiday (in addition to holiday day)

HOLIDAYS AND OVERTIME

Paid holidays count as time worked for the calculation of overtime. Holiday hours and the hours of normally scheduled work time will be used in the determination of hours worked in the workweek towards overtime for non-exempt employees.

HOLIDAYS AND VACATION, STD, SICK LEAVE AND FMLA

Whenever a school recognized school holiday falls within an employee's scheduled vacation period, the person will receive holiday pay for that day, and it will not be charged to vacation time.

If a holiday falls during a period of short-term disability (STD), the employee does not receive holiday pay; the time is charged to short-term disability and is paid at the usual 66 2/3% or 100% rate.

If a paid holiday occurs while an employee is on paid sick leave, he/she will be paid for that holiday, and the day will not

An employee on unpaid Family and Medical Leave during the occurrence of a school recognized holiday will not receive holiday pay.

If a holiday falls during an employee's intermittent Family and Medical Leave, the employee will receive holiday pay only if he/she is scheduled to work on the holiday.

TERMINATION ON DAY PRIOR TO HOLIDAY

An employee, who is terminated, voluntarily or by disciplinary action, on the day preceding a holiday, is not eligible for holiday pay.

PAID TIME OFF – VACATION

SCHOOL ADMINISTRATIVE EMPLOYEES

Paid vacation leave is provided each calendar year to regular full-time and regular part-time school administrative employees based on their length of service. Employees will be credited for years of service either at Connections Education or a Connections Academy school for purposes of vacation time calculation.

*Any regular full-time school administrative employee with a higher number of vacation days than they would receive under the schedule listed below prior to January 2012 will be granted the higher number of vacation days.

For regular full-time employees, paid vacation days are allocated based on the number of hours in the employee's work week. Vacation time is paid at the eligible employee's base rate of pay at the time of vacation.

VACATION SCHEDULE – REGULAR FULL-TIME EMPLOYEES

Years of Service	**Max # of Vacation Days Per Year**
Newly hired employees receive vacation according to their month of hire	
January – June	5
July – September	3
October – December	0
Thereafter, vacation is allocated as follows:	
In the calendar year of the 1st anniversary through the year of the 2nd anniversary	10
In the calendar year of the 3rd anniversary through year of the 6th anniversary	15
In the calendar year of the 7th anniversary through year of the 9th anniversary	17
In the calendar year of the 10th anniversary and thereafter	20

When employees attain their 15th year of service, and on each five-year anniversary thereafter, they will receive an extra five (5) days of vacation in that significant anniversary year only, up to a maximum of 25 days.

For the purpose of taking vacation time, full vacation time is allotted on January 1st of each year. However, for payment of accrued vacation time upon termination of employment, see "Termination of Employment" section below.

Regular part-time school administrative employees receive prorated paid vacation time based on a twenty (20) hour work week. Vacation time is paid at the eligible employee's base rate of pay at the time of vacation.

VACATION SCHEDULE – REGULAR PART-TIME EMPLOYEES

Years of Service	**Max # of Vacation Hours Per Year**
Newly hired employees receive vacation according to their month of hire	

January – June	20
July – September	12
October – December	0

Thereafter, vacation is allocated as follows:

In the calendar year of the 1st anniversary through the year of the 2nd anniversary	40
In the calendar year of the 3rd anniversary through year of the 6th anniversary	60
In the calendar year of the 7th anniversary through year of the 9th anniversary	68
In the calendar year of the 10th anniversary and thereafter	80

When employees attain their 15th year of service, and on each five-year anniversary thereafter, they will receive an extra twenty (20) hours of vacation in that significant anniversary year only, up to a maximum of one hundred (100) hours.

For the purpose of taking vacation time, full vacation time is allotted on January 1st of each year. However, for payment of accrued vacation time upon termination of employment see "Termination of Employment" section below.

REQUESTING VACATION

We will try to accommodate employee requests. All vacation must be requested in advance and must be approved by your manager. The manager has the right to decline an employee's request if the vacation schedule interferes with business needs.

If a paid holiday falls within a vacation period, it will be paid as a holiday.

While on vacation, if an employee is hospitalized or experiences an illness or injury that results in a short-term disability claim, the applicable days will be charged to short-term disability. No other use of time while on vacation is permitted.

PAYMENT IN LIEU OF TIME OFF

No active employee will receive payment for vacation in lieu of taking the time off.

Additionally, employees must take their vacation in the same calendar year in which the vacation is credited, and will not be able to carry over accrued, unused vacation into the next calendar year, except as described in the next paragraph and as described in the next section headed "Certain State Law Requirements".

No vacation time may be carried over to the following calendar year unless it is at the written request of the school and approved by Human Resources. Under those circumstances, a maximum of five (5) days may be carried over, and the carry over time must be used by the end of the first calendar quarter. Further, employees may carry such vacation time for use only; under no circumstances will any employee be paid for unused carry-over vacation time, except where:

- Required by State law (as discussed in the next section below); or
- Where the employee is terminated due to school Layoff before the end of the first calendar quarter, in which case the employee will receive any vacation carried over from the previous year as described in the preceding sentence.

CERTAIN STATE LAW REQUIREMENTS

In cases where state law requires that employers allow employees to carry over vacation from year to year, the maximum vacation accrual that any employee may have at one time shall equal one and one-half times that employee's annual vacation allotment at his or her current annual vacation accrual rate. If an employee's earned but unused vacation reaches this maximum, the employee will not accrue any additional vacation. If the employee later uses enough vacation to fall below the maximum, he or she will resume earning vacation pay from that date forward. In such case, no vacation will accrue for the period in which the employee's vacation accrual was at the maximum.

TERMINATION OF EMPLOYMENT

Employees who leave the school will be paid for prorated unused vacation for that year only based on the number of full calendar months worked that year. If vacation has already been used, then no vacation payment will be made.

Payment of vacation does not extend the employment period beyond the date of termination.

Employees who terminate employment from the school due to death or disability (such that they are eligible to receive long-term disability (LTD) under the employer-sponsored plan or Social Security disability benefits), or who voluntarily resign or are involuntarily terminated as a result of job elimination or reduction in force from the employer after 20 years of service and have worked at least one day of the calendar year, will be paid for their full year's unused vacation allotment without proration.

Upon termination of employment for any reason, voluntary or involuntary, no vacation pay from prior years will be paid, except where required by State law and as discussed in the section of the policy headed "Payment in Lieu of Time Off", above.

VACATION AND LEAVE OF ABSENCE

Employees who go on Family and Medical Leave (FMLA), Short-Term Disability (STD) leave, Workers' Compensation leave, or Military Leave will still receive their full vacation accrual for the year. However, employees who go on unpaid leave of absence will receive prorated vacation time based on the amount of time worked.

Employees on long-term disability (LTD) or Active Military leave will continue to be allocated vacation while on leave. After an employee has been on long-term disability leave for three (3) months, he or she may request to be paid for the unused vacation allotment for the year in which the disability began. Employees on active Military Duty can request that he or she be paid for the year's unused allotment of vacation at the start of the Military Leave. However, in both instances, the employee's vacation time for that year will not be restored when he or she returns to work and it is a one- time only request. If the employee prefers not to receive such payments and the employee returns to work, the employee will receive his or her full, unused vacation allotment for the year in which he or she returns to work.

Employees who go out on a leave of absence for any reason and do not use their entire vacation allotment for the year of their leave of absence will not roll the time over into the next year, and will not be paid out for the unused time, except in the limited circumstances described in the third paragraph of the section of the policy headed "Payment in Lieu of Time Off" above.

If an employee has a military obligation that requires a two-week tour of duty, the two weeks will not be charged to vacation and will be paid according to the Military Leave policy.

VACATION AND ADJUSTED SERVICE DATES

~~Employees~~ Twelve month employees who ~~leave the school and~~ are rehired into a benefit eligible position within one calendar year of their termination date will receive service credit for vacation based on their original hire date with the school ~~according to the terms of the Adjusted Service Date policy~~. However, the service credit will be prorated based upon the rehire date.

OVERTIME FOR NON-EXEMPT EMPLOYEES

Vacation leave is included in the hours calculated to determine overtime eligibility for non-exempt employees.

PAID TIME OFF – SICK

Sick leave is included in the hours calculated to determine overtime eligibility for non-exempt employees. If a paid holiday occurs while an employee is on paid sick leave, he/she will be paid for that holiday, and the day will not be charged to sick leave.

Sick leave may not be borrowed from future accumulation and is not paid out upon termination of employment. In the event an employee has used his or her sick time for the year, personal days may be used.

~~If a paid holiday occurs while an employee is on paid sick leave, he/she will be paid for that holiday, and the day will not be charged to sick leave.~~

Employees who work or reside in California and Oregon are subject to different sick leave provisions and should consult Human Resources for more information.

SCHOOL ADMINISTRATIVE EMPLOYEES – REGULAR FULL-TIME

Regular full-time school administrative employees are advanced up to five (5) days of sick leave per year on January 1st for use when they are sick, or a close family member is sick. Sick leave is prorated depending upon date of hire and the employee's scheduled work hours per week. Sick leave can be rolled over from year to year with a maximum of ten (10) accumulated days.

Newly hired employees, during their first year of employment, will receive sick days based on their date of hire:

January – March	5 days
April – June	3 days
July – September	2 days
October – December	1 day

~~Employees who work in the City of San Francisco, California are subject to different sick day provisions and should see Human Resources for more information.~~

~~Sick leave may not be borrowed from future accumulation and is not paid out upon termination of employment. Sick leave can be rolled over from year to year with a maximum of ten (10) accumulated days.~~

~~In the event an employee has used his or her sick time for the year, personal days may be used.~~

~~Employees who live in the state of California or the District of Columbia who had a sick leave balance prior to 2012 will maintain that balance and will not roll over days until that balance falls below ten (10) days. Once the balance falls below ten (10) days, these employees will roll over sick leave from year to year up to a maximum of ten (10) accumulated days.~~

~~Sick leave is included in the hours calculated to determine overtime eligibility for non-exempt employees. If a paid holiday occurs while an employee is on paid sick leave, he/she will be paid for that holiday, and the day will not be charged to sick leave.~~

SCHOOL ADMINISTRATIVE EMPLOYEES – REGULAR PART-TIME

Regular part-time school administrative employees receive prorated sick time based on a twenty (20) hour work week. Regular part-time school administrative employees are advanced up to twenty (20) hours of sick leave per year on January 1st for use when they are sick, or a close family member is sick. Sick leave is prorated depending upon date of hire. Sick leave can be rolled over from year to year with a maximum of forty (40) hours.

Newly hired employees, during their first year of employment, will receive sick time based on their date of hire:

January – March	20 hours
April – June	12 hours
July – September	8 hours
October – December	4 hours

~~Employees who work in the City of San Francisco, California are subject to different sick day provisions and should see Human Resources for more information.~~

~~Sick leave may not be borrowed from future accumulation and is not paid out upon termination of employment. Sick leave can be rolled over from year to year with a maximum of five (5) accumulated days.~~

~~In the event an employee has used his or her sick time for the year, personal days may be used.~~

~~If a paid holiday occurs while an employee is on paid sick leave, he/she will be paid for that holiday, and the day will not be charged to sick leave.~~

SCHOOL NON-ADMINISTRATIVE EMPLOYEES – REGULAR FULL-TIME

Regular full-time school non-administrative employees earn up to four (4) days of sick leave per year at the beginning of the school year for use when they are sick, or a close family member is sick. Sick leave is prorated depending upon date of hire. Sick leave can be rolled over from school year to school year with a maximum of eight (8) accumulated days.

~~Employees who live in the state of California or the District of Columbia who had a sick leave balance prior to 2012 will maintain that balance and will not roll over days until that balance falls below eight (8) days. Once the balance falls below eight (8) days, these employees will roll over sick leave from year to year up to a maximum of eight (8) accumulated days.~~

~~Employees who work in the city of San Francisco, California are subject to different sick day provisions and should see Human Resources for more information.~~

~~Sick leave is included in the hours calculated to determine overtime eligibility for non-exempt employees. If a paid holiday occurs while an employee is on paid sick leave, he/she will be paid for that holiday, and the day will not be charged to sick leave.~~

SCHOOL NON-ADMINISTRATIVE EMPLOYEES – REGULAR PART-TIME

Regular part-time school non-administrative employees receive prorated sick time based on a twenty (20) hour work week. Regular part-time school non-administrative employees earn up to sixteen (16) hours of sick leave per year at the beginning of the school year for use when they are sick, or a close family member is sick. Sick leave is prorated depending upon date of hire. Sick leave can be rolled over from school year to school year with a maximum of thirty two (32) accumulated hours.

~~Employees who live in the state of California or the District of Columbia who had a sick leave balance prior to 2012 will maintain that balance and will not roll over days until that balance falls below thirty two (32) hours. Once the balance falls below thirty two (32) hours, these employees will roll over sick leave from year to year up to a maximum of thirty two (32) accumulated hours.~~

~~Employees who work in the city of San Francisco, California are subject to different sick day provisions and should see Human Resources for more information.~~

~~If a paid holiday occurs while an employee is on paid sick leave, he/she will be paid for that holiday, and the day will not be charged to sick leave.~~

SPECIFIC PROVISIONS FOR CALIFORNIA RESIDENTS

Employees residing in the state of California who do not receive paid sick leave under the above sections will receive three (3) days or twenty-four (24) hours of paid sick leave at the beginning of the school year or on date of hire in accordance with the Healthy Workplaces, Healthy Families Act of 2014. This paid sick leave cannot be rolled over from school year to school year but a new allocation will be granted at the start of each school year.

Employees who fill out a timesheet will have their time allocated in UltiPro Time Management (UTM), which can be accessed through the UltiPro employee portal. Employees that do not fill out a timesheet will have an Issue Aware ticket set up with their supervisor at the start of each school year or upon hire, which will be used to track paid sick leave annually.

Employees in California with guardianship responsibilities over a child may also use sick or personal time to find, enroll, or re-enroll a child in a school or licensed child care provider, participate in activities of the school or child care provider, or to address a child care provider or school emergency. The employee, in accordance with the procedure for use of sick leave, should give as much notice in advance as possible.

PROCEDURE FOR USE OF SICK LEAVE

On the day of his/her absence from work due to illness, the employee must call his/her manager directly. The employee should call each day to report an absence or must inform the manager in advance of the nature and expected length of absence due to an illness that will exceed one day. (Note: information given to the manager regarding the "nature" of the absence should be

limited to a basic statement of the reason for absence; for example, that the employee is ill. The employee should not provide medical details to the manager). Once an employee exhausts all of sick and personal time, remaining days must be taken as unpaid time off.

We reserve the right to request medical documentation to support any sick day use, in accordance with applicable law.

UNREPORTED ABSENCE

Three (3) consecutive days of undocumented, unreported absence will be considered a voluntary resignation.

EXTENDED ILLNESS

For absences due to illness which extend beyond three (3) consecutive working days, please contact Human Resources. (In such case, employees must still notify their manager of their absence, as described in the "Procedures" section above). After five (5) consecutive working days, the time off may transition to short-term disability (STD). Sick days will not be reinstated and will be considered exhausted, unless required by State Law.

PAID TIME OFF – PERSONAL

SCHOOL ADMINISTRATIVE EMPLOYEES

School administrative employees are eligible to receive personal days each calendar year. Unused, earned personal days may not be carried over from year to year and there will be no pay in lieu of these days. All personal days must be requested in advance and must be approved by your manager.

These days may be used for events such as doctor and dental appointments, family illness, moving, mortgage closings, religious obligations, child and elder care issues, civic involvement (including voting), school affairs, court appearances (other than Jury Duty/Court Service), funerals (other than the death of an immediate family member as defined by the Bereavement policy), and other personal matters.

Newly hired employees will receive one personal day during their first year of employment if they are hired before March 31st. After the initial year of employment, employees will receive one personal day per year. For regular full-time employees, personal days are allocated based on the hours in the employee's work week.

There will be no payment of unused personal days after an employee terminates from the Employer.

OVERTIME FOR NON-EXEMPT EMPLOYEES

Personal time is included in the hours calculated to determine overtime eligibility for non-exempt employees.

SCHOOL NON-ADMINISTRATIVE EMPLOYEES – REGULAR FULL-TIME

Regular full-time school non-administrative employees hired in the current school year will earn two (2) personal days if hired between August 1st and December 31st and one (1) personal day if hired between January 1st and April 30th. If a school non-administrative employee is hired on or after May 1st of the current school year, they will not receive personal days for the current school year.

School non-administrative employees returning after their initial year of employment will be granted personal days according to years of service outlined below:

Upon completion of 1 year of service	~~6~~8 ~~-~~days
Upon completion of 3 years of service	~~8~~10 days
Upon completion of 7 years of service	10~~2~~ days
Upon completion of 10 years of service	12~~4~~ days

~~Employees~~ Ten month employees who ~~leave the employer and~~ are rehired into a benefit eligible position within one school year of their termination date will receive service credit for personal days based on their original hire date with the Employer.

Unused, earned personal days may not be carried over from year to year. All personal days must be requested in advance and must be approved by your manager.

If a school non-administrative employee ends their employment prior to the end of the school year, they are eligible for pay out of personal days if they have worked at least 90 days of that school year.

SCHOOL NON-ADMINISTRATIVE EMPLOYEES – REGULAR PART-TIME

Regular part-time school non-administrative employees receive prorated personal time based on a twenty (20) hour work week. Regular part-time school non-administrative employees hired in the current school year will earn eight (8) hours of personal time if hired between August 1st and December 31st and four (4) hours of personal time if hired between January 1st and April 30th. If a regular part-time school non-administrative employee is hired on or after May 1st of the current school year, they will not receive personal time for the current school year.

Regular part-time school non-administrative employees returning after their initial year of employment will be granted personal time according to years of service outlined below:

Upon completion of 1 year of service	32 hours
Upon completion of 3 years of service	40 hours
Upon completion of 7 years of service	48 hours
Upon completion of 10 years of service	56 hours

~~Employees~~ Ten month employees who ~~leave the employer and~~ are rehired into a benefit eligible position within one school year of their termination date will receive service credit for personal time based on their original hire date with the Employer.

Unused, earned personal time may not be carried over from year to year. All personal time must be requested in advance and must be approved by your manager.

TRANSFERS BETWEEN EMPLOYMENT STATUSES

Employees who transfer from temporary or part-time to a regular full-time twelve month position will be eligible for vacation, sick, personal and floating holidays based upon their transition date according to the New Hire Allocation for their first year only. Thereafter, beginning January 1st of the next calendar year, employees will be allocated vacation, sick, personal, and floating holidays based on their length of service using their original hire date or rehire date, if applicable.

Employees who transfer from a regular full-time twelve month position to a temporary or part-time status will be paid for their prorated, unused vacation time based on the number of full calendar months they worked in a vacation-eligible position. If vacation time has already been used, then no vacation payment will be made.

Employees who transfer from a ten to twelve month position will be eligible for vacation based upon their length of service. These employees will receive sick, personal and floating holidays based upon their transition date according to the New Hire Allocation for their first year only. Thereafter, beginning January 1st of the next calendar year, employees will be allocated vacation, sick, personal and floating holidays based on their length of service using their original hire date or rehire date, if applicable.

Employees who transfer from a twelve to ten month position will be eligible for personal days based on their length of service. Sick days will be allocated based upon their transition date according to the New Hire Allocation for their first year only. Thereafter, beginning the first teacher work day of the next school year, employees will be allocated personal and sick days based on their length of service using their original hire date or rehire date, if applicable.

Employees who transfer from temporary or part-time to a regular ten month position will be eligible for personal and sick days based upon their transition date according to the New Hire Allocation for their first year only. Thereafter, beginning the first teacher work day of the next school year, employees will be allocated personal and sick days based on their length of service using their original hire date or rehire date, if applicable.

Employees who transfer from a regular full-time ten month position to a temporary or part-time status will be paid for their unused personal days as long as they have worked at least ninety (90) days of the current school year.

Employees who transfer positions and who have an original hire date as well as a rehire date or dates will only receive service credit for their original hire date if they were rehired into a benefits eligible position within one year of their termination date. If an employee was not rehired within one year into a benefits eligible position, they will receive service credit based up on their rehire date. For example, an employee who leaves the company and is re-hired after two years, will receive service credit based upon their rehire date if the employee transfers positions.

BEREAVEMENT LEAVE

For the death of a spouse, domestic partner, child or step-child, daughter-in-law, son-in-law, parent/guardian, stepparent, brother, sister, brother in law, sister in law, grandparent, grandchild, parent-in-law, or other resident of the household, regular full-time employees are provided with up to five (5) days of paid bereavement leave. This time is granted from the date of death through the day of the funeral. If the funeral is held out of town and requires extensive travel, or if there are other extenuating circumstances, consult Human Resources for determining the appropriate time off for the employee. Human Resources may require the employee to provide proof of death in the family (i.e. copy of obituary listing employee as a family member or notice from a funeral home stating relationship to employee).

Employees may request time off to attend funerals for other than immediate family members, but will need to use personal or vacation time to cover the absence. If an employee does not have any personal or vacation time to use, they may request unpaid time off.

EFFECT OF BEREAVEMENT PAY ON OVERTIME CALCULATION

Paid bereavement leave counts as time worked for the calculation of overtime. Bereavement hours and the hours of normally scheduled work time will be used in the determination of hours worked in the workweek towards overtime for non-exempt employees.

JURY DUTY LEAVE

We recognize an employee's civic responsibility to serve on a jury if requested to do so. Employees will be paid their full salary for up to four (4) weeks for jury duty leave. For non-exempt employees, jury duty leave that falls during the hours of regularly scheduled work time will be used in the determination of hours worked in the workweek for the purpose of calculating overtime. Leaves for appearing as a subpoenaed witness or to attend a court or coroner's inquest will be unpaid if it is not related to employment, unless an employee uses a vacation or personal day. All employees may take unpaid leave as needed to perform jury duty.

An employee must submit a copy of his or her jury summons to Human Resources upon receipt and inform his or her manager on a daily basis when he or she will need to be in court. The employee is also required to report to work on partial or full days when the court does not require the employee's presence.

LEAVE FOR EMPLOYMENT RELATED LEGAL PROCEEDING

An employee will be granted paid leave if he or she is summoned to appear in court or to appear for a judicial proceeding by subpoena or court order for a proceeding that is directly related to their employment. The employee may be reimbursed for travel expenses incurred at the standard rates outlined in the Accounting Policy.

To be eligible for paid leave under this policy, the subpoena or court order must be related to the individual's employment with Connections Education or an affiliated school or program. In addition, an employee will not be eligible for paid leave under this policy if he or she is the complainant, or the party filing the action against Connections Education or the affiliated school or program, or attending a legal proceeding in any capacity not mandated by court order. The employee is required to present proof of the court order or subpoena to their manager. Additionally, the employee must submit a copy of his or her subpoena or court order to Human Resources upon receipt. The employee is required to report to work on partial or full days when the court does not require the employee's presence or testimony.

In order to be eligible for paid leave, the hours that the employee is required to appear in court or provide testimony must be between the employee's regular work hours. For non-exempt employees, leave for employment related legal proceedings that

fall during the hours of regularly scheduled work time will be used in the determination of hours worked during the workweek for the purpose of calculating overtime.

All subpoenas, court orders, or any other legal communications or documents involving Connections Education, or an affiliated school or program should be directed to the School Legal Affairs department through an Issue Aware ticket.

MILITARY LEAVE

Employees will be granted a military leave of absence for active service or training in the U.S. military to the extent required by the Uniformed Services Employment and Reemployment Rights Act (USERRA). To the extent required by USERRA, eligible employees will continue to earn service credit. In addition, eligible employees who return from such military leave are guaranteed a job to the extent required by law if they comply with reinstatement requirements.

Employees must provide proof of military leave obligations prior to going on leave if at all possible. For further information on USERRA please refer to the USERRA poster posted on the Virtual Library.

MORE ABOUT MILITARY LEAVE AND BENEFITS

Regular full-time employees are eligible for paid benefits under this Policy. Reservists and Members of the National Guard will be paid their regular base salary for the first ten (10) working days of required military training each year. Employees who are called to or volunteer for active duty will be paid their regular base pay for the first thirty (30) days. All time taken beyond the thirty (30) days will be unpaid.

Employees out on military leave will still receive full vacation, sick and personal day accrual for the year. However, there is no carry-over of vacation, sick and personal time for employees who do not use their allotment for each year of their military leave. An employee can request to be paid for unused vacation and personal days at the start of the leave. However, this is not a requirement.

An employee on military leave has the right to remain on the school's benefit plans for two (2) years following the first month of active military duty. The school will continue to pay premiums during any period of the leave that is unpaid. Health insurance benefits are also available under the Military Health Care Program, TRICARE, required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible. For information regarding your 401 (k) plan treatment during military leave please refer to the Summary of Plan Provisions. Upon return from military leave, an employee has the right to reinstatement in benefits plans. An employee is required to contact HR in writing every 4 weeks, when possible, during the period of service.

Under the current law, employees on a military leave of absence are guaranteed the same or a suitable job if they are released from military service under conditions other than "undesirable" or "dishonorable," provided they apply for reinstatement to Human Resources within the required legal time frames. A suitable job is a position the employee qualifies for through skills, performance, education, and training.

An employee must notify their manager (if possible) at least one (1) month prior to beginning military leave for active service. An employee must also produce a copy of their military orders, as soon as reasonably possible, for active service. An employee is required to report back to work or submit a timely application for reemployment upon completing a period of service as required by law.

TEACHER COMPENSATORY TIME

As exempt employees, teachers are not eligible to earn overtime. However, we occasionally ask teachers to participate in activities that may take place outside of normal office hours such as information/marketing sessions, weekend field trips, or administration of state testing. Because we appreciate your willingness to participate in these activities, we have created a compensatory time program to give you credit for this extra work. Compensatory time is paid time off that may be taken during normal school work hours and during the school year.

ELIGIBILITY

Regular, full-time teachers who participate in school-sponsored activities outside of the normal work hours are eligible for compensatory time. To the extent an activity is not sponsored by the school, or a teacher's presence at a school- sponsored activity is not required by us, a teacher is not eligible to earn compensatory time.

EARNING COMPENSATORY TIME

Teachers must work a minimum of four (4) consecutive hours per eligible activity to earn compensatory time. Any time worked over a four (4) hour period will be rounded to the nearest four (4) or eight (8) hour increment. If hours worked fall directly between two four hour increments, it is at the School Leader's discretion to determine whether the hours will be rounded up or down. Teachers are limited to a maximum of forty (40) hours of compensatory time per school year.

For example, if a teacher works five (5) hours, it should be rounded to four (4) hours. If a teacher works seven (7) hours, it should be rounded to eight (8) hours. If a teacher works six (6) hours, ten (10) hours, or any amount falling directly in between two four hour increments, it is up to the School Leader to determine whether the hours should be rounded up or down.

School events authorized for compensatory time must be approved by the School Leader.

REQUESTING TO USE COMPENSATORY TIME

Teachers requesting to use their earned compensatory time should submit a request through myCAL. Compensatory time off must be used in increments of two (2) hours. Compensatory time must be used within the school year that it is earned.

The School Leader may deny requests for compensatory time if the School Leader deems, within his/her sole discretion that taking the time off as requested might adversely impact school operations. Compensatory time is not transferable to other employees and will not be paid out to employees in the form of compensation at any time.

TRACKING OF COMPENSATORY TIME OFF

Compensatory time will be tracked through myCAL. Teachers or managers should submit a request and approval for a balance addition via myCAL. Requests to use compensatory time will follow the same request and approval process as all other forms of paid time off.

LEAVE UNDER THE FAMILY AND MEDICAL LEAVE ACT (FMLA)

Generally, eligible employees are entitled to up to twelve (12) weeks of unpaid leave per rolling twelve (12) month period for birth, adoption, or foster care of a child; to care for a child, spouse or parent; or for their serious health condition.

Additionally, the FMLA permits a spouse, son, daughter, parent, or next of kin to take up to 26 workweeks of leave to care for a member of the Armed Forces, including a member of the National Guard or Reserves or a veteran under certain circumstances, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness and was a member of the Armed Forces at any time during the five-year period before he or she began the treatment, recuperation or therapy. An employee is also permitted to take FMLA leave for any qualifying exigency arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

All twelve- month employees who begin leave after July 1, must exhaust all paid leave during the FMLA absence, with the balance of the twelve (12) weeks being unpaid, except when the employee is taking leave for his/her own serious health condition and qualifies for short-term disability (STD).

If a twelve-month employee requests leave under this Policy scheduled to begin prior to July 1, that employee is required to exhaust fifty (50) percent of all paid time off allocated them for that year.

If a ten-month employee requests leave under this Policy scheduled to begin prior to January 1, that employee is required to exhaust fifty (50) percent of all paid time off allocated them for that school year. If a ten-month employee's leave under this

Policy is scheduled to begin on January 1 or after, that employee is required to exhaust all paid time off allocated them for that school year.

The use of paid time during FMLA leave does not extend the length of FMLA leave, and paid time will run concurrently with the employee's FMLA entitlement. An employee may use allotted and available sick days if he or she is sick or injured, or to care for a sick child.

An employee may receive compensation under the Short-Term Disability (STD) program if he or she is eligible for such during a leave as a result of a disability. In the event that an employee is determined eligible to receive short-term disability benefits, the first 5 work days will be charged against the employee's sick day allotment. Sick days are not reinstated unless mandated by state law. If there are no sick days available, then the first week is unpaid unless the employee wishes to use personal or vacation time for payment. After the sick days are paid, short-term disability benefits may continue for up to 25 additional weeks.

An employee may use allotted and available Personal and Vacation Days, but only after all other available compensation has been exhausted.

Leave to care for a child after birth or placement of adoption or foster care must be taken within 12 months of the child's birth or placement.

In order to take leave to care for a family member with a serious health condition, an employee must provide medical certification of the serious health condition, and the medical necessity for the employee to assist with the care of the family member.

All time used for Short-Term Disability (STD) or Worker's Compensation will be counted toward the 12week allotment. Certain eligibility rules and requirements may apply under different state laws. Employees will be provided with additional information if this applies to them. If employees who are married are both employed by Connections Education, they may take only a *combined* leave of twelve (12) weeks per year for the birth/adoption of a child.

Eligible employees may take leave intermittently when medically necessary and with proper medical certification as required by law. Intermittent leave may be taken in full day or partial day increments. For partial day increments, the employee's timesheet should reflect the actual amount of time spent away from the workplace. Compensation and employee paid time off benefits may be prorated depending on the duration of intermittent or reduced leave. If an employee wishes to be compensated for the time off work, the time must be taken in accordance with our time off policy. Employees taking intermittent FMLA leave must make a reasonable effort to schedule their leave so as not to unduly disrupt the school's operations. When an employee takes intermittent leave or a reduced work schedule, we may temporarily transfer the employee to an alternative position, with equivalent pay and benefits that better accommodates recurring periods of leave.

ELIGIBILITY AND PROVISIONS

Employees assigned to an office facility with more than fifty (50) employees within a seventy-five (75) mile radius who have been employed at least twelve (12) months and who have worked at least 1,250 hours in the last twelve (12) months are eligible for Family and Medical Leave under the FMLA.

Family and Medical Leave is not paid leave. Upon returning to work, employees will be placed in the original or an equivalent position to the one that they held when they went on Family and Medical Leave unless the employee's position would have been eliminated or changed regardless of the leave. There are exceptions to this rule for key employees. Health coverage will be maintained during the leave period, provided the employee continues to pay his or her portion of the premium in a timely manner. The employee is responsible for making arrangements with Human Resources to pay their employee premium. If an employee receives compensation from us during the leave, employee contributions to pay for benefits will be deducted.

Time spent on leave will count for vesting service for the employee's 401 (k) plan. During unpaid leaves, 401 (k) deductions will be suspended. Employees with 401 (k) loans must submit monthly loan repayments by check during unpaid leaves.

An employee will accrue vacation and/or sick leave for the period of leave. An employee on unpaid leave during the occurrence of a school recognized holiday will not receive holiday pay. Holidays have no effect on the pay of employees on approved paid short-term disability leaves, except that holidays falling within the employee's elimination period will be counted as a holiday,

and not as a sick day. Employees on intermittent FMLA leave will receive holiday pay only if they were scheduled to work on the holiday.

Participation in flexible spending accounts will continue while an employee is on leave. However, the contributions cease when an employee is on an unpaid leave, and employees who are on unpaid leave may not make contributions to their accounts through personal checks or otherwise. A participating employee may submit claims during the leave period. If an employee is on unpaid leave, once the employee returns to work and deductions resume from the paychecks, the remaining amount of the annual contribution will be recalculated to reflect the new appropriate deductions for the remainder of the calendar year.

Employees must submit Family and Medical Leave requests in writing to Human Resources at least thirty (30) days in advance when the leave is foreseeable, or as soon as practical thereafter. In the event that the reason for leave is due to the personal illness of the employee, or to care for a family member with a serious health condition, medical certification is required within 15 days from commencement or leave request, unless it is not practicable to do so despite the employee's diligent good faith efforts. In cases where an employee requests FMLA leave in conjunction with short-term disability, the short-term disability application will act as notice of medical certification.

We will notify employees if their submitted medical certifications are incomplete or insufficient, and will provide employees at least seven days to cure deficiencies.

Depending on the circumstances and duration of the FMLA leave, we may require employees to provide recertification of their serious health condition. A new medical certification will be required annually for serious health conditions lasting beyond one year. We also reserve the right to request a second or third medical opinion pertaining to the employee's disability at our expense.

We may retroactively designate leave as FMLA leave with appropriate written notice to employees, as long as the organization's failure to designate the leave as FMLA-qualifying earlier did not cause harm to the employee.

While out on leave, employees must maintain contact with their manager and Human Resources to inform them of their status and intention to return to work at the end of the FMLA period. If an employee gives us notice of his or her intent not to return to work, we no longer are required to maintain health benefits or to restore the employee to his or her job.

Employees must return to work once approved leave has expired. Prior to returning to work, an employee who takes leave due to his or her own serious health condition is required to submit certification from a healthcare provider that he or she is able to resume work. When an employee returns from leave, any coverage that had been suspended during the leave will be reinstated. Use of FMLA leave will not result in the loss of any employment benefits that accrued prior to the start of the FMLA leave.

If an employee fails to return to work at the expiration of an approved FMLA leave, it will be deemed a voluntary termination.

PARENTAL AND SERIOUS ILLNESS IN THE FAMILY

The Parental and Serious Illness in the Family Leave policy provides regular full-time and term of project employees with up to two (2) weeks of paid time off during a 12-month period in the following circumstances:

- Parental leave to care for a child after birth or placement for adoption or foster care ~~on or after January 1, 2012~~;
- Serious illness in the family leave to care for a seriously ill spouse, domestic partner (affidavit on file with Benefits Department), child or parent, or to make arrangements relative to that care ~~on or after January 1, 2012~~; This does not include in-laws.
- Serious illness in the family leave to be with a child during an inpatient hospital stay

A "child" under this Policy is typically considered a dependent child under the age of 18. However, in certain limited situations, at the discretion of the school and Human Resources, we may approve this leave for employees needing to care for adult children over the age of 18. Any request for leave to care for children over the age of 18 under this Policy must be approved by Human Resources.

All time used for Parental and Serious Illness in the Family Leave will be counted toward the employee's 12 week Family and Medical Leave Act (FMLA) allotment and must be utilized before unpaid time off begins. Parental Leave must be taken within 6 months of the qualifying event.

In certain instances, state leave laws may differ from the Federal Law. Please check with Human Resources to confirm specific benefit information.

Paid time off taken under this Policy will not count as time worked for the calculation of overtime.

ELIGIBILITY

Eligible employees who have been employed for one year and have worked at least 1,250 hours over the 12-months preceding the requested leave are eligible. Full-time employees who meet the eligibility criteria can take up to two (2) weeks of paid leave during a 12-month period.

DURATION OF LEAVE

Only one two (2) week leave may be taken during a 12-month period, which will be counted by looking backward from the date the leave begins. Leave may be taken in minimum of one-week increments.

Parental leave must be taken within the first six (6) months of the birth or adoption of a child, or the placement of the foster child.

NOTICE REQUIREMENTS

When the leave is foreseeable, at least 30 days advance notice to the Human Resources Department is required. If 30 days' notice cannot be provided, as much notice as possible should be provided. Failure to give reasonable notice may delay, or make an employee ineligible to take leave. Employees must also always contact their manager when they are going to be absent, or as soon as possible if advance notice is not possible.

CERTIFICATION AND REPORTING REQUIREMENTS

In all instances, employees requesting leave must complete the Parental and Serious Illness in the Family Leave of Absence Request Form. For Parental and Serious Illness in the Family Leave, employees must provide medical certification by a physician or practitioner.

In cases where parental leave is taken to care for a child after birth or placement for adoption or foster care, documentation, such as birth certificate or adoption decree, is required.

UNPAID LEAVE OF ABSENCE

We expect all employees to plan the use of their annual paid time off allotment in a responsible manner ensuring they have time available for unforeseen circumstances throughout the year. Employees who need extended time off from work for personal or other reasons , which do not qualify as Family and Medical Leave, may be approved to take an unpaid leave of absence at our sole discretion, depending upon the circumstances, which are expected to be extraordinary and are subject to verification.

Upon the first instance of taking an unpaid leave day without verification or a leave based on an excuse of a repetitive nature the employee will receive a written warning and will be placed on probation. The second instance will provide grounds for termination.

An approved unpaid personal leave of absence does not assure employees the right to return to work with us or to the job he or she held. Although we will try to place the employee in a job, we are not obligated to do so. If we offer the employee a position at the end of the leave and the employee fails to accept it, he or she will be considered to have voluntarily resigned without notice. Employees with less than six (6) months of continuous service are generally not eligible for an unpaid leave of absence, except for military leave or when required by state law.

If an employee wishes to take an unpaid leave of absence for a non-medical reason, the employee must have exhausted all paid time off **except** sick time. Sick time can never be used for non-medical leave.

If an employee wishes to take an unpaid leave of absence for a medical reason, the employee must have exhausted all paid time off including sick time.

Unpaid leave requests must be submitted to Human Resources by the employee, and requests must be approved by Human Resources and in some cases, the department manager. An employee does not accrue paid leave during a leave of absence.

PERFORMANCE AND DISCIPLINARY ACTION POLICIES

EMPLOYEE PERFORMANCE MANAGEMENT

Performance refers to work performance, attendance and punctuality, conduct, and compliance with policies and procedures. Employee performance is the key to achieving business results and organizational productivity. We use informal and formal performance feedback tools to assist employees in developing high levels of performance.

Employees receive a performance review in advance of their salary review date, which is a common date for all employees. Performance reviews are conducted annually at the end of the school year as well as mid-year in December or January. Employees also receive periodic feedback both formally and informally from their manager. This feedback may be written or verbal.

Based on those reviews and other factors (the employee's position level, general market condition, internal equity, the school's overall performance and merit increase pool, etc.), the manager may recommend a merit increase and bonus payment. All salary increases and bonus payments must be reviewed and approved by two levels up in the organization and by Human Resources.

Given that salary reviews are performed on a "common review date," an employee's first merit increase as well as his or her incentive compensation is prorated based on his or her start date. A performance review does not guarantee an increase in salary.

Increases are prorated to reflect the amount of time the employee was away from work, including leaves of absence. Merit increases for ten month employees are prorated based on date of hire in the first year of employment. Please refer to the Ten-Month Employee Pay Structure policy for proration amounts.

DISCIPLINARY PROCESS

Employees are expected to meet certain standards of work performance and conduct. These include, but are not limited to, those outlined in this 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. Certain cases involving serious policy violations warrant a written warning with probationary status. This type of disciplinary action carries a contingency stating that if there are any further violations of policy or unacceptable performance or behavior, it will be grounds for termination.

WORKPLACE CONDUCT POLICIES

STANDARDS OF CONDUCT

In an effort to provide our employees with comfortable and safe working conditions, we maintain standards of professional behavior that all employees must follow. Although there is no way to identify every possible example of prohibited conduct, the following is a **partial** list of infractions that may result in disciplinary action, up to and including termination of employment.

- Perpetrating fraud against us or our customers, business associates, or clients
- Theft, misappropriation, unauthorized possession, use of or removal of our property by others
- Carrying weapons or explosives, or violating any criminal law while on our property or on school business
- Fighting or otherwise threatening, intimidating, coercing, or interfering with managers, co-workers, or guests
- Using profane, obscene, or abusive language while on our property or on school business
- Sleeping during working hours
- Gambling or other immoral or disorderly conduct while on our property or on school business
- A pattern of chronic or excessive absenteeism, tardiness, leaving work early, or any other violation of our attendance policy
- Failure to properly notify your manager about an absence
- Failure to satisfactorily perform your job
- Failure to perform assigned job duties yourself and/or hiring a third party to perform your assigned job duties
- Intentional abuse or destruction of our property
- Negligent use or care of our property
- Violation of any safety rule, policy, practice, or procedure
- Violation of any policy in this handbook
- Failure to properly follow any rule or procedure
- Performing your job in a manner that may cause injury to a person or damage a property, machinery, equipment, supplies, or the reputation of the school or our associates
- False, fraudulent, misleading, or harmful statements or omissions concerning another employee or our students, parents, associates, teachers, customers, and vendors or any statement that is harmful or disloyal to our school
- Insubordination or refusal to comply with instructions, or failure to perform reasonable duties
- Dishonesty or providing false information to your manager or to us
- Misuse of private Information and data created as a result of school operations concerning employees, students or their families, and teachers.
- Conduct that, in our sole opinion, reflects adversely on you or our school
- Other acts that, in the opinion of management, warrant disciplinary action

RESPECT FOR OTHERS

We expect our employees to treat each other, students, teachers, customers, vendors, regulators, legislators or any third party that an employee comes in contact with in the course of their job duties with respect and consideration. Lack of respect can be shown through words, conduct, acts or demeanor. Some examples of lack of respect towards other employees include snide remarks, inappropriate jokes, direct comments and even avoidance of particular individuals. The above examples by no means describe all types of disrespectful behavior. As a general rule, behaviors that affect another employee's ability to work depart from our standard for respect.

LANGUAGE IN THE WORKPLACE

The use of obscenity, profanity, sexual innuendoes, coarse language or language that could be perceived as offensive in the workplace is highly unprofessional and unacceptable. If it persists, it can create a hostile workplace environment and may

amount to a form of harassment. All employees are cautioned to avoid such language. Persons improperly subjected to such offensive language should report the incident, using the procedure outlined in the Preventing Workplace Harassment policy.

PROFESSIONAL ETHICAL STANDARDS

Employees must maintain high standards of personal, professional, and business conduct and behavior and realize that they have a moral responsibility to act in a professional manner not only to professional associates and fellow employees, but to customers, students and their family members or representatives.

Employees are also required to use sound professional judgment when communicating with students and parents and when handling any situations requiring sensitivity. Employees are to follow all school policies and protocols in regards to FERPA and other dealings with students, parents, learning coaches and any agencies which may be associated with a Connections family.

Employees must display the highest integrity and the best judgment and ethics, and use their professional skills to the best interests of all. Employees must use only legal and ethical means when seeking to influence governmental legislation or regulations. Lastly, employees must aid in the professional development of those who enter the educational services profession by assisting them to understand the functions, duties, and responsibilities of the profession; and, endeavor at all times to improve our school.

REPORTING UNETHICAL BEHAVIOR

Our ongoing success depends on maintaining high ethical standards of conduct. To reinforce our commitment to the highest standards of ethics, we have made available the Connections Education Ethics Hotline. The Ethics Hotline is a phone and web-based communications tool that offers employees a confidential way to raise a concern or report suspected unethical, unprofessional, illegal, or fraudulent activity by others associated with the company or school. The hotline number is 877-892-4063 and the confidential web address is www.connectionsacademy.alertline.com.

Who should use the Ethics Hotline?

Any employee who has information about possible criminal activities, ethical violations, or other work-related incidents should use the Ethics Hotline. **An employee's first option is to report suspicions to a member of management or Human Resources**. If you're uncomfortable with the direct approach, use the Ethics Hotline.

What types of incidents should be reported?

We encourage employees to report situations or events that could potentially harm students, schools, employees, or the organization. Examples include violations related to:

- Compliance with regulations
- Conflicts of interest
- Accounting & auditing practices
- Gifts & bribes
- Disclosure of confidential information
- Privacy of student records
- Theft
- Copyright laws and software piracy
- Misuse of resources or funds
- Intellectual property infringement
- Falsification of information
- Threats and physical violence
- Discrimination
- Harassment
- Retaliation

How it works

Concerns reported to the Ethics Hotline are received by an independent third-party communication specialist who will then report the information anonymously to our Human Resources Department. At no point will the identity of the individual reporting the concern be revealed without his/her consent. Any employee who, in good faith, raises a concern or reports misconduct is doing the right thing and will not be subject to discipline or retaliation just for reporting a concern. If the investigation of a concern reported through the Ethics Hotline reveals that the initial report was done in a malicious or intentionally improper manner, then the person will be deemed to waive their right to anonymity and be subject to disciplinary action.

You are the key to an ethical workplace

While the Ethics Hotline is an ongoing program for concerned employees; we encourage direct communication between you, your coworkers, and your manager or another member of management. If you prefer to remain anonymous, call the Ethics Hotline anytime, 24 hours a day, seven days a week.

CONFLICTS OF INTEREST

You are prohibited from engaging in any activities that conflict with our interests or have the appearance of doing so. A conflict of interest, or the appearance thereof, may occur when your interest in, association with, and/or employment by one of our competitors, suppliers of goods or services, employees/applicants for employment or customers/students is such that your ability to act in the best interests of the school may be called into question.

If you are concerned that you may be engaging in a conflict of interest, or if you believe that another employee has engaged in such conduct, please discuss the matter with your manager and/or Human Resources.

Conduct that may constitute a conflict of interest includes, but is not limited to:

- Directly or indirectly borrowing from, lending to, investing in or engaging in any substantial financial transaction with an existing potential customer/student, client, or supplier;
- Performing outside work for another entity while working for a Connections Education-affiliated school or program;
- Transmitting confidential information to a customer/student, vendor, competitor, or other individual who is not an employee and who does not have authorization to receive it; and
- Using our facilities, equipment, labor, or supplies to conduct outside activities
- Having an intimate relationship with any student, parent of a student, employee under your supervision, or customer, except when such individual is a member of your family or when you have no work responsibilities associated with the individual and the relationship is not prohibited by law or regulation, such as a relationship with an under-age student

GIFTS

Employees are to avoid any conduct that gives rise to a conflict of interest or even the appearance of a conflict of interest. Specifically, employees must comply with laws that preclude the giving of gifts to government employees even when the gift is given without any intention of influencing the recipient. For purposes of this policy, a gift is defined as anything of value given or reimbursed by the school or third party provider for which goods or services are not provided in return as part of an ordinary business transaction. This may include tangible items, meals, or travel expenses.

Accordingly, employees must have all gifts reviewed by the School Legal Affairs Department by creating an Issue Aware ticket. Employees may not give, solicit or accept gifts to or from any other person or entity that has or seeks a business relationship with the school or third party provider unless approved through the Issue Aware process. Employees are also prohibited from giving gifts to customers, vendors, students and government officials. In no event should any gift of cash, including gift cards, be accepted or made.

If an employee receives an unsolicited gift, the employee must promptly notify his or her immediate manager, in writing, and take the following action:

- Return the gift with a letter to the donor explaining the Gift policy.
- When a gift cannot be returned because it is perishable and may become damaged or spoiled, send the donor a letter noting this fact and explaining the Gift policy.
- When it is necessary to write a letter as prescribed above, the employee should provide a copy of the letter to his or her immediate manager and should submit it to the Legal Affairs Department.

AUTHORIZATIONS AND APPROVALS

Under no circumstances is an employee, other than those who have purchasing responsibility authorized in writing, to commit to any purchase or agreement that financially obligates us. Should you have a requirement to procure goods and services, you must obtain the appropriate authorizations from your manager in accordance with the school's fiscal policies. Failure to obtain the

proper authorizations/approvals will result in disciplinary action and/or a requirement that the individual accept personal responsibility for an obligation wrongfully made in our name.

SOLICITATION AND DISTRIBUTION

We prohibit the soliciting by employees and the distributing of non-business material in work areas and during work hours. Bulletin boards, internal directories, interoffice mail, e-mail, and other organizational resources are to be used only for business purposes unless otherwise designated for this purpose.

Employees may not solicit or distribute ANY information in work areas on behalf of a business, club, school, society, religious group, nonprofit organization, or a political party during working time or during the working time of the employee(s) to whom such activity is directed.

As long as the activity is not disruptive, employees may distribute information about nonprofit fundraising efforts or distribute small items, such as cookies or candy for sale, if the proceeds will be received by a nonprofit organization. The decision for what activities to permit will be determined by the manager for the employee's location. Requests to conduct fundraising activities must be approved by the location manager in advance.

We reserve the right to sponsor certain nonprofit fundraising events. However, employees will not be required to participate.

APPEARANCE AND DRESS

We strive to provide a work environment that is both professional and comfortable for our employees. We do not want to implement detailed guidelines in order to preserve flexibility and accommodate differences in style preference and taste. However, each employee's dress, grooming, and personal hygiene should be appropriate to the workplace environment in accordance with guidelines set forth by the manager. In general, employees are expected to dress in a manner and present themselves in a manner that is acceptable in a business setting.

Use good judgment when selecting casual business attire. When meeting with families/students and/or external parties or when visitors are expected in the workplace, employees should dress in accordance with the expectations of those individuals. Employees who are dressed inappropriately may be asked to return home to select suitable attire. If employees have any questions concerning the dress code, they should speak with their immediate manager or Human Resources.

EMPLOYEE CONDUCT WHILE DRIVING

If you operate your own vehicle in performing your job, you will be considered completely responsible for any accidents, fines, or traffic violations incurred. While driving your own vehicle or a rental vehicle for school business, your personal automobile insurance will be considered primary with any company-provided coverage secondary.

Employees who are driving on business are expected to conduct themselves in a safe and legal manner, obeying posted speed limits and avoiding distractions while driving.

SOCIAL MEDIA POLICY

We believe in utilizing social media sites to foster online collaboration and share what we do, but we expect our employees to do so responsibly. As these online communication platforms continue to evolve, so will our policies. We want employees to speak freely, but also responsibly. This Policy is focused on social media activities in or outside of work that could affect work performance, the performance of other employees, ~~our business interests,~~ or the school's interests. The Policy provides standards for employees who choose to contribute ~~to~~ blogs, wikis, social networks (Facebook, MySpace, ~~Instagram, SnapChat,~~ Twitter, etc.), virtual worlds, user-generated audio and video (YouTube), or other social media. Remember that our rules of conduct apply to online activities. Remember that our rules of conduct apply to online activities and any information or comments posted publicly may be escalated to HR for review.

We discourage ~~teachers~~ employees from ~~sharing~~ participating in one-on-one communication or sharing personal information with students through social ~~networking~~ media sites. It is not appropriate for teachers or other staff members to deviate from their professional role with students at any time. If teachers or other staff members choose to interact with students through social ~~networking~~ media sites, they ~~are~~ should log the interaction, and use filters ~~and~~ or other mechanisms to preserve the

professional nature of the student-teacher relationship. While such precautions might limit a student's access to your personal information, you may still have access to the personal information of a student. In such a case, you must be aware of the fact that information you learn about students through these networking and social media sites may trigger your duty under applicable law to report suspected abuse, neglect or other conduct to the authorities.

This Policy shall not be construed or applied to interfere with Section Seven of the National Labor Relations Act.

PARTICIPATION IN SOCIAL MEDIA SITES

1. Write about what you know. Ensure that statements you make are accurate and factual. Be exciting and creative when talking about the organization or school, but don't exaggerate or guess. If someone asks you a question you don't know the answer to, forward it to an expert within the organization.
2. Present yourself well. Take into consideration that anything you post is made public and could be misconstrued by readers. Assume that your colleagues, your supervisor, your school's students and their parents will read it. Keep that in mind as you post and present yourself in a way that you would in the school. Be sure that the image you portray is consistent with the work you do. Social media sites tend to blur the lines between personal and professional lives, and public and private information. Be aware of that and communicate accordingly.
3. Restrict access if appropriate. Because boundaries can be blurred, everyone potentially has access to your information. Many social sites have privacy settings. Think about using them. .
4. Present your school and organization well. Just by identifying yourself as an employee, you are creating perceptions about the school and organization. Make sure that content associated with ~~your~~ the ~~company and~~ school is consistent with its values and standards of conduct.
5. Respect your audience. It is fine to have a healthy debate, but don't disparage others ~~(including our competitors)~~. Carry our customer service model through to your social media content. Outside parties CAN pursue legal action against you personally for content you post.
6. Correct mistakes. If you made a mistake, go back and correct it. Just make sure you indicate that you have done so before modifying postings.
7. Identify yourself appropriately. Don't misrepresent who you are – if you're commenting about your school, let others know your role and status. Make it clear that you are speaking for yourself and not on behalf of your school. Only employees that have been officially designated by your school have the authority to speak on behalf of the school.

PROHIBITED ACTIVITIES ON SOCIAL MEDIA SITES

1. Do not violate your confidentiality and non-disclosure agreement. Follow our official policies on protecting your school and our proprietary and confidential information. Some things that you absolutely can't disclose on social media sites include financial information, trade secrets, customer information, and confidential or personally identifiable information about students. View the Confidential Records-Access, Retention, and Disclosure Policies and your non-disclosure agreement, if applicable, for more details.
2. Do not violate copyright or fair use laws. It is extremely important that you respect the laws governing copyright and fair use of copyrighted material owned by the school or others, for our protection as well as your own.
3. Never conduct school business on a social media site. Our internal Education Management System (EMS) and other provided communication tools are the appropriate venues for work-related activities. **All contacts with students or parents should occur on and be tracked using the school's communication tools, not social media sites.**
4. Don't disrupt the learning environment. Teachers and school administrators should maintain a supervisory, professional, and respectful relationship with students.
5. Don't publish information about students.
6. Don't publish personally identifiable information, including photos, about your colleagues without their consent.
7. Don't let social media interfere with your work performance.
8. Know your obligations. ~~If you are a school employee or you interact with students, i~~It is your responsibility to understand and be familiar with the reporting requirements for such things as child abuse and neglect, consistent with the laws of the state in which you work and our policy.

SUBSTANCE ABUSE

We are committed to maintaining a safe, healthy, and efficient working environment for our employees and the customers that we serve. Therefore, we require a drug-free workplace. Employees are strictly prohibited from misusing controlled substances,

intoxicants, inhalants, alcohol and prescription drugs, or purchasing, selling, manufacturing, distributing, possessing, or working under the influence of illegal substances. Employees are also prohibited from consuming alcohol in the presence of any students or families enrolled in a school or attending a school function.

Employees who take over-the-counter or prescribed medication are responsible for being aware of any adverse effect the medication may have on the performance of their duties, and must promptly report to their manager if the use of the medication might impair their ability to perform the job safely and/or effectively. Depending on the circumstances, employees may be reassigned, forbidden to perform certain tasks, or even prohibited from working if they are judged unable to perform their jobs safely and/or properly while taking prescribed medication. It is a violation of this policy for any employee to take over-the-counter or prescribed medication contrary to its proper use.

Employees may not use our property and equipment, use a school or third party vendor vehicle, or use their own personal vehicle or rented vehicle in the performance of their job responsibilities while under the influence of illegal drugs, intoxicants, inhalants, or quantities of alcohol above legal limits.

Contact your manager if you are aware of illegal activity at your workplace. You are required to cooperate fully with Human Resources if you are involved in substance abuse investigations. Employees who are referred for treatment and do not remain drug/alcohol free, and/or perform unsatisfactorily on the job, may be subject to termination.

DEFINITION OF "CONTROLLED DANGEROUS SUBSTANCE"

"Controlled dangerous substance," as used in this policy, has the same meaning as the term "controlled substance" in the Controlled Substances Act (21U.S.C. § 802), and includes (1) any substance that has not been legally prescribed to the employee by a properly licensed physician, and (2) any substance that is legally obtainable, but has not been legally obtained or is not being used in the prescribed dosage for prescribed purposes. This Policy **does not** prohibit you from taking prescribed medication under the direction of a physician, provided that the prescribed medication does not impair your performance or threaten your safety, security and/or property, or that of us and/or your co-workers. The use of prescribed medication in a manner that is inconsistent with the directions of a physician is not exempt from our general prohibitions on substance abuse.

We reserve the right to carry out searches of employees and their property, including desks, work areas, files, lockers, bags, or other personal belongings (including vehicles), while at any of our workplaces or work-related areas, if there is a valid reason for such a search.

DRUG AND ALCOHOL TESTING

Under this Drug and Alcohol policy, we may, at our discretion, require pre-employment testing, reasonable cause testing, post-accident testing, unannounced random testing, and follow-up testing.

- **Pre-Employment Testing**: We may require all candidates for employment to submit to drug testing as a condition of any offer of employment. Positive test results for any controlled substance as defined in this policy will be considered in making final employment decisions.

- **Reasonable Suspicion Testing:** We may require any employee to submit to a drug and/or alcohol test whenever we reasonably believe from the facts and circumstances, including the employee's appearance, conduct, speech or body odors, that the employee may be under the influence of a controlled substance or alcohol, or otherwise may have violated any aspect of this Policy; federal, state or local law; or federal regulations.

- **Post-Accident Testing**: We may require any employee to submit to a drug and/or alcohol test whenever the employee is involved in, or has contributed to, a work-related incident that involves or could have involved injury to any person or damage to property. Tests will be performed within two (2) hours of the accident or as soon thereafter as practicable following the accident. An employee who is seriously injured and cannot provide a specimen at the same time of the accident shall provide the necessary authorization for obtaining hospital reports and/or other documents that would indicate whether there were any controlled substances or alcohol in his or her system.

- **Unannounced Random Testing**: We may perform unannounced randomly selected drug testing. Once notified, the employee must report to the testing site immediately. The random selection process will be such that every covered employee has a substantially equal chance of being selected for testing each time, regardless of whether or not he

or she previously has been subject to testing. Human Resources may limit the random selection pool to only those employees in certain positions.

- **Follow-up Screening:** If the employee in the course of employment enters an employee assistance program for drug or alcohol-related problems or a drug or alcohol rehabilitation program, we may require the employee to submit to follow-up testing.

EMPLOYEE ASSISTANCE AND REHABILITATION

We encourage any employee with a drug or alcohol abuse problem to seek treatment voluntarily. In the case of a positive drug or alcohol test result or a violation of this Policy, we reserve the right to determine whether to allow the employee an opportunity to be placed in or enter into a rehabilitation program agreement as an alternative to termination.

No employee will be subject to disciplinary action solely for acknowledging a drug or alcohol problem and seeking treatment for the problem. However, in order to take advantage of that protection, employees must come forward and seek treatment before they have been asked to take a drug or alcohol test, or otherwise been suspected of having or found to have violated any aspect of this Policy.

Under the rehabilitation program and agreement, the employee will, among other things, be required to successfully complete an alcohol/drug treatment program before returning to work. The employee must apprise Human Resources of his or her condition while undergoing rehabilitation, as well as provide written verification of attendance at treatment sessions. Upon returning to work, the employee's performance must remain at an acceptable level, including attendance and punctuality.

CONFIDENTIALITY

The results of any drug or alcohol test conducted pursuant to this policy shall be kept confidential to the extent possible. Test results shall not be disclosed to any other employees or any other persons, except to persons to whom disclosure is necessary, to defend against any legal action brought by the tested employee or candidate for employment against us, or to any government contractor or as otherwise required by law or regulation.

EMPLOYEES WHO WORK WITH CHILDREN

It is our policy to ensure the safety and well-being of all children participating in activities sponsored by us, and to report suspected cases of child abuse and neglect consistent with the requirements of state law. We will not knowingly place an employee in a position that causes him or her to come into contact with children where the employee has been accused and/or convicted of crimes against children, child abuse, or child neglect. We ensure that individuals who come into contact with children have passed appropriate background screening measures.

LEARNING ENVIRONMENT

A teacher or school administrator should not disrupt the learning environment of any of our students. Teachers and school administrators should maintain a supervisory, professional, and respectful relationship with students.

AWARENESS OF POSSIBLE ABUSE/NEGLECT

All individuals participating in activities affiliated with us that include children are responsible for being alert to possible abuse or neglect. We provide training to employees who interact with children on Child Abuse and Neglect, which includes guidelines for identifying and procedures for reporting any suspected child abuse or neglect, and employees must comply with the procedures established in this training.

NON-FRATERNIZATION POLICY

School employees are strictly prohibited from engaging in personal relationships with students that are outside the scope of a professional adult/student relationship or, which may give the appearance of being outside the scope of a professional adult/student relationship. Employees who violate this Policy may be subject to reporting to law enforcement authorities if the conduct is believed to constitute a crime under state or federal law. In addition, the parents of the student involved will be notified of the student's involvement and the actions taken.

TRANSPORTATION OF STUDENTS BY EMPLOYEES AND STUDENT HOME VISITS

Employees are strictly prohibited from providing transportation to students for any purpose.

An employee may be permitted to visit the home of a student if the student's parent or guardian is present. Prior to such a visit, an employee must gain approval from the Principal or Principal's designee. Further, any employee visiting a student's home must do so with at least one other employee and is never permitted to conduct a home visit without another employee in attendance.

ACTIONS IN THE PRESENCE OF CHILDREN AND FAMILIES

The following are prohibited actions in the presence of students or families:

- Smoking or using tobacco products
- Consuming alcohol
- Using profanity, inappropriate language, or language that could be perceived as offensive by others

INAPPROPRIATE PHYSICAL CONTACT WITH CHILDREN

Employees may not engage in physical contact with a child that is harmful, sexual, offensive, unwelcome or inappropriate, or physical contact that is perceived as harmful, sexual, offensive, unwelcome or inappropriate by Connections Education, its employees, or its customers.

Additionally, employees must adhere to the requirements set forth in the code of educator ethics for their state, if applicable, as well as state criminal statutes regarding assault.

PREVENTING WORKPLACE HARASSMENT

We unequivocally prohibit the harassment or intimidation of our employees based on age, race, color, religion, sex, pregnancy, gender identity, national origin, physical or mental disability, sexual orientation, marital status, veteran status, protected genetic information, or any other category protected by federal, state, or local law. We do not tolerate harassment or hostile actions in the workplace and take prompt action to correct any such situation.

Harassment is a form of discrimination that occurs when someone engages in unwelcome and reasonably offensive conduct based on a protected characteristic, and that conduct could adversely affect an employee's working conditions. This Policy applies to harassment of any employee by another employee, by a manager, or by any other individual with whom an employee interacts in the course of his or her employment, including but not limited to customers, clients, vendors, suppliers, contractors, or other similar individuals.

Further, no employee will be punished or treated unfavorably because he or she refuses to submit to or participate in sexual harassment, and no employee will be rewarded or treated favorably because he or she submits to or participates in such conduct.

DEFINITION

Harassment can result from a broad range of actions, including, but not limited to:

- **Verbal conduct:** comments that that could be considered harassing if they are likely to offend a reasonable person
- **Visual conduct:** visual materials that contribute to a hostile work environment by their sexually explicit or derogatory nature
- **Physical conduct:** touching that a reasonable person would find offensive
- **Sexual Harassment:** any unwelcome or unwanted conduct of a sexual nature, whether verbal, nonverbal, or physical, where:
    - It is expressed or implied that an employee's submission to or refusal of the conduct will have any effect on his or her employment, job assignment, wages, evaluation, promotion, training, future job opportunities, or other terms or condition of employment, or where such submission or refusal is used as a factor in decisions relating to the person's employment; or

- The conduct substantially interferes with an individual's employment by creating an intimidating, hostile, or offensive work environment.

Some examples of sexually harassing conduct include, but are not limited to, the following:

- Unwanted sexual advances, or requests or demands for sexual favors or sexual acts;
- Verbal or physical conduct of a sexual nature that is not welcomed by another employee, such as repeated sexual flirtation, advances, innuendo, propositions, gestures, jokes, or mockery;
- The display or distribution of sexually-oriented objects, pictures, or literature, including illustrations, drawings or cartoons, including materials downloaded from computer systems via the internet, electronic mail, or other sources; or
- Any uninvited and unwelcome physical contact.

This Policy applies in the workplace and in any other work-related settings, such as business trips, outside meetings, conventions, or business-related social events: we expect employees to conduct themselves in a professional manner in the workplace and at any other time they are representing us. Such conduct is essential to promote quality work, and to ensure a work environment free of discrimination. Physical conduct of a sexual nature, even if welcomed by another employee, is prohibited in the workplace, or in any work-related setting.

Please refer to the online Harassment Training provided at the start of your employment for more detailed information on all forms of harassment and our policies on harassment.

INTERACTION WITH STUDENTS

Any employee who interacts with students in the course of their job should be familiar with and comply with the policies contained within the School Handbook as it pertains to harassment or treatment of students. Harassment or treatment of a student that is prohibited by the School Handbook is not tolerated and any employee who violates the policies in the School Handbook may receive disciplinary action.

SANCTIONS

Any employee or manager, at any level, who violates this Policy, will be subject to discipline up to and including termination of employment.

COMPLAINT PROCEDURE

We encourage employees who believe they are being harassed to initially, where possible, inform the offender that his or her behavior is unwelcome, and ask the individual to stop the conduct. Employees are instructed to inform their manager if they feel as though they have been subjected to any sort of harassment. If an employee feels as though this would not be appropriate, or believes that the manager is part of the issue, we encourage employees to report the harassing conduct to Human Resources. In this way, we will be able to take action to stop the harassment before it becomes severe or pervasive. If an employee believes that he or she is being or has been harassed, he or she should report the matter to Human Resources.

All complaints of harassment will be kept confidential to the extent reasonable and possible under the circumstances, and will be investigated promptly, thoroughly, and impartially.

If an investigation substantiates allegations of harassment, we will take immediate and appropriate corrective action that is designed to address, stop, and remedy the harassment, and to ensure that the harassment does not recur.

Any manager or manager who becomes aware of allegations of harassment must bring the allegations to the attention of Human Resources.

INVESTIGATION PROCEDURE

When an investigation is being conducted, Human Resources representatives will instruct and provide guidance to participants of the investigation regarding confidentiality, and employees are expected to fully comply with these instructions in order to maintain the integrity of the investigation.

An employee who is questioned as part of an investigation must be forthcoming and candid in answering all questions and must not withhold information pertinent to the investigation.

Withholding information or providing false information during an investigation is a serious violation of this Policy and will subject an individual to disciplinary action, up to and including termination.

PROTECTION AGAINST RETALIATION

We prohibit any form of retaliation against an individual who makes a bona fide complaint of harassment, for assisting in a complaint investigation, for providing information in a complaint investigation, or for making any determination necessary under this Policy. Retaliation is a serious violation of this Policy, and any individual found to have retaliated against another person in violation of this Policy will be subject to discipline, up to and including termination of employment.

FALSE ACCUSATIONS OF MISCONDUCT

False and malicious complaints of harassment, as opposed to complaints which, even if erroneous, are brought in good faith, will result in appropriate discipline, up to and including termination.

AUTHORITY AND RESPONSIBILITY

If a manager learns that an employee is suffering potentially harassing behavior, the manager must act promptly to ensure that the harassing behavior is investigated, and if necessary, promptly stopped. All managers are responsible for preventing employees from being subjected to harassment, and for reporting any complaint or incident of harassment to Human Resources immediately and at the very least within twenty four (24) hours using the procedures outlined above. If an incident is not reported, but a manager is aware of potential harassment, this must also be reported immediately and at the very least within twenty four (24) hours to Human Resources.

As a manager, you must immediately report any allegations of harassment that you learn of, even if the allegations are against you.

Once a manager learns of potentially harassing behavior, we have a legal duty to take prompt and effective action. This duty remains even if the complaining employee asks the manager to keep the matter confidential and to do nothing, especially if the alleged harassment is severe, ongoing, or potentially harmful to others.

Managers cannot promise to maintain complete confidentiality. Instead, managers must ensure that the potentially harassing behavior is reported to the appropriate officials as soon as possible. If the employee does not want to report the issue him or herself, the manager must do so.

Managers should address the employee's concerns and assure him or her that, while the manager cannot promise complete confidentiality, the matter will be kept as private as possible and that the employee will be protected from retaliation.

Managers should follow up with the employee periodically during the investigative process, as well as after the investigation has been completed, to ensure that he or she is not experiencing retaliation or further harassment.

WHISTLEBLOWER POLICY

A whistleblower as defined by this Policy is an employee who reports an activity that he/she considers to be illegal or dishonest to one or more managers of the school or third party provider. Examples of illegal or dishonest activities are violations of federal, state or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting.

If an employee has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee is to contact his/her immediate manager and Human Resources. An employee who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.

The confidentiality of the whistleblower will be maintained to the extent that is reasonable. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. We prohibit retaliation against a whistleblower.

NON-RETALIATION

No employee will be retaliated against for reporting in good faith potential violations of any policy, or for filing, testifying, assisting with, or participating in any investigation, proceeding, or hearing conducted by the company or by a federal or state enforcement agency. Prohibited retaliation includes, but is not limited to, demotion, suspension, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions, or otherwise denying an employment benefit.

Any individual who retaliates or attempts to retaliate will be subject to appropriate disciplinary action, up to and including termination of employment. If you feel that you have been retaliated against you should report this in writing to Human Resources.

It should be noted that frivolous complaints that have no merit upon investigation or which are made in clear and direct response to disciplinary actions against an employee with documented performance issues or policy violations will not protect the employee against further disciplinary action up to and including termination. However, such actions must clearly be directly related to the employee's own documented performance issues or policy violations.

ISSUE RESOLUTION PROCESS

We encourage open and direct lines of communication between employees at all levels of the organization. We respect the intelligence of our 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 manager; and regulatory compliance.

Employees should follow the resolution process detailed below. Employees should always contact Human Resources immediately to deal with issues of discrimination or harassment as described in the Preventing Workplace Harassment policy of this handbook.

STEPS IN THE PROCESS

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 management. An employee must, in good faith, make every attempt to resolve the issue with his or her immediate manager and, if that is not successful, then with his or her next level manager. Fear of retaliation 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. If the immediate manager or the next level manager cannot resolve the issue, or if the issue involves a violation of school policy or an ethical or regulatory requirement, it is important to describe the issue, the desired result, and your proposed solution to the issue. This step should occur as soon as possible 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, Human Resources will help them and their manager consider how policies, procedures, and practices relate for the issue. Often, the policies in this handbook will dictate a resolution to the issue. If the issue involves a school policy or an ethical or regulatory requirement, contact a member of the school management team. Human Resources can provide you with the name of the appropriate contact or you can ask them to contact the appropriate individual on your behalf.
4. If your issue is not resolved by either Human Resources or School Services, you can request that your matter be presented to your school's governing body (if applicable) for final consideration or you can contact them directly. The contact information for your school's governing body is located on your school's web site.

CONFIDENTIAL RECORDS – ACCESS, RETENTION, AND DISCLOSURE POLICIES

HANDLING CONFIDENTIAL INFORMATION

PERSONALLY IDENTIFIABLE INFORMATION

We must all comply with the Family Educational Rights and Privacy Act (FERPA) in our handling of student data (see discussion below). We also must protect personally identifiable information, especially social security and financial account numbers, under state and federal privacy laws. The failure to comply with these requirements may result in legal liability to the school or to other Connections Academy schools. Furthermore, the confidence of our customers, regulators and our students and their families depends upon our carrying out these responsibilities in full.

The hard drives on all laptops issued to employees or school staff will have encryption and there will be a process implemented for users to swap existing laptops for ones with encrypted hard drives.

As a user of Connexus or other Connections Education information or systems, you must comply with the following:

- NEVER store personally identifiable information that includes social security or financial account numbers locally on a laptop or other removable media such as USB and flash drives unless the data is encrypted and password protected. Note that viewing a Data View export in Connexus creates a file which is automatically saved in the local temporary folder on the download machine. So you should only view Data View export files when connected to the company network through Citrix, or for those whose access is not through Citrix, use must be temporary and be followed by prompt deletion, as specified in the next bullet.
- To the extent that student information that doesn't include a social security or financial account number must, for legitimate business reasons, be temporarily saved on a computer that does not have an encrypted hard drive, this information must be permanently deleted – by deleting the file(s) and then emptying the Recycle Bin (or your system's equivalent) from the computer immediately after use.
- NEVER send emails that contain personally identifiable information that includes social security or financial account numbers. If you are required by any regulatory authority or vendor to transmit a file that contains this kind of information, you must contact the Connections MIS helpdesk and request assistance to appropriately encrypt or otherwise store the file according to their instructions.
- Laptops and other electronic devices such as smartphones that receive school emails must be password protected in case the device is lost or stolen. If you have to temporarily leave a portable electronic device in a vehicle, lock it in the trunk.
- Any failure to comply with the above requirements will be considered a serious breach of responsibility and may be grounds for termination of employment for all Connections employees or other actions as provided for by school employment rules, including discontinuing access to Connexus or to the Connections network.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Employees are subject to the requirements of the Family Educational Rights and Privacy Act (FERPA). The current Policy is located on the Virtual Library (Home > Employee Resources > Legal Resources (FERPA, consultants, IP) > Family Educational Rights and Privacy Act **(FERPA)**).

Employees are responsible for reviewing the requirements and only disclosing any student information if specifically required by regulation and when such disclosure is permitted by FERPA. Employees are never permitted to remove any FERPA-protected information from school property in print or electronic form except for legally permitted purposes and when specifically authorized by a manager. Note that if student records that do not include a social security number must, for legitimate business reasons, be temporarily saved on a computer that does not have an encrypted hard drive, this information must be permanently

deleted – by deleting the file(s) and then emptying the Recycle Bin (or your system's equivalent) from the computer immediately after use.

CONFIDENTIAL AND PROPRIETARY INFORMATION

Employees are responsible for limiting disclosures of confidential and proprietary information to those individuals who need to know the information in order to perform their job responsibilities for the benefit the company. Confidential information should not be disclosed to non-employees except pursuant to a Non-disclosure Agreement approved by the Legal Affairs Department.

Employees must conspicuously label confidential information with the applicable classification notice (e.g., Connections Academy Confidential"). In addition, all confidential information must be safeguarded and kept secure and disposed of in a secure manner (subject to records retention requirements).

Employees should not accept information or other materials from a customer, business partner, contractor, vendor or other non-employee that may be trade secret information obtained, or provided without the owner's consent.

Unauthorized use of third party confidential information can contaminate the third party's work, limiting their ability to sell its products and services that include unlicensed information. Any authorized use of third party confidential information must be in compliance with the applicable Non-disclosure Agreement.

INTELLECTUAL PROPERTY POLICY

Intellectual Property is defined as an intangible creation of the human mind, expressed or translated into tangible form that is assigned certain rights of property such as inventions (patents), literary and artistic works (copyrighted works), and symbols, names, images, and designs used in commerce (trademarks). We are committed to the enforcement and protection of intellectual property rights as both a legal and an ethical imperative. We expect all employees to adhere to the United States ("U.S.") copyright and trademark laws and to be mindful of the limited rights conferred by licenses and permissions granted by third parties. We also expect all employees to take appropriate steps to protect the rights of the company in its trademarks and works of authorship developed for or on behalf of the company and to timely notify the company of any potentially patentable inventions.

USING COPYRIGHTED AND TRADEMARKED MATERIALS

Employees must assure that work product they are involved in developing is original and doesn't include material owned by third parties unless covered by a license agreement approved by the Legal Affairs Department. Employees must also assure that they do not use trademarks owned by third parties for commercial purposes without the consent of the owner of the trademark. To learn more about what is acceptable, employees should refer to the Copyright and Trademark Compliance Policy and Guidelines, which is located on the Virtual Library (Home>Employee Resources>Legal Resources (FERPA, consultants, IP)>Copyright and Trademark Compliance Policy). Contact the Legal Affairs Department if there are any questions regarding usage of third party copyrighted material and trademarks.

Plagiarism: Plagiarism in the workplace occurs when an employee claims or implies original authorship or incorporates material from someone else's written or creative work, in whole or in part, whether or not there is a copyright notice, into an employee's work product without adequate acknowledgement. Plagiarism in the workplace is strictly prohibited and may also represent a violation of law, exposing the employee to criminal and/or civil prosecution.

False Information: We expect employees to exercise honesty and integrity in all aspects of employment. Employees are prohibited from providing false information to other employees, students, or customers. Employees are also required to immediately report to Human Resources if they suspect that another employee has provided false information to other employees, students, or customers. Employees are strictly prohibited from falsifying data in Connexus or any other system used for reporting to an authorizer, regulatory body or external agency. Falsification of such data may result in disciplinary action up to and including immediate termination. If an employee is aware of another employee falsifying data and fails to report the infraction, that employee may be subject to disciplinary action up to and including immediate termination.

Ownership and Rights to Materials Developed by Employees: Work product and ideas developed by corporate employees as part of their work for the company are owned by the third party, the Connections Education Community.

Teachers are encouraged to contribute materials that they have developed during their employment for use by the broader Connections Education community. As members of the Connections Education community of learners, teachers are encouraged to collaborate with one another and share instructional resources in order to enhance professional practice and ultimately improve the academic success of the students. Materials that could be shared by the broader Connections Education community include, but are not limited to lesson plans, worksheets, problem sets, newsletters, presentations such as PowerPoints, recorded LiveLesson® presentations and resources. By providing these through the EMS or other company provided online applications or templates (e.g., software for LiveLesson® presentations and LiveLesson® templates) or communications tools (e.g., WebMail or email), teachers agree that the third party has a non-exclusive license to use and modify these materials and such modified materials are third party owned derivative works. Any such materials so contributed may be edited and formatted by the third party and used by the third party in any way it deems appropriate. In addition, where a teacher places any approved content in the EMS, any such modifications and/or content will also be third party owned derivative works. The third party will have the right to use such materials, modifications and/or content in any way it deems appropriate. Employees are free to retain a copy of their original (unedited) materials when they leave employment, but any templates or third party materials used or incorporated under a company license with permission from a third party must be removed.

EXTERNAL INQUIRIES

Any employee who receives an external inquiry or a request for documents from a regulatory or legal authority or from the press; or who receives an inquiry concerning information that is not normally provided in the employee's normal course of their employment, such as an employee reference request, should refer such inquiry as follows.

- Refer all media inquiries to the Marketing Department.
- Refer all inquiries from lawyers or government agencies to the Legal Affairs Department.
- Refer all employment references requested to the Human Resources Department. We do not respond to oral requests for references. All requests must be in writing accompanied by a signed authorization.

As an employee, do not under any circumstances respond to requests for information regarding another employee. If you receive a request for a reference, you should forward the request to the Human Resources Department for a response.

RECORDS RETENTION

We maintain a variety of records, including student, employee and corporate records. Record retention requirements and policies have been established for maintaining records. Employees must never destroy any record except in accordance with these policies. Records are not to be kept longer than the policy duration in any form unless they have received direct authorization from the department manager or Human Resources or if they are subject to a hold notice received from the Legal Affairs Department.

The current records policies are located on the Virtual Library (Home > Employee Resources >Records Management Program).

PERSONNEL FILES

An employee's personnel file consists of physical documentation as well as electronic information stored on the Human Resources Information System. The original information in your personnel file will be kept by Human Resources.

Additional copies of certain documents in your personnel file may also be kept in the school office.

An employee may request a copy of their personnel file. The request must be made in writing to Human Resources and the file will be made available to the requesting employee within a reasonable amount of time. Human Resources may charge a shipping or copying fee for the amount needed to fulfill the request.

ACCESS TO EMPLOYEE EXPOSURE RECORDS AND EMPLOYEE MEDICAL RECORDS

Under the Occupational Safety and Health Act ("OSHA"), employees have the right to examine and copy relevant "employee exposure records" and "employee medical records," as those terms are defined under the statute. Human Resources is responsible for maintaining these records. If you wish to access your records, please contact Human Resources.

Employee Exposure Records: Employee exposure records are retained for thirty (30) years. In the event that workplace monitoring is conducted, we may elect to retain the data (e.g., lab reports, worksheets, etc.) for only one year. In such cases, the sampling results and sampling plan, analytical and mathematical methods used, and a summary of the other relevant background data will be retained for at least thirty (30) years.

Employee Medical Records: Generally speaking, employee medical records are retained for the duration of employment plus thirty (30) years. However, this does not apply to:

- Health insurance claims records that are maintained separately from the Company's medical program and its records; or

- First aid records (not including medical histories) of one-time treatment and subsequent observation of minor injuries (e.g., scratches, cuts, burns, splinters, etc.) that (i) do not involve medical treatment, loss of consciousness, restriction of work or motion, or transfer to another job; (ii) are made on-site by a non-physician; and (iii) are maintained separately from the Company's medical program and its records.

If you work for the company for less than a year, the company may elect to provide you with these records upon the termination of your employment rather than retaining them. The OSHA regulation entitled "Access to Employee Exposure and Medical Records" is available in Human Resources. If you would like a copy of the regulation and/or its appendices, please contact Human Resources.

WORK ARRANGEMENT POLICIES

ACCOMMODATION OF DISABILITIES

We will conform to the requirements and regulations of the Americans with Disabilities Act of 1990, as amended, the Rehabilitation Act of 1973, and all applicable state and local laws including modifications made by the ADA Amendments Act of 2008. Qualified individuals with disabilities may be entitled to a reasonable accommodation in the workplace. If you believe you are such an individual, please communicate that information in writing to Human Resources. We will attempt to work with you to accommodate your needs, as well as our work requirements.

If an employee or an applicant comes to a manager requesting a reasonable accommodation, it is the manager's responsibility to immediately involve Human Resources in the process.

Any information regarding a disability will be kept confidential to the extent possible.

WORK-AT-HOME POLICY

Under certain circumstances, employees who would normally work out of a school office may be eligible to work at home on a full-time, part-time, or occasional basis. Specific information regarding the work-at-home arrangements offered is provided below. The decision whether to allow an employee to work at home is within the sole discretion of the school. Categories of work at home arrangements are defined in the Work at Home Classifications Policy. A manager can require an employee with work-at-home privileges to come into the office at any time. If an employee is requested to come into the office and fails to do so, disciplinary action may be taken.

This policy does not apply to employees who request to work at home as an accommodation for a disability under the Americans with Disabilities Act. For information regarding such requests, please refer to the Accommodation of Disabilities policy in this handbook.

WORK-AT-HOME GUIDELINES

1. Work Environment: Employees are required to establish an appropriate work environment within their homes, in accordance with the requirements described in this Policy. Employees' residences generally must be located in the same state as their assigned work location. Exceptions must be approved in advance by Human Resources.
2. Work Hours: With the exception of adjunct teachers, employees who work at home are required to work the same "core hours" (e.g., 8:00 am – 5:00 pm), the same number of hours (40 hours per week), and the same calendar days ~~(200 teacher work days)~~ as other employees at their assigned office location.
3. Contact Information: Employees who work at home must provide Human Resources with their home telephone numbers and mailing address. Any changes in contact information must be immediately reported to Human Resources by updating UltiPro. Employees who work from home must display their ~~Lync~~ instant message status daily with their contact information.
4. Communication: Employees who work at home are required to communicate with their managers in a manner and frequency consistent with other employees at their assigned office location. Employees should consult with their managers to discuss their respective expectations, as well as logistical issues that may arise.
5. Accessibility: Employees who work at home must be accessible by phone and internet within a reasonable time period during the agreed upon work schedule ("core hours"). If an employee will not be available for a period of time greater than one (1) hour during his/her core hours, the employee must notify his/her manager, and an appropriate away message must be placed on the employee's IM.
6. Responding to Voice Mails
    a. Requirement: Employees who work at home are required to check their work voice mailboxes at least three (3) times per day, and return calls from their managers within three (3) hours during normal work hours.

b. Exception: Adjunct teachers are required to check their work voice mailboxes at least once per day, and return calls from their managers within twenty-four (24) hours.

7. Responding to Instant Messages: Employees who work at home are required to respond to Instant Messages within (20) minutes during normal work hours.
8. Off-Site Responsibilities: Employees who work at home will be given an "assigned office/hub location." This location may be an actual office, or an office location zip code or city where the employee will be expected to meet with his/her manager. These meetings may be scheduled on a regular and/or ad hoc basis. In addition, employees must be available to conduct home visits, attend field trips and other school-related events, act as proctors for state testing, and perform other duties as assigned.
9. Evaluation: Evaluation of an employee's performance while working at home may include daily interaction by phone and email. Evaluations will be similar in content and frequency to the evaluations received by employees at the assigned office location, but with additional focus on work output and the completion of objectives, and less focus on time-based performance.
10. Confidentiality: Employees who work at home must take steps to prevent proprietary and/or confidential information regarding the company, its employees, and its clients from being stolen or otherwise accessed. Employees should use locked file cabinets, disk boxes, and desks; practice regular password maintenance; and take other steps, as appropriate. Portable Media such as flash drives, floppy disks, CDRs, etc. should not be used to store or transport confidential data under any circumstances without authorization from the MIS Department. Employees must still abide by our Information System Policies. It is recommended that no confidential data be printed from the employee's residence. If confidential data is printed, it must either be i) returned to office or ii) shredded.
11. Contact with Students and Other Individuals
    a. Home Telephone Numbers: All work numbers should be answered professionally and by the teacher only. All work numbers should have a professional voicemail message that indicates the teacher's name and school. Families who need to contact a teacher may also request a phone call via WebMail, leave a message in the teacher's work voice mailbox, or, if the request is urgent, call the employer's toll-free number and speak with a support representative. It is the employee's responsibility to ensure the safety and security of that phone line.
    b. Home Office: Employees who work at home are prohibited from granting access to their homework location to students, potential students, their families or caregivers.
12. Child / Dependent Care: Working at home should not be used as a means of providing and/or replacing child / dependent care.* The purpose of the work-at-home arrangement is to facilitate job performance and meet the company's business needs. Employees working at home should not act as primary caregivers for dependents. Dependents may be present in the employee's home; however, the dependents must not require the employee's attention during normal work hours. Employees considering a work-at-home arrangement are encouraged to discuss expectations of telecommuting with family members prior to entering into such an arrangement.
    *Adjuncts are exempt from this provision.
13. Expenses
    a. Mail: Employees who work at home may request reimbursement of costs incurred in mailing materials to their students. A receipt from the post office is required for reimbursement.
    b. Travel: Travel expenses are only reimbursable if the location where the employee is traveling is farther away (in miles) than the employee's assigned office location. Expenses associated with traveling to the employee's "assigned work location" for a meeting with his/her Manager are not reimbursable.
    c. Home Office: Employees are responsible for all costs and expenses associated with the setup of a home office / workspace (e.g., costs associated with remodeling, furniture, lighting, repairs, modifications, etc.). Repair, upgrading and/or replacement costs and liability for employee-owned equipment and furniture used during the work-at-home arrangement is the responsibility of the employee.
    d. Terminating a Work-at-Home Arrangement: We reserve the right to discontinue a work-at-home arrangement at any time, with or without notice, in our sole discretion. We generally will attempt to provide thirty (30) days' notice before making such a change.

TECHNOLOGY

9. Computers
    a. Home-Based Employees (FT): Generally, home-based employees will be provided with a desktop computer and related equipment. Equipment supplied by us is to be used for business purposes only. Employees must

take appropriate steps to protect all third party-owned equipment from damage and theft. We will maintain an inventory of all equipment and/or materials that are provided to employees working at home. Such equipment will remain the property of us at all times. Upon termination of employment, employees are required to return all third party-owned equipment and other property to us, unless other arrangements have been made.

b. Other Work-at-Home Employees: Employees who work at home (i) on a short-term or occasional basis, or (ii) as Home-Based Part-time Employee (Adjunct teachers, Part-time Speech Language Pathologists (SlP PRN), and Substitute Teachers) are responsible for providing their own computers and related equipment. We are not responsible for loss, damage to or repairs of any employee-owned equipment. Employee- owned equipment must meet certain minimum requirements, as determined by our MIS Department. We reserve the right to modify equipment requirements with or without notice, in our sole discretion.

10. Broadband Service: All employees who work at home (on a full-time basis, a part-time basis, on a short-term basis, or on an occasional basis) are required to maintain broadband access to the Internet, as well as a dedicated phone line that is available during working hours.

REGULATORY COMPLIANCE / RISK MANAGEMENT

1. Site Inspection Checklist: Managers will generally complete at least one on-site inspection per school year, and complete the site inspection checklist in the EMS. If the guidelines for the site inspection are not met, the employee's work-at-home arrangement may be terminated. Subsequent inspections may be required on an as-needed basis.
2. On-Site Inspection: Employees who work at home are required to permit an on-site review of their home office/ workspace upon request, whether it is a scheduled or unscheduled visit, as long as it is during the employee's core work hours
3. Equipment and Workspace Design: Equipment and workspace design must meet all applicable standards and requirements. Upon request, we will offer assistance in setting up a workstation.
4. Reporting Injuries: Injuries sustained by an employee while working at home may be covered by our workers' compensation policy. If you are injured while working at home, you must contact your Manager and Human Resources immediately, in accordance with company procedures.
5. Injuries to Visitors: We are not responsible or liable for injuries sustained by visitors to an employee's home office or assigned office location.
6. Tax Considerations: Employees are responsible for all federal, state, and local tax obligations associated with their particular work-at-home arrangements.

WORK AT HOME CLASSIFICATIONS

HOME-BASED EMPLOYEES (FULL-TIME)

1. Definition: "Home-based employees (FT)" are full-time employees who work at home five (5) days per week. For recordkeeping, training, meeting and administrative purposes, home-based employees are assigned to a specific office or hub ("assigned office location").
2. Eligibility
    a. Applicants: In certain circumstances, an individual applying for a position may be offered the option of working as a home-based employee. Such offers generally are extended to assist us in filling specific operational needs (e.g., securing an applicant who (i) is particularly well-qualified, (ii) possesses experience or expertise in a subject area that is difficult to fill, (iii) there is not sufficient space for the employee in the office, etc.).
    b. Current Employees
        i. Requirements: Generally, employees must work on a full-time basis for at least one year, with no breaks in employment, to be eligible for home-based employment. In addition, individuals requesting a home-based arrangement must have at least a satisfactory performance rating under the performance appraisal process, and demonstrate expertise regarding our program and Education Management System.

ii. Exceptions: Exceptions to these requirements may be made under certain circumstances, (e.g., to retain employees who are particularly well-qualified, possess experience or expertise in a subject area that is difficult to fill, etc.). Exceptions must be approved by Human Resources.

3. Procedure
   a. Applicants: When an applicant is hired as a home-based employee, the work location (home-based) will be noted in the offer letter.
   b. Current Employees: Requests for home-based arrangements should be directed to the employee's manager, who will consult with Human Resources to evaluate the suitability of such an arrangement. Factors to be considered include, but are not limited to, business needs, as well as the employee's job duties and responsibilities; prior performance; work habits; and ability to work with minimal supervision. In addition, certain grade levels, subjects, and positions may be better suited to a home- based arrangement than others.
4. Duration: Requests for home-based arrangements are reviewed on a school year by school year basis. Home-based employees who wish to work at home the following school year should inform their manager who will review the requirements for a home-based assignment.

SHORT-TERM WORK-AT-HOME ARRANGEMENTS

1. Definition: For the purposes of this Policy, the phrase "short-term work-at-home arrangement" refers to situations in which (i) an employee is permitted to work at home for a defined period of time due to a personal need or a return from short-term disability, and (ii) the duration of the work-at-home arrangement is less than one full school year.
2. Eligibility: For employees returning from a leave of absence due to a short-term disability (i.e., maternity leave), the following eligibility requirements apply:
   a. Employees who have been on a leave of absence due to a short-term disability may be permitted to work-at-home for up to three (3) months after the date the disability began, IF the employee's performance meets the criteria.
   b. Employee must submit an authorization to return to work from a physician to Human Resources before work-at-home arrangement will be approved.
   c. If the employee is returning from a leave of absence due to a short-term disability for maternity leave, the childcare requirement will be waived for up to three (3) months after the date the disability began.
3. Procedure: Employees who wish to work at home on a short-term basis should contact Human Resources.
4. Duration: Employees should provide Human Resources with information regarding the expected duration of their work-at-home arrangement.
5. Terminating a Work-at-Home Arrangement: We reserve the right to discontinue a work-at-home arrangement at any time, with or without notice, in our sole discretion. We generally will attempt to provide thirty (30) days' notice before making such a change.

OCCASIONAL WORK-AT-HOME DAYS

1. Definition: For the purposes of this Policy, the phrase "occasional work-at-home days" refers to situations in which an employee is permitted to work at home on an occasional or periodic basis, or an employee is in a "cube-sharing" arrangement where they share a workspace in an office with another employee, and alternate working from the office and working from home.
2. Eligibility: Some employees have the ability to earn work-at-home days based on their performance from the previous year. Eligibility requirements are determined at the school level.
3. Number of Work-at-Home Days: Generally, the number of work-at-home days available to an employee is determined by and dependent upon his/her performance during the prior school year. Employees may only use the number of work-at-home days allotted to them. We reserve the right to increase or decrease an employee's work-at-home days, with or without notice, in our sole discretion.
4. Procedure: Employees who wish to use a work-at-home day must obtain approval in advance from their Manager, or have a regular work-at-home schedule or cube-share arrangement that has been approved by the manager. We may, in our sole discretion, deny an employee's request to work at home on a particular day.

HOME-BASED EMPLOYEES (PART-TIME)

1. Definition: Home-based Employees (PT) are part-time employees who work at home or at an alternative location. These employees include Adjunct teachers, Part-time Speech Language Pathologists (SLP PRNs), and Substitute teachers. Adjunct teachers are required to consult with their Managers to schedule their "core hours," which will consist of a minimum of three (3) office hours per week between the hours of 9:00 am and 5:00 pm (e.g., Mondays, Wednesdays and Thursdays from 9:00 am – 10:00 am, Thursdays from 2:00 pm – 5:00 pm, etc.).
2. Eligibility: All adjunct teachers, SLP PRNs, and Substitute teachers enter into a work-at-home arrangement when they are hired.
3. Procedure: When a part-time employee is hired as a home-based employee, the work location (home-based) will be noted in the offer letter.
4. Duration: Adjunct teachers, SLP PRNs, and Substitute teachers are hired with the expectation that they will work at home while employed. However, we reserve the right to discontinue the arrangement at any time, with or without notice, in our sole discretion.

WORKPLACE SAFETY AND SECURITY POLICIES

WORKPLACE SAFETY

All employees must practice safety awareness by anticipating unsafe situations and reporting such conditions immediately. If a crisis or near-crisis situation arises at any work location, do not attempt to handle it on your own. Immediately consult your manager and/or Human Resources.

Practice safety around the office by not using, adjusting, or repairing machines and equipment if you are not authorized and qualified to do so. Be alert for tripping or slipping hazards. Keep walking areas clear of carts, boxes and other obstacles. Know the locations, contents and use of first-aid kits. If there is a medical emergency, call 911. Be familiar with our emergency action plans and report all injuries, illnesses, and accidents that are sustained while performing school-related work or while on our property to your manager immediately, no matter how minor. If you are in a position where you operate machinery or equipment that requires specific training or certification, you must possess the appropriate certification or have completed the appropriate training.

SECURITY

We will not be liable for the loss, theft, or damage of any personal property brought onto our premises, or for fire, theft, damage, or personal injury involving employee automobiles, their contents, or occupants. We reserve the right to inspect and search all areas of our premises at any time without notice and to question individuals on our premises concerning safety and/or security matters. Furthermore, in order to promote the safety of employees and school visitors, as well as the security of our facilities, we may conduct video surveillance of any portion of our premises at any time, the only exception being private areas such as restrooms.

Security inspections, searches and investigations can include, without limitation, examining offices, computers, CDs, disks, files, file cabinets, desks, closets, storage areas, restrooms, and all other areas of our facilities and premises as well as the person, vehicles, purses, packages, parcels, and other containers of individuals entering, leaving, or located on school property. We may conduct these investigations, inspections, and searches to detect illegal or unauthorized drugs and drug paraphernalia, alcohol, weapons, removal of school property, or for other reasons at our discretion. For these reasons, we keep duplicates of all keys issued to employees.

We reserve the right to access and inspect any personal computer or related device if such equipment is used to conduct school business. This right is limited to the work-related information that may be contained on these devices. Please note that in no case should work-related electronic content be stored on personal computers at home except when an employee is specifically assigned to work at home and to use personal equipment.

Your assistance with our efforts to provide for security—including your authorization to conduct security inspections or cooperation with school security inspections—is expected as a condition of your continued employment and is greatly appreciated. We reserve the right to occasionally review "swipe" records at buildings where key cards are used for access as well as question employees about office entry at abnormal hours.

WORKPLACE VIOLENCE PREVENTION

We do not tolerate acts of workplace violence committed by or against employees, business associates, or customers. We prohibit employees from making threats or engaging in violent acts.

PROHIBITED CONDUCT

Prohibited conduct includes, but is not limited to:

- Injuring another person physically;

- Engaging in behavior that creates a reasonable fear of injury in another person;
- Engaging in behavior that subjects another individual to extreme emotional distress;
- Possessing, brandishing, or using a weapon while on our premises or engaged in school business;
- Damaging property intentionally; and
- Threatening to injure an individual or damage property

We will seek the prosecution of all those who engage in violence on our premises or against our employees while they are engaged in school business.

EMPLOYEE GUIDELINES AND PROCEDURES

General Security Practices

- Never hesitate to call 911 if confronted with a potentially violent situation. It is better to have called 911 unnecessarily than not to have the police available when a threatening situation turns violent.
- Never attempt to physically restrain or physically remove a threatening or violent individual by yourself. Doing so puts you in danger and leaves you and us vulnerable to possible lawsuits.
- Always report violent, threatening, or harassing behavior to your manager and Operations. Alert your manager or Operations to the presence of strangers in your work area or the presence of any suspicious packages.

OUTSIDE THREATS

If you are the recipient of a threat against the company or third party provider, our facilities or employees including you, you are required to report such incident immediately. Please use the following guidelines for dealing with threats.

THREAT OVER THE PHONE

If you receive a threatening call, send an instant message to your Manager or Human Resources immediately noting that the caller is on the phone and that a threat is being made. Note the caller's phone number from your phone's caller ID.

THREATENING E-MAIL

If you receive a threatening e-mail, immediately forward the e-mail to your Manager and Human Resources.

MAIL THREAT

If a threat is received through the mail, notify your Manager and Human Resources immediately. Save the letter and the envelope, and, if possible, do not handle suspicious packages. If you find a suspicious item (package, box, briefcase, etc.) that does not belong in your area, immediately notify Operations.

IN-PERSON THREAT

Please call 911 immediately.

PROPERTY, EQUIPMENT, AND INFORMATION SYSTEMS POLICIES

PROPERTY AND EQUIPMENT

Our property or equipment and the property and equipment of Connections (the "property or equipment") is not for personal use and may not be removed from the premises without permission. We reserve the right to access and search all equipment. Computer systems, telephone systems, e-mail, WebMail, and voicemail are to be used for business/school purposes only and will be monitored as appropriate. We reserve the right to bill an employee for the cost of material not returned when an employee leaves the company and/or for the amount of personal telephone calls, if any, charged to work phone account.

Office based employees must follow the procedures set forth by building management and the employer in owned or leased facilities including a non-smoking policy, which prohibits smoking of any kind, including but not limited to tobacco products, electronic cigarettes, marijuana, and cigars. Employees are also prohibited from smoking in the presence of any students or families enrolled in the school or attending a third party function.

PARKING OPTIONS

We provide several parking options for employees. We are not responsible for lost, stolen, or damaged property while parking in one of these areas. You are responsible for locking your car and ensuring that valuables are stored out of sight.

CELL PHONE/MOBILE DEVICE USE

Employees who are not provided a regular cellular phone may, with prior permission from their manager, make business calls on their personal cellular phone or mobile device and submit an itemized bill for reimbursement on an expense report.

We encourage employees to remember safety when using their cellular phones or mobile devices for business purposes while driving. We encourage employees to safely pull off of the road when engaging in all cell phone conversations or using mobile devices for other purposes (emailing, texting, etc). Employees should be aware of and follow the appropriate state and local laws regarding use of cellular phones and mobile devices while driving.

Those employees who are not provided phones will not be reimbursed for use of their personal phones and are expected to make business calls from their office.

SOFTWARE/HARDWARE POLICY

ACCEPTABLE USE

This section defines the boundaries for the "acceptable use" of the employer's electronic resources, including software, hardware devices, and network systems. By using the employer's hardware, software, and network systems, you assume personal responsibility for their appropriate use and agree to comply with this policy and other applicable company policies, as well as city, state, and federal laws and regulations.

SOFTWARE

All software acquired for or on behalf of the employer or developed by employees or contract personnel on behalf of the employer is and shall be deemed company property. All such software must be used in compliance with applicable licenses, notices, contracts, and agreements.

Under no circumstances should any user install or download any software onto an employer-owned computer without specific permission from MIS.

PURCHASING

All purchasing of third party provider software shall be centralized with the MIS Department to ensure that all applications conform to their software standards and are purchased at the best possible price. All requests for software must be submitted to the department head for approval. The request must then be sent to the MIS Department, which will then determine and purchase the standard software that best accommodates the desired request.

LICENSING

We are responsible for enforcing all applicable licenses, notices, contracts, and agreements for software that is used on school computers. Unless otherwise provided in the applicable license, notice, contract, or agreement, any duplication of copyrighted software, except for backup and archival purposes, may be a violation of federal and state law. We must strictly enforce license compliance because any violation by a user may still cause us to be liable for the consequences of such violation.

HARDWARE

All hardware devices acquired for or on behalf of the third party or developed by employees or contract personnel on behalf of the third party is and shall be deemed the property of the third party. All such hardware devices must be used in compliance with applicable licenses, notices, contracts, and agreements.

PURCHASING

All purchasing of school computer hardware devices shall be centralized with MIS to ensure that all equipment conforms to third party provider hardware standards and is purchased at the best possible price using volume discounts or national accounts. All requests for computing hardware devices must be submitted to the department head for approval. The request must then be sent to MIS, which will then determine standard hardware that best accommodates the desired request.

OUTSIDE EQUIPMENT

No outside equipment or hardware may be plugged into the third party's network without specific permission from MIS (including USB peripherals and Flash Drives).

ELECTRONIC COMMUNICATIONS, TELEPHONE COMMUNICATIONS AND ACCESS CONTROL SECURITY POLICY

COMPANY PROPERTY

As a productivity enhancement tool, the school encourages the business use of electronic communications (including phone, voicemail, e-mail, webmail, message boards, instant message and fax). Electronic communications systems and all messages generated on or handled by electronic communications systems, including back-up copies, are considered to be the property of the school and third party provider, and are not the property of users of the electronic communications services.

AUTHORIZED USAGE

The school's electronic communications and telecommunications systems generally must be used only for business activities. Incidental personal use is permissible so long as:

1. It does not preempt any school activity.
2. Your department head is aware of your intended non-school usage.
3. It does not consume more than a trivial amount of time and/or resources.
4. It does not interfere with staff productivity.

Users are prohibited from using school electronic communications and telecommunications systems for charitable endeavors, private business activities, or amusement/entertainment purposes unless expressly approved by MIS. Employees are reminded that the use of school and third party resources, including electronic communications and telecommunications systems, should never create either the appearance or the reality of inappropriate use.

SPECIFIC COMMUNICATION SYSTEMS REQUIREMENTS

MESSAGE BOARDS

Postings by employees, teachers or other individuals who are not the learning coaches for currently enrolled students will be limited to comments relating to the program or other school-related activities. Further, such postings should be limited to those necessary to answer posted questions, to assist with identified problems or to gather parent input on proposed program changes or other school topics.

WEBMAIL

Webmail can be used for communication on personal matters (such as hobbies, books, mutual interests etc.) so long as care is used in making statements that are an expression of personal opinion that could be viewed as being detrimental to the school; or as statements of school or third party provider policy such as comments that are political (except for any specific legislative activity related to the operation of the school) or religious in nature. A good common sense test is to ensure that anything that is written in a webmail could be printed in a public newspaper and not be viewed as controversial or inappropriate.

TELEPHONES

Business phones may be monitored or recorded to ensure quality and in some departments, business phones may not be used for personal calls, depending on the nature of the work. In some departments, personal cell phones may only be used in break areas during employees' scheduled breaks and lunches.

GENERAL ELECTRONIC COMMUNICATIONS PROVISIONS

DEFAULT PRIVILEGES

User privileges on electronic communications systems must be assigned so that only those capabilities necessary to perform a job are granted. This approach is widely known as the concept of "least privilege." With the exception of emergencies and regular system maintenance notices, broadcast facilities (including the "All-Employees" distribution list) must be used only after the permission of your department head has been obtained.

USER ACCOUNTABILITY

Regardless of the circumstances, your individual user account passwords must never be shared or revealed to anyone else. This includes logging into a company resource as you to allow another user to access those resources. If another user does not have access to a resource and asks you to log in for them, you should deny the request and notify MIS immediately.

If users need to share computer resident data, they should utilize public directories on local area network servers, SharePoint or the Virtual Library in the LMS. Users should also refrain from sending attachments to internal users for review and comment if the resource is available in the public folder or SharePoint on the employer's network.

ACCESS CONTROL

To prevent unauthorized parties from obtaining access to electronic communications, users must choose passwords that are difficult to guess (not a dictionary word, not a personal detail, and not a reflection of work activities). The employer's password policy requires users to choose a password that is at least 8 characters long and a combination of letters, numbers and/or symbols. You will be required to change your password every 90 days, and you will not be permitted to re-use your previous 5 passwords.

NO GUARANTEED MESSAGE PRIVACY

We cannot guarantee that electronic and telephone communications will be private. Employees should be aware that electronic and telephone communications could, depending on the technology, be forwarded, intercepted, printed, and stored by others. Furthermore, others may require access to electronic and telephone communications in accordance with this Policy.

REGULAR MESSAGE MONITORING

It is our policy not to regularly monitor the content of electronic communications. However, the content of electronic communications may be monitored and the usage of electronic communications systems will be monitored to support operational, maintenance, auditing, security, and investigative activities. Users should structure their electronic communications in recognition of the fact that we may examine the content of electronic communications.

STATISTICAL DATA

Consistent with generally accepted business practice, we collect statistical data about electronic communications. As an example, call-detail-reporting information collected by telephone switching systems indicates the numbers dialed, the duration of calls, the time of day when calls are placed, etc. Using such information, MIS staff monitors the use of electronic communications to ensure the ongoing availability and reliability of these systems.

INCIDENTAL DISCLOSURE

It may be necessary for MIS staff to review the content of an individual employee's communications during the course of problem resolution. MIS staff may not review the content of an individual's communications out of personal curiosity or at the behest of individuals who have not gone through proper approval channels.

MESSAGE FORWARDING

Recognizing that some information is intended for specific individuals and may not be appropriate for general distribution, electronic communications users should exercise caution when forwarding messages. Sensitive information must not be forwarded to any external party without the prior approval of your department head. Blanket forwarding of messages to parties outside the organization is prohibited unless the prior permission of the president has been obtained.

PURGING ELECTRONIC MESSAGES

Sent and received emails should also regularly be purged from your personal electronic message storage areas. As a company associated with public education, we are subject to public records requests from members of the press or others. Once such a request has been made, it is a criminal offense to delete content that could be covered by the request, even if the person who deleted the content genuinely believes that the deleted content was not relevant. The best way to prevent this problem is to regularly delete emails that are not essential. Deleting unneeded messages is also necessary to keep our email servers from being overloaded. Each email account has a storage limitation that will notify you when the maximum space in your account has been reached. At that point, you are required to archive or delete your non-essential email to make more room in your mailbox.

INTERNET SECURITY & USAGE POLICY

SPECIFIC POLICY

All information traversing school or third party computer networks that has not been specifically identified as the property of other parties will be treated as though it is a company asset. It is our policy to prohibit unauthorized access, disclosure, duplication, modification, diversion, destruction, loss, misuse, or theft of this information.

In addition, it is our policy to protect information belonging to third parties that has been entrusted to us in confidence as well as in accordance with applicable non-disclosure agreements, contracts and industry standards.

AUTHORIZED USAGE

The computer network generally must be used only for business activities. Incidental personal use of internet on the network should be limited to employee break times.

Some departments may explicitly prohibit personal internet usage on the company's network. This will be outlined in a department specific policy.

INFORMATION MOVEMENT

At no time should an employee download anything from the Internet without direct permission by the Director of MIS. All approved software downloaded from non-Connections sources via the Internet must be screened with virus detection software prior to being opened or run. Whenever the provider of the software is not trusted, downloaded software should be tested on a stand-alone (not connected to the network) non-production machine. If this software contains a virus, worm, or Trojan horse, then the damage will be restricted to the involved machine.

All information taken off the Internet should be considered suspect until confirmed by separate information from another source. There is no quality control process on the Internet, and a considerable amount of its information is outdated or inaccurate.

Unless tools like privacy enhanced mail (PEM) are used, it is also relatively easy to spoof another user on the Internet. Likewise, contacts made over the Internet should not be trusted with school or third party information unless a due diligence process has first been performed. This due diligence process applies to the release of any internal information (see the following section).

Employees must not place company material on any publicly accessible Internet computer that supports anonymous file transfer protocol (FTP) or similar services, unless MIS and the department head has first approved the posting of these materials.

In more general terms, internal information should not be placed in any location, on machines connected to internal networks, or on the Internet, unless the persons who have access to that location have a legitimate need-to-know.

All publicly writable (common/public) directories on internal Internet-connected computers will be reviewed and cleared periodically. This process is necessary to prevent the anonymous exchange of information inconsistent with our business. Users are prohibited from being involved in any way with the exchange of the material described in this Policy.

INFORMATION PROTECTION

The employer's confidential, proprietary, or private information must not be sent over the Internet unless it has first been encrypted by approved methods. Unless specifically known to be in the public domain, source code must always be encrypted before being sent over the Internet.

Credit card numbers, telephone calling card numbers, log in passwords, and other parameters that can be used to gain access to goods or services must not be sent over the Internet in readable form. Unless an encryption algorithm like PGP (pretty good privacy), or another algorithm approved by MIS is used to protect these parameters, you should never put this information into an email, or instant message. This Policy does not apply when logging into the machine that provides Internet services. Currently we do not use any type of encryption.

In keeping with the confidentiality agreements signed by all employees, company software, documentation, and all other types of internal information must not be sold or otherwise transferred to any third party for any purposes other than business purposes expressly authorized by management.

Exchanges of software and/or data between an employee and any third party may not proceed unless a non-disclosure agreement has first been signed. Such an agreement must specify the terms of the exchange, as well as the ways in which the software and/or data is to be handled and protected. Regular business practices, such as shipment of software in response to a customer purchase order, need not involve such a specific agreement since the terms are implied.

Likewise, off-hours participation in pirate software bulletin boards and similar activities represent a conflict of interest with company work, and are therefore prohibited. Similarly, reproduction of words posted or otherwise available over the Internet must be done only with the permission of the author/owner.

COPYRIGHT AND LICENSING RESTRICTIONS

Computer software protected by copyright is not to be copied from, into, or by using school or third party provider computing facilities, except as permitted by law or by contract with the owner of the copyright. This means that such computer and microcomputer software may only be copied in order to make back-up copies, if permitted by the copyright owner.

The number of copies and distribution of copies may not be done in such a way that the number of simultaneous users in a department exceeds the number of original copies purchased by that department.

We strongly support strict adherence to software vendors' license agreements. We abide by all applicable federal and state statutes and regulations pertaining to the use of computer hardware and software including, but not limited to, federal copyright laws. Unauthorized copying, altering, modifying, merging, transferring, de-compiling, or reverse assembly of licensed software is strictly prohibited. State laws may further govern the use of any computer resource (including software).

Most copyright licenses for software contain single CPU usage restrictions. These restrictions must be honored. In some instances, the software copyright owner may grant a variance from these restrictions to company environments.

However, without explicit written variance, single usage restrictions in the license apply to all users.

EXPECTATION OF PRIVACY

Employees accessing employer information systems and/or the Internet should realize that their communications are not automatically protected from viewing by third parties. Unless encryption is used, staff should not send information over the Internet if they consider it to be private.

We may and expressly reserves the right to monitor Internet use from all computers and devices connected to any organization-provided network.

At any time and without prior notice, we reserve the right to examine e-mail, personal file directories, and other information stored on our computers. This examination assures compliance with internal policies, supports the performance of internal investigations, and assists with the management of our information systems.

ACCESS CONTROL

All users wishing to establish a connection with school or third party provider computers via the Internet must authenticate themselves at a firewall before gaining access to our internal network. This authentication process must be done via a dynamic password system approved by MIS.

Employees are prohibited from establishing wireless access points, electronic data interchange (EDI) arrangements, FTP sites, web servers, peer-to-peer networks or any other external network connections that could allow external users to gain access to our systems and information.

REPORTING SECURITY PROBLEMS

If sensitive employer information is lost, disclosed to unauthorized parties, or suspected of being lost or disclosed to unauthorized parties, MIS must be notified immediately.

If any unauthorized use of our information systems has taken place, or is suspected of taking place, MIS must likewise be notified immediately. Similarly, whenever passwords or other system access control mechanisms are lost, stolen, or disclosed, or are suspected of being lost, stolen, or disclosed, MIS must be notified immediately.

Because it may indicate a computer virus infection or similar security problem, all unusual systems behavior, such as missing files, frequent system crashes, misrouted messages, and the like must also be immediately reported. The specifics of security problems should not be discussed widely but should instead be shared on a need-to-know basis.

Users must not probe security mechanisms "test the doors" at either our website or other Internet sites unless they have first obtained permission from MIS. If users probe security mechanisms, alarms may be triggered and resources will needlessly be spent tracking the activity.

REMOTE ACCESS POLICY

Remote access is a generic term used to describe the accessing of our computer network by individuals not located at the primary office. We provide several options for access to corporate and school resources. This remote access may be required for traveling employees, employees who regularly work from home, or employees who work both from the office and from home. In many cases, both the company and the employee will benefit from the increased flexibility provided by a remote access program. Each user's need to access company resources remotely will be reviewed and approved by the department head and MIS on a case-by-case basis.

Participation as a remote access user may not be possible for every employee. Remote access is meant to be an alternative method of meeting company needs. We may refuse to extend remote access privileges to any employee or terminate a remote access arrangement at any time.

EQUIPMENT AND TOOLS

We may provide tools and equipment for remotely accessing the school or third party computer network. This may include computer hardware, software, phone lines, e-mail, voicemail, connectivity to host applications, and other applicable equipment as deemed necessary.

The use of equipment and software provided by us for remotely accessing the school or third party's computer network is limited to authorized persons and for purposes relating to company business. The company will provide for repairs to company equipment. When the employee uses her/his own equipment, the employee is responsible for maintenance and repair of equipment.

USE OF PERSONAL COMPUTERS AND EQUIPMENT

The MIS Department may only be able to provide limited support for equipment and software that is not purchased or owned by the company.

Neither the third party provider nor the school will bear *any* responsibility if the installation or use of any necessary software causes system lockups, crashes, or complete or partial data loss. The employee is solely responsible for backing up data on their personal machine before beginning any work. At its discretion, the third party provider will disallow remote access for any employee using a personal home computer that proves incapable, *for any reason*, of working correctly with the third party-provided software, or being used in a production environment. There are several key requirements that an employee must meet before gaining remote-access privileges to the third party provider resources.

HIGH-SPEED INTERNET CONNECTIONS

Only users with acceptable broadband connections will be approved to work remotely. No users with dial-up connectivity will be granted the ability to work remotely. If you have a high-speed connection to access the Internet from home on your own computer or during travel, you are required to have a personal firewall and active virus protection software installed on the computer to prevent unauthorized access to the computer. MIS must inspect and confirm the settings of any software-based firewall. If MIS cannot confirm the settings and the computer cannot be brought into the office for inspection, your ability to work remotely may be revoked.

If you have an existing high-speed Internet connection at home, and you use a stand-alone firewall or router appliance to protect your entire home network, you may not be required to run personal firewall software. The home router or firewall device must be configured to mask the computers behind it by using Network Address Translation (NAT) or a proxy, and it must not allow unsecured external access to any resources on your home network.

ANTI-VIRUS SOFTWARE

All computers accessing third party provider or school resources are required to have active anti-virus software installed and configured to automatically update each time the computer is connected to the Internet. You will need to coordinate with MIS to install the required software. If you already have another anti-virus package installed, you must verify that you are paying for an active subscription to pattern updates or you will be required to uninstall that application and install our corporate anti-virus application. No trial software will be accepted as proper protection.

MIS reserves the right to routinely inspect and verify that you have the proper safeguards in place on your home network and computer, and to revoke VPN access to the third party provider network at any time that we find or suspect that you are maintaining your computer or network in an unsecured environment.

ACKNOWLEDGEMENT

EMPLOYEE ACKNOWLEDGEMENT OF POLICES

I acknowledge that:

1. I have been advised that the employer has an employee handbook which sets forth various policies regarding my employment by Reach Cyber Charter School.

2. I understand that I have access to and can obtain a copy of the employee handbook for review at any time online in the Virtual Library or by contacting Human Resources or my manager.

3. I understand and agree that I am responsible for knowing and understanding its contents and abiding by the policies set forth in the handbook.

4. I understand that the handbook does not create a contract of employment, either express or implied, or a guarantee of any benefit, and that the handbook contains only a summary of benefits and an overview of policies and procedures.

5. I understand that all employment policies, practices, wages and benefits, whether they are in the handbook or not, may be unilaterally changed, amended, modified, reduced, or discontinued at any time in the company's sole judgment and discretion.

6. I understand that any amendment of the handbook will always govern and supersede any prior versions.

7. I understand, in accordance with the handbook policies, that if I should have questions or concerns regarding my terms of employment or working conditions, I should contact Human Resources or my manager.

8. I have read and understand the policies contained in this handbook and I agree to abide by all policies as well as immediately report any perceived violations of policies to my manager and/or Human Resources.

9. I understand that the employer has the right to use disciplinary action for any violation of policy or perceived violation of policy contained in this handbook.

10. I understand that the details of any benefits available to me as an employee are contained in the Benefits Guide.

11. Finally, I agree that my employment continues to be at-will and for no definite duration, that I can terminate my employment at any time, with or without cause or notice, and that the employer reserves the right to do the same.

You will be directed to acknowledge the policies contained within this handbook via electronic signature upon beginning employment.

April 11, 2017

To: Reach Cyber Charter Board of Directors

From: Dr. Jean Swenk, Director, Federal Programs Support

Subject: Title 1 Part A Schoolwide Plan

As a new school in 2016-17, Reach Cyber received Title 1 federal funding and attached for your review and approval is an application/plan for Reach to be designated as a schoolwide program starting in 2017-18. This designation gives the school significantly more flexibility in how it can spend its federal funding. Schools whose poverty rate (as measured by the percentage of students who qualify for free or reduced lunch status) is above 40% are eligible to apply for this status. Reach's current FRL rate is 67%. The elements of the Schoolwide Plan address the template provided by the state.

Thank you very much.

cc: Jane Swan, Rachel Graver

pennsylvania
DEPARTMENT OF EDUCATION

Title I Schoolwide Planning Components/Template

Date: 4/11/2017	
School: Reach Cyber Charter School	
District: Reach Cyber Charter School	
Principal: Jane Swan	
Email: jswan@reach.connectionsacademy.org	
Address: 750 E Park Dr, #204	
City: Harrisburg, PA	ZIP: 17111
Phone: (717)704-8437	Fax: (717)704-8437
Federal Programs Coordinator: Dr. Jean Swenk/Erin Erdley	
Coordinator Email: jswenk@connectionseducation.com/eerdley@connectionseducation.com	
If revision was requested, Date of Previous Submission:	
TITLE I School: Yes☒ No ☐	

School/Charter Designation:
☐**Reward**
☒**Undesignated**

Note: Schools, including Charter Schools, identified as "priority" and "focus" complete School Improvement Plans and those plans serve as their Schoolwide Plan.

School Demographics *as of 1/3/2017*

Low Income Percentage ***	67%
Ethnic/Racial Breakdown	
White 462	57.4%
Black 170	21.1%
Hispanic 117	14.5%
Asian/Pacific Islander 5	Less than 1%
Native American 1	Less than 1%
2 or More Ethnicities/Races 50	6.2%
Highly Qualified Instructional Paraprofessionals	0%

School Grade Span:	K	to	9

School Enrollment	805
IEP Students 130	16.1%
ELL Students 3	Less than 1%
Migratory Students	Less than 1%
Homeless Students	Less than 1%

Note: All teachers and instructional paraprofessionals in a schoolwide school must be highly qualified.

***If **Low Income Percentage** is between **30% and 39%,** an **Ed-Flex Waiver** must be obtained.

---------- PDE / DFP USE ONLY ----------	
Date Rec'd:	Date Approved:

Planning:

An effective Title I schoolwide plan must include the involvement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. No Child Left Behind (NCLB) requires a yearlong planning period prior to the implementation of a Title I schoolwide plan, unless the local education agency (LEA) can demonstrate that less time was needed to properly develop and implement the plan. Below, provide information regarding the planning and development of the Title I schoolwide plan.

Note: Section 1114 (b)(2)(B) of the **Title I law requires that the plan be developed with the involvement of parents and other members of the community to be served, as well as teachers, principals and administrators.**

Planning Team:

Name of Team Member	Position/Representation
Jane Swan	School Leader
Rachel Graver	Partner School Leadership Team
David Taylor	Board President
Joseph Harford	Board Secretary
Dr. Jean Swenk	Director, Federal Programs Support
Mr. Ryan Korn	Community Representative, Harrisburg University
Dr. Colleen Freyvogel	Sr. Manager of Special Education
Cody Smith	Secondary Teacher
Cyndee Hitz	Elementary Teacher
Lori Pereira	Parent
Nadia Pakharenko-King	Parent
Grace Smith	Secondary Teacher
Sarah Cardosi, Founding Coalition	Parent
Jamie Miedel	Elementary Teacher
Michael Hinsahw	Assistant Principal
LeeAnn Ritchie	Assistant Principal
Scott Stuccio	STEM Coordinator
Rachel Parker	Manager of Counseling
Erik Wiedman	School Counselor
Erica Carroll	Secondary Teacher

Schoolwide Planning Period:	☐ 1-Year	X Less Than 1-Year**

****If less than one year, include a brief summary of the planning that took place and why the LEA believes the planning was adequate for developing an effective Title I schoolwide plan.**

Overview of Title Planning:

Reach Cyber Charter School opened for enrollment starting with the 1617 school year, however, the planning cycle, geared toward a schoolwide program, began before the first day of the school year. The planning cycle began with parent and community outreach beginning in early 2015 and the Founding Group established in August 2015. The

initial school budget, including a 5-year forecast, was developed and approved by the school Board in September, 2015. The budget was based on projected state, local and federal funding. In terms of federal funding, budget planning included a conservative per student forecast based on 55% of anticipated enrollment (500, the maximum allowed in year 1, including K-9) as qualifying for Free and Reduced Lunch status. The forecasts included the assumption that federal funding, including Title funding and a planning grant and implementation grant, would be acquired.

Using standard at-risk criteria, the school identified at-risk students in September 2016. Identification and placement in supplemental interventions ongoing. As of November, 2016, nearly 80% of the enrolled students qualified as "at-risk".

The school submitted FRL numbers to PED in November 2016 and received its Title I allocation for 2016-17 school year in March 2017.

We are seeking to become schoolwide for the 2017-18 school year at this time since the school has had in place the elements of schoolwide planning since before the school year started. This includes:

- A comprehensive needs assessment process in place
- Structured processes in place for the development and evaluation of school goals aimed at the highest possible levels of student achievement, including a three-tiered Response to Intervention (RtI) model
- Seeking feedback from parents, students, teachers and Board members starting during the enrollment process and continuing throughout the year.
- Instituting training, orientations and clear expectations for intensive levels of parent engagement and involvement.

The following describes what has been done, and will be done, at REACH for each of these elements.

Development of Schoolwide Plan and Budgets

The school's budget was based on enrollment estimates that Reach Cyber Charter School would serve a student body typical of Connections Academy®-affiliated schools nationally, with approximately 48% of students qualifying for free or reduced price lunch, 25% minorities, and 16% special needs students. The school's budget is reviewed at every Board meeting. Current enrollment generally reflects these demographics (see the table above) although the percentage of students qualifying for FRL is substantially higher.

Throughout 2015-16 and as the current year has gotten underway, the school's mission, vision, and overall plan were developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary). The plan is available upon request to the LEA, parents, and the public. The school's Mission is available on the main page of the school's website (http://www.connectionsacademy.com/reach-cyber-school).

The planning that began in the 2015-16 school year for establishing the school encompassed all of the elements that are part of the process to be a "Schoolwide Program", including mission, goals, needs assessment, strategies to meet students' needs, and community and parent involvement. Methods to involve widespread parent and community involvement in the planning include Connexus® (Educational Management System, EMS), WebMail, regular school newsletters, and virtual and in-person meetings.

Once an initial schoolwide plan is approved by the state, a copy of the plan and accompanying parent policy and compact will be distributed to all parents using Reach's internal WebMail. This WebMail will specifically request feedback. Based on that feedback, Reach's Title 1 plan will be revised and then presented to the school's Board of Directors for approval. Final copies of the plan will be made available to parents via Reach's "bulletin board" on Connexus. This same review cycle will be repeated annually.

Ongoing planning within the school includes weekly staff meetings, distribution of the school's goals to every staff member, monthly reports to the Reach Board of Directors, semi-annual employee performance evaluations, and an "open door" policy by administration to ensure consistent and frequent communication of expectations and goals.

The mission and vision statements, based on needs assessment and input from parents, community, founding group, Connections Education® staff, etc., were developed during the 2015-2016 school year planning period for the school. They are as follows and guide the entire school plan.

Mission Statement: 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.

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.

Schoolwide Planning Summary

Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

2015-16 Board meetings:
September 4, 2015: Charter Application process and timeline, Founding Board Member appointment.
September 17, 2015: Approval of Board Bylaws, appointment of Board Treasurer, approval of charter application and supporting documents.
January 26, 2016: Review of revisions of Charter application.
February 24, 2016: Approval of revisions and resubmission of Charter application.
April 27, 2016: Review of PDE-approved charter, overview of implementation timeline, review and approval of process and timeline for recruitment of key personnel. review and approval of school 2016-17 budget. review and approval of Special Education Services plan.

2016-2017 Board Meetings:
July 6, 2016: Updates on facility, staff recruitment, enrollment, training and preparations for opening the school, and opening bank account; review and approval of school compensation plan and employee handbook.
September 21, 2016: Updates on preparations for opening the school: enrollment, staffing, training and facility; financial update (forecasts, revenue and expense statements, etc.); review and approval of Professional Development Plan for 1617 school year; review and approval of 1617 Focus Goals.
October 19, 2016: Discussed preparation for PDE enrollment visit; monthly financial statement review; Discussion of school operations metrics and performance data.
January 18, 2017: Approval of special education policies and procedures.

Future 2016-17 Board meetings:
April 19, 2017
May 17, 2017
Annual Meeting: June 21, 2017

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (√ all columns that apply)		
		Planning Team	All Staff	Parents
8/22-8/24, 2016	Teacher Orientation-Navigating systems, School Year Cycle timeline, Using Logs effectively, Communication expectations, Curriculum Based Assessments, Intervention Indicators, Welcome Calls, Student Start Up Tasks, Understanding and Monitoring Escalation, Using Student Data Effectively		x	
9/23/16	Understanding and Monitoring Escalation		x	
9/28/16	Special Education Accommodations and Modifications		x	
11/11/6	Intervention Indicators		x	
10/19/16	Monitoring and Supporting a Successful Part A Semester One		x	

11/2/2016	Options for Students Finishing Part A/Semester One early		x	
11/16/16	Using Data Effectively		X	
12/7/16	Options for Students Finishing Late		x	
1/4/17	Setting Section Stages Complete		x	
2/8/17	K-9 Preliminary Promotion and Retention		x	
3/8/17	Title I Planning: School year data review, Elementary, Secondary, Parent breakouts for review of successes and weaknesses and next steps	x		
12/2/16	Coffee Talk: Navigating Learning Coach Responsibilities			x
1/27/17	Coffee Talk: Completing Attendance and monitoring grading			x
9/21/16	Reach Ribbon Cutting: Ribbon cutting, introduction of Administration, State proclamation, STEM activities by Science Explorers for Families		x	x
3/15/17	PSSA State Testing Training		x	

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements

1. **Describe the technical assistance provided. Explain why it was considered high-quality technical assistance.**
2. **Supply the dates of meetings, the type or topic of assistance and who provided the assistance.**

Date	Provider	Type of Assistance
Weekly on Mondays, 4-4:30pm, through August; becoming biweekly in September through November; January through June.	Connections Education: Facilities, Partner School Leadership team, Enrollment, Information Technology, School Financial Services, Federal Programs Support, etc.	Launch Calls/Meetings: Launch calls are to assist the school in its Launch year (first year open) and make sure that assistance is provided as needed for facilities issues, technology, enrollment, federal grant programs, financial issues, etc.
1/31/2017 – 2/2/2017; TBD June/July 2017	Connections Education	**Winter Leadership Conference**: School Improvement planning, Strategic planning, Core model and Instructional Standards, Family Connections Coordinator role **Summer Leadership Retreat: topics TBD**
Weekly on Monday, 7/11 through end of year	Connections Education Partner School Leadership team (PSLT) staff	**PSLT Meetings:** School data, achievement data, professional development, staffing and budgeting
6/27-6-30/2016	Connections Education Summer Leadership Retreat	**Agenda:** Communities of Practice, Open Space Meetings, Team planning meanings, RTII, Graduation rate

Note: Reach Cyber Charter School is a single building school district. Reach selected Connections Education LLC to provide educational products and services as approved by the Founding Board. Reach offers an educational program supported by Connections Education and with technical assistance provided by Connections Education.

Connections Education provides the school with technical assistance in all areas on an ongoing basis. School Leaders meet with their Connections Education's Partner School Leadership team representative on a weekly basis throughout the school year to discuss school data, achievement data, professional development, staffing and budgeting. School Financial Services' staff assist with financial issues and present a financial update at each board meeting. Federal Programs Support assists with all federal funding requirements, including completing Title I and other federal grant applications, and meeting federal grant requirements. Refer to meetings listed above under Schoolwide Planning Summary section.

Needs Assessment

The basis of a solid schoolwide plan must be the results of a comprehensive needs assessment. The needs assessment should consider the needs of all members of the school community: teachers, students, parents, principals and administrators. Use the guiding questions below to describe the comprehensive needs assessment administered for the school.

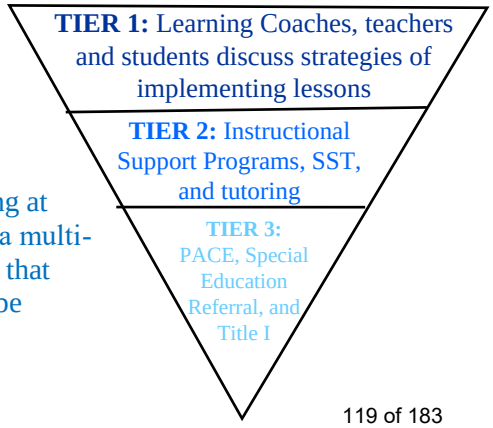
1. **Briefly describe the current educational program and offerings in the school. Include information on core curriculum, supplemental programs, assessments, interventions, professional development and parent involvement. This description should not go into great detail, but should capture the salient information needed to provide a snapshot of the school's programs.**

Upon enrollment, each student develops a Personalized Learning Plan (PLP). The plan is developed collaboratively for each student by the staff with input from parents and the students. The plan guides the tailoring of both curriculum and instruction to meet that student's needs. Special attention is paid to meeting the needs of students with disabilities and English Language Learners (ELL), whose Personalized Learning Plans reflect necessary modifications and accommodations but who are otherwise fully integrated into the daily learning routines of the school.

The delivery of the school's educational program is through an innovative learning model. This model is designed around each student with the daily routine driven by individual student data. The data are used to plan learning and design activities to maximize both academic performance and social/emotional growth. The school utilizes a combined learning approach of teacher-to-student, individual and small group, as well as online instruction, digital and hands-on curriculum, individualized and team-based learning to provide an engaging and effective educational experience for each student. Virtual English language arts, math, science, social studies, world languages, health/physical education and electives are offered to ensure that each student masters a rich and engaging high school curriculum geared for student success in college and career. The entire school enterprise is deployed through the Connexus® Education Management System (Connexus), which delivers curriculum, tracks data, and facilitates communication.

Teachers are provided continuous professional development (PD) opportunities, including topics such as identifying and working with at-risk students, the importance of understanding a student's background and academic history, identifying indicators for success, as well as subject-specific sessions for Math and English, etc.

Parent involvement is a centerpiece of the Reach Cyber Charter School concept. Whether a parent's role is as a Learning Coach working daily with his or her student, or as someone providing guidance to a Learning Coach, all parents/guardians will be intimately familiar with their child's progress on a day-to-day basis. Connexus ensures that all parents have access to complete data about their children's learning, and the school offers ongoing training and support to help Learning Coaches carry out their important role. Beyond involvement in their own student's education, parents can promote a positive school experience for all students by serving as Community Coordinators and helping organize field trips and other face-to-face activities for Reach families. In addition, the Governing Board provides a venue for parent involvement, with direct representation by parents on the Board and creation of ad hoc parent/Learning Coach advisory groups to provide guidance on particular subjects such as curriculum improvement or academic intervention.



Through the Reach placement process, students are provided with the curriculum materials and teaching resources that are appropriate to their achievement level as a starting point for learning, with the goal of attaining at least one year's academic progress within the school year. Reach utilizes a multi-tiered intervention approach to curriculum and instruction, which ensures that individual students receive the support they need. Students who may not be

successful in the standard program, Tier 1, receive additional support via the supplemental and alternative programs in Tier 2 and Tier 3 as highlighted in the adjacent chart.

SSTAIR™ is an instructional model which 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. SSTAIR is an acronym for **S**kills, **St**andards, **A**ssessment, **I**ntervention, and **R**esponse.

The Reach staff has formed a Student Support Team (SST) to focus collaboratively on the needs of students who are struggling, and to facilitate tutoring and other supports using this multi-tiered approach. In a virtual environment, students working below grade level are shielded from the negative social attention that struggling students often face in a brick-and-mortar environment and are thus able to concentrate on intensive learning.

Gifted Education

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. 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. The teachers assigned to work with the gifted groups receive additional training in gifted instruction.

College and Career Readiness

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 program is a comprehensive program with four levels of academic coursework: Foundations, Standard, Honors, and Advanced Placement (AP). Course selection is made in close consultation with students and their parents.

STEM-Focused Opportunities

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. The STEM-focused experimental opportunities will be supervised by a teacher and include activities/work according to a preapproved plan and timeline.

English Language Learners

The English Language Learner (ELL) program at Reach will entail a teacher-implemented instructional program based on the student's English language proficiency level, the Pennsylvania English Language Proficiency Standards (PA ELPS) for ELLs, and Pennsylvania Academic Standards. All incoming families will complete the Pennsylvania Home Language Survey during the enrollment process. Based on the information in this form, students may be referred for further language testing and/or review of records to identify their specific level of English proficiency. At this time, Reach has not enrolled any ELL students.

Students with Disabilities

Reach is committed to serving children with disabilities whether such children are currently or newly identified as disabled. Through a combination of appropriate certifications among our core Pennsylvania-based teaching staff and our centralized Education Resource Center staff, Reach is able to effectively meet the needs of special learners. Since Reach is a program focused on individualization, flexibility and personalization, it is often a very good fit for students with special needs. Reach can be an appropriate setting for students with special needs by providing:

- 1:1 individualized instruction
- A team of adults focused on student success
- Ongoing consultation with special educators, certified teachers, and curriculum specialists to assist with adapting and modifying assignments to meet specific student needs
- Personalized Learning Plans
- A safe and directed environment

- Reduced environmental distractions
- Frequent progress checks, evaluations and reports
- Flexible schedule that allows for students to move at their own pace
- Ability to separate academics from socialization

a. What types of assessments/tools were utilized during the needs assessment to gather data about the school?

Student Achievement Data	Teacher Data
Connections Academy's statistics on college acceptances, SAT and ACT performance, scholarships and post-graduation data; state testing data Starting in the 2016-17 school year, school-specific data will be a key element of ongoing needs assessment.	Employee satisfaction survey and "pulse" survey results
Student needs assessments for Personalized Learning Plans	ePortfolio data/Professional Development evaluations
Connexus data: participation, attendance, risk factors, lesson completion, performance, course completion rates, credit recovery data.	PLC and full staff meeting discussions
Formative assessments, ongoing informal assessments, curriculum based assessments, online and offline portfolio assignments	Performance reviews

Parent Involvement Data	Leadership Data
Connections Education parent satisfaction survey results. School-specific results as of Spring 2016-17.	Connections Academy-school ratings in other states
Feedback from parent meetings and events, orientations, Annual Title I parent Meeting, Title 1 Planning Meeting	Feedback from leadership retreats
StarTrack feedback; feedback collected within Connexus for lessons and courses	Employee satisfaction survey results for questions regarding leadership
	Semi-annual Board performance reviews

b. Provide a general summary of the steps taken to conduct the school's needs assessment. Include areas of school/community included, date needs assessment began, numbers of meetings, types of analysis that occurred, etc.

Note: Response below is for both a. and b. above.

During planning and development of Reach Cyber Charter School, starting early calendar year 2015, stakeholders reviewed data from schools supported by Connections Education to provide insight on the school's needs (see list of meetings under Schoolwide Planning Summary section above). Data reviewed included college acceptances, SAT and ACT performance, scholarships, post-graduation plans, and other performance data, including state tests and school ratings; parent, student, and employee satisfaction survey results.

Throughout the school year, comprehensive needs assessment (CNA) is conducted by school leadership and includes parents, teachers, Board members, and students. CNA is supported by robust data, including parent surveys, student surveys, and staff surveys and ongoing opportunities to submit feedback in multiple ways. Since 2016-17 is the school's first year, this year's survey data will be the baseline for determining future goals.

Besides the annual surveys, initial family needs assessment is done with each student enrollment. This initial needs assessment includes parents, students, and academic counselors completing the enrollment student information form (SIF). The individualized conference includes a transcript audit and career-college readiness goals. The SIF also generates data that captures vital needs per family such as low income, Special Services, and academic strengths and weaknesses.

Teaching staff, counselors, support staff, and administration at the school meet weekly to discuss progress made on school improvement goals through the review of student achievement data and information detailing the level of engagement students have with their school work. School staff meet every week in PLC teams as well as three times a month as a whole staff to discuss our findings, needs, and possible implications leading to identified areas for improvement.

Staff needs assessment data, such as in the area of professional development (PD), is also collected in multiple ways. One avenue is via the annual employee satisfaction survey; a second way is based on an analysis of the results of the assessments embedded in the PD courses and activities. The survey and analyses then inform the activities and revisions to the PD plan as decided by school leadership and the staff creating the PD activities and modules. The 2016-17 survey results will be the baseline for reviewing and determining future goals and needs.

Finally, the needs and concerns of parents and learning coaches are revealed via the annual parent satisfaction survey, feedback submitted via the educational management system (via a feedback link) and also by the "StarTrack" rating system. As part of Connexus, parents (along with students) can rate every single lesson and submit feedback about the lesson. All this feedback is reviewed and used to inform decisions relative to curricula revisions and training for parents, learning coaches and students. Learning Coaches are able to rate their overall school experience using a similar system.

Formal student needs assessments include ongoing online and offline assessments to measure student progress and a technology-based assessment tool to measure student gains over the school year. The Governing Board ensures the school complies with the statewide system of assessment and accountability and the assessment requirements applicable to all Pennsylvania public schools.

The Student Status/Escalation Process is a way the school tracks and reports ongoing student progress based on the objective numeric data generated by the Connexus. Staff members analyze attendance, participation (lesson completion, contact with teachers), and performance (grades). The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than "On –Track" in order to ensure students continue to gain the full benefits of this educational option and are being educated appropriately through this unique school choice.

To ensure that teachers can respond quickly to struggling students, Intervention Indicators are displayed on the teacher home page on the Connexus to facilitate teachers' ability to identify which of their students may be in need of an instructional intervention in math (M), reading (R), or both. These indicators are data-driven codes and are the first phase of a multi-phase initiative to facilitate teachers' abilities to ensure that all students learn at high levels of achievement. These codes are used to identify at-risk students, determine and implement appropriate instructional interventions, and monitor the effectiveness of interventions.

The following paragraphs describe the specific assessments Reach is using to evaluate the progress of students and cohorts over time as well as the school as a whole.

Assessment Objective Performance Reports (AOPR): This report provides real-time student performance data on essential skills and standards based upon individual math and language arts assessment items. The report identifies objectives students should master by the end of that grade level based upon the State Standards and display students' performance against the objectives.

Placement: Prior to the beginning of the academic year (or the student enrollment date when later), each student will take part in a placement process that includes review of previous school records and state assessment results, review with parents, and use of placement tests as needed.

Formative Assessments: LEAP (for students in grades K-2) provides essential diagnostic information for developing the PLP and planning instruction. The school will use Scantron for students in grades 3-10, and DIBELS for ELA grades K-1 for pre-, mid-, and post-testing.

Ongoing Informal Assessments: Students engage in several formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding requiring 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 complete a series of offline and online assessments, including written compositions, science lab reports, short-answer questions and essays, book responses, work samples, quizzes and a unit test. Online assessments provide students and families with immediate objective feedback, while offline assessments provide valuable reflection, feedback, and expertise from certified teachers.

Curriculum-Based Assessments: The school will use curriculum-based assessments (CBA) as a quick and effective way to gather additional information on students' understanding of concepts that pinpoint strengths and weaknesses in student mastery of concepts and authenticate student learning of concepts previously graded as completed with scores of B or higher.

Baseline Achievement Data: Whenever possible, state standardized test results will be integrated into an incoming student's basic information in Connexus, including results for state standardized tests that students take while enrolled at the school.

Response to Intervention: Data is used throughout the school year to implement, for all students, a Response to Intervention model. A teacher's Home Page in Connexus shows, for each student, an icon indicating if interventions have been identified and if they have been assigned. Also, the school has a Student Support Team (SST) and an on-going process of identifying student intervention needs, assigning those interventions, tracking their success, and escalating, if necessary, from Tier 1 to Tier 2 and ultimately Tier 3 (alternative placement). All efforts are made to meet each student's needs within the general education program.

School Self-Assessment/Evaluation: The school will have very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several academic and non-academic measures. The principal, in collaboration with the staff and with the Connections Education administrative support team, develops annually a list of measurable school goals that are designed to ensure continuous improvement. The Governing Board approves these school goals and the performance of the principal and staff is evaluated in part based on the school goals. The goals are reviewed throughout the year as well and adjustments made if necessary.

c. Based on the data gathered and the analysis done, discuss the areas of strength and the weakness that were identified.

Strengths:
As noted, this is the school's first year of operation so this year's testing results, survey results, and other evaluations will establish the baseline for future goals and strategies.
The school has identified the following strengths:

- **Student Achievement and Engagement**: high student engagement noted as gathered by participation and achievement data: **81%** of our students are on track as of March 14; **93.3**% of our students have had completed Student Start up tasks**; 84.6%** of students have had on time welcome calls with 10.6% late due to rolling enrollment through the year.
- **STEM** initiatives: virtual STEM club facilitated with 53 students throughout February and March which will continue to meet weekly throughout the school year; Science Explorers' participation after school hours held face to face and had 8 students participating.
- **Socialization Opportunities**: Reach held three field trips so far this year to the Capitol in Harrisburg, Philadelphia Independence Park tour, and Herr's Potato Chip Factory with nearly 200 in attendance. A trip is scheduled for the Crayola factory at the end of March. Three end of year events are planned for families

at Lake Tobias in the Poconos, The Pittsburgh and The Philadelphia Zoo to incorporate STEM and celebrate year one!

Weaknesses:

- The school recognizes that achieving a higher School Performance Profile (SPP) score is a challenge in the present environment of changes to PSSA standards. The school's SPP score relies heavily on state assessment scores, college readiness tests, industry standards-based assessments, and graduation, promotion, and attendance rates. Though the school is able to successfully identify subgroups, due to a plethora of data on student performance, closing gaps and improving achievement for low-performing subgroups is a concern.
- Graduation rates continue to be an issue across the country. Improving student attendance and participation continues to be an area of focus. Improved attendance and participation lead to higher passing rates and grade-level promotion.

In addition, the school identified these specific needs:

- Improve benchmark assessments, LEAP and Scantron, participation.
- Identify and create more opportunities for parent engagement across Pennsylvania; begin with hosting parent sessions at testing sites in April.
- Plan for Lego robotics competition across PA for next school year.
- Provide training on the following: assistive technology, multi-tiered systems of support (MTSS); more MTSS training and support.
- Identify training for teachers and set up times to meet with other teachers across Connections Academy Schools.
- Connect students with Office of Vocational Rehabilitation for transition purposes.
- Connect with more businesses to form partnerships for students' experiences.
- Plan and hold a virtual science fair.

d. Of the needs identified, which will be focused on during the first year of the Title I schoolwide program? If more than 3-4 areas of need were identified, it is recommended that you only focus on the 3-4 highest priority goals in year 1.

The need to meet high standards on state assessments and formative assessment growth will always be a focus for the school. Data sources to review progress for meeting this need include state assessment results, course passing rates, and pre- and post-test results of formative assessments including DIBELS, LEAP, and Scantron.

Reach will address academic needs of all students as evidenced by closing of performance gap of subgroups. The school will also focus on keeping students "on track" for graduation, grade-level promotion and earning an appropriate amount of credit towards graduation. The school will focus on improving student engagement and attendance and making students feel prepared for successful experience (as evidenced by during school year retention rate). Data sources include on-track status of students, participation and attendance rates, promotion rates, and retention rates.

The school recognizes the importance of parent engagement and involvement to the success of students. Data sources include parent feedback from the third-party yearly Parent Engagement Survey, feedback during Parent meetings/events, and feedback through Connexus Star-track system or Feedback button.

State Test Scores:

Meet or exceed the state average for proficiency by improving benchmark assessment participation and achievement, making at least one year of growth in these assessments.

Teacher Training:
Improve teacher quality through MTSS training, collaboration training with other Connections Academy schools and ongoing targeted professional development, measured by teacher attendance in trainings, surveys, and teacher accomplishments including enrolling in specific courses and degree programs.

Parent Involvement:
Identify and create more opportunities for parent engagement across Pennsylvania; begin with hosting parent sessions at testing sites in April, as measured by 80% positive responses on the 21 Parent Satisfaction Survey questions.

Student STEM focus:
Improve student participation by 100% in STEM-focused opportunities across the state, virtually and face to face, as measured by attendance at events and STEM club.

Area of Need to Be Addressed	Data Source #1	Data Source #2	Data Source #3
1.Need to meet high standards on state assessments	State assessment results	Attendance rates/ participation rates	Formative assessment data
2.Need to close performance gaps of low performing subgroups	Participation and attendance rates for subgroups	State assessment and formative assessment results disaggregated	Course passing rates disaggregated
3.Need to show growth on formative assessments	Formative assessment results (DIBELS, LEAP, Scantron)	Attendance and participation rates	Course passing rates
4.Need to meet graduation rate standards and keep students on track for grade-level promotion and graduation within cohort	Graduation rates, grade-level promotion rates	Retention rates during school year	On-track status for students
5.Need for high level of parent satisfaction and parent involvement	Parent engagement survey results	Feedback during parent meetings and events and via Connexus	Data on parent contact rates during the school year.

e. Describe the goals for year one that the schoolwide planning team agreed upon for each of the areas of need listed above.

Measurable Goals and Objectives to Promote Student Learning and Performance (from school's approved Charter application)

1. State Test Scores: In Year 1, the school will achieve a .90 ratio of school pass rates to statewide pass rates across all tested subject-grade levels on Pennsylvania assessments.
2. 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 the subgroup has a measurable number of students. The goal will be to have that subgroup's initial performance gap reduced to within five (5) percentage points of the overall level of school performance within five (5) years. A performance gap is defined as a statistically significant different 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 11 students during each of the years of any two-year period in which this goal is examined. Subgroup gaps will be examined separately by subgroups and within tested subject areas (e.g., math) on the state assessments.
3. In Year 1, 71% of students' enrolled for both the pre-and post-test windows for the school-administered formative assessments will show growth from pre- to post-test or will indicate proficiency or better on the post-test. ELA and Math will be calculated separately and averaged.
4. In Year 1, 80% of Full Academic Year (FAY) students will promote to the next grade (K-8). This will be assessed as of the end of the school year as compared with the beginning of the school year. 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.
5. Reach will have an average of 80% positive responses on the 21 Parent Satisfaction Survey questions that are most directly affected by the school.
6. 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 the total enrollment, equal to one minus the DSY withdrawal rate as reported in the June 30 Monthly School Report (MSR).

Scientifically-Based Solutions

Provide details about the scientifically based programs, strategies and interventions (solutions) the schoolwide team has selected to address the goals identified in the previous step. Explain how these solutions will strengthen the core reading, mathematics and science programs of the school and provide for the identification of and assistance to students failing to meet achievement standards.

Personalized Performance Learning (PPL)

Education research has shown that the touchstones of the PPL instructional model – high-quality teaching, personalized instruction, and parental involvement – have been directly correlated to top student achievement. 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…should emulate the unique learning style of the individual student." 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 an assignment…Differentiated assignments allowed students to grow academically according to their ability level."

Targeted Teacher Support
Well-designed and carefully administered one-to-one reading instruction contributed to improved performance for many students who were struggling to read. Students taught in small groups of 2-6 students were able to make the same gains in reading performance as students taught in one-on-one sessions, including *Reading Recovery* (Elbaum, B., Vaughn, S., Hughes, M.T., & Moody, S.W., 2000). For students that do not respond to initial interventions and continue to not engage in their education, a referral to the RtI program will occur. This brings additional staff to intervene in the student's education, creating a support system for remediation and/or other identified needs.

Parent Involvement
Decades of research show that parent participation in education is very closely related to student achievement (Fan, X., & Chen, M. (2001). Parental Involvement and students' academic achievement: A meta-analysis is. Educational Psychology Review, 13.1, 1-22). 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. Topur, 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." To support a significant role of parents in a student's cyber education, the school will provide avenues of communication with parents including a newsletter and website, and will provide training for parents including the Learning Coach Instructional Support Team offering several supports for Learning Coaches including Learning Coach Central, Learning Coach Link Newsletter, National Learning Coach Resource Sessions, and Parent-to-Parent orientations.

Available Supplemental Instructional Support Programs (SISPs):
Reading

- **Reading Plus**: Reading Plus is typically utilized as an instructional solution for developing and challenged readers. In alignment with the Common Core State Standards (CCSS), Reading Plus offers a wild range of carefully leveled narrative and informational texts that engage students, encourage students to read with purpose and understanding, and develop skills needed to achieve year-end expectations as outlined in the CCSS. Adaptive scaffolds carefully address individual student needs and facilitate each student's development of comprehension-based silent reading efficiency and independent silent reading proficiency. *"Reading Plus®* was found to have potentially positive effects on comprehension for adolescent learners" (U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse; "Building capacity in low-performing readers - Results of two months of Reading Plus® practice", Elfriede H. Hiebert, Text Project & University of California, Santa Cruz ,Alexandra Spichtig & Randi Bender, Reading Plus, Research Brief, Volume 2, Issue #1, 2013).

- **Skills for Success (Study Island®)** – Test-preparation, reinforcement, and skill review for language arts, math, science, and writing through games, quizzes, and text-to-speech. Study Island incorporates several research-based principals in order to support students and schools in meeting their goals in all major content areas: content derived from state standards; diagnostic, formative, and summative results; assessment feedback loops; ongoing and distributed skill practice; motivational components; a variety of instructional formats; dynamic and generative content; online learning; and parental involvement (Jennifer Watts, Magnolia Consulting, LLC. "Study Island Scientific Research Base." July 15, 2008).

- **Raz-Kids ™, Reading Eggs, and Reading Eggspress**– for reading literature, key ideas and detail reading, fluency reading, key ideas and detail, and range of reading and level of text complexity. These programs offer a wide variety of reinforcement activities and a reward system, immediate student feedback, step-by-step tutorials, progression from student's instructional level, and a variety of tolls and manipulatives.

***Writing*:**

- **6 Traits Power Write®**: 6 Trait Power Write is a trait-based model of instruction and assessment that helps students achieve high-quality writing called for in the Common Core State Standards. A scientific study conducted by REL Northwest in 74 Oregon elementary schools showed that the 6+1 Trait Writing model caused a statistically significant increase in student writing scores during the year in which it was studied (6 +1 Traits of Writing: The Complete Guide, Ruth Culham, Beverly Ann Chin, Scholastic, Dec. 2002).

- **Reading Eggs**- for reading foundational skills, fluency, phonological awareness, phonics and word recognition in reading, key ideas and detail reading, conventions of standard English, and vocabulary acquisition and use. These programs offer a wide variety of reinforcement activities and a reward system, and animated activities and accompanying stories.

Math:

- **Khan Academy**: Khan Academy is an educational organization that provides free online materials (i.e., videos, step-by-step problems, interactive challenges, and assessments) to provide an engaging learning experience. Khan Academy offers videos with an extensive interactive content library so students may target what they specifically need ("Research on the Use of Khan Academy in Schools: Research Brief", Robert Murphy, Larry Gallagher, Andrew E. Krumm, Jessica Mislevy & Amy Hafter, SRI Publication, Mar, 2014).

- **Math-Whizz®** is a diagnostic/prescriptive and adaptive mathematics instruction that is highly interactive and engaging with a reward system, immediate student feedback, and progression from the student's own level.

- **Think Through Math** – starts with an adaptive diagnostic test that informs placement in the program. Students work on individualized pathways that reflect specific weekly and daily goals which can be customized by teachers. Think Through Math's tutorial model is based on the largest body of cognitive tutoring research in the world, led by the U.S. Air Force Research Laboratory. Several major field studies were conducted to include more than 30,000 public school students in seven states to develop the proper cognitive thinking processes and intervention methods for students struggling with academics (Monika Kretschmer, Thomas N. Meyer, Todd M. Miller with Mei Technology and Kurt Steuck with Air Force Research Laboratory. "Multi-Year Large-Scale Field Studies of Fundamental Skills Training Project's Intelligent Tutoring Systems." American Educational Research Association, April 2000).

- **Skills for Success (Study Island)**

Science:

- **Discovery Education**: Discovery Education Science offers digital media content that is aligned to state standards, can be aligned to custom curriculum, and supports instruction. Discovery Education offers instructional videos, skill builders, games, audio files, images, writing prompts, and digital textbooks to support multiple learning styles. Substantial association has been found between the use of Discovery Education Science and the change in the percentage of students who reached proficiency after a retest (Boster, 2010). http://www.discoveryeducation.com/pdf/assessment/Discovery_Education_Assessment_Research.pdf).

- **Skills for Success (Study Island)** – Test-preparation, reinforcement, and skill review for language arts, math, science, and writing through games, quizzes, and text-to-speech.

Student Assessment of Progress

Frequent and ongoing assessments to determine student progress help determine how the schoolwide plan is meeting the student needs. The assessments that will be used need to be determined with the teachers involved in decision making and the implementation of the assessments.

1. **Use the following chart to describe the student assessments which will give staff on-going data regarding student progress:**
    a. **Give the grade level to be assessed**
    b. **Give the appropriate content area**
    c. **Give the full name of the assessment**
    d. **When will it be given**
    e. **How will staff be trained to give it**
    f. **How and when will staff use the information to guide instruction**

Grade Level	Content Area	Assessment Name and Description	Frequency of Assessment	How will Staff be Trained	How/when will Staff use the Information to Guide Instruction
K-1	English Language Arts	DIBELS® Next includes standardized, individually-administered measures of early literacy designed to monitor the development of pre-reading and early reading skills. DIBELS Next goals and cut scores are research-based, criterion-referenced scores with strong evidence of reliability and validity.	Fall and spring	Included in Connections Academy Professional Learning	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.
2-8/ K-8	English Language Arts/Math	Longitudinal Evaluation of Academic Progress® (LEAP): LEAP is a proprietary, diagnostic tool the school uses to help assess students' academic strengths and weaknesses. All students in grades K-8 take LEAP math and students in grades 2-8 take LEAP reading.	3 times over the school year: once in fall, winter, and spring.	Included in Connections Academy professional Learning	Assessment results will be used to help individualize a student's academic program to his/her individual needs. Results will be available to teachers through Connexus as students complete the assessment. Teachers will access student's overall scores, scores within content areas, and information based on student's overall score that highlights

					the extent to which the student is at-risk for struggling academically.
High school	ELA and Math	Scantron® Performance Series™ (SPS): These tests are online adaptive assessments the school will use (when HS grades are added in future years). Students are assigned tests that align with their enrolled curriculum.	Three times throughout the year: once in fall, winter, and spring.	Included in Connections Academy Professional Learning	SPS results will be available to teachers throughout Connexus as students complete the assessment. Teachers will have access to overall scores, scores within content areas, and information based on student's overall score that highlights the extent to which a student is at-risk for struggling academically.

The following paragraphs describe the specific assessments Reach will use to evaluate the progress of students and cohorts over time as well as the school as a whole.

Assessment Objective Performance Reports (AOPR): This report provides real-time student performance data on essential skills and standards based upon individual math and language arts assessment items. The report identifies objectives students should master by the end of that grade level based upon the State Standards and display students' performance against the objectives.

Placement: Prior to the beginning of the academic year (or the student enrollment date when later), each student will take part in a placement process that includes review of previous school records and state assessment results, review with parents, and use of placement tests as needed.

Ongoing Informal Assessments: Students engage in several formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding requiring 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 complete a series of offline and online assessments, including written compositions, science lab reports, short-answer questions and essays, book responses, work samples, quizzes and a unit test. Online assessments provide students and families with immediate objective feedback, while offline assessments provide valuable reflection, feedback, and expertise from certified teachers.

Curriculum-Based Assessments: The school will use curriculum-based assessments (CBA) as a quick and effective way to gather additional information on students' understanding of concepts that pinpoint strengths and weaknesses in student mastery of concepts and authenticate student learning of concepts previously graded as completed with scores of B or higher.

Baseline Achievement Data: Whenever possible, state standardized test results will be integrated into an incoming student's basic information in Connexus, including results for state standardized tests that students take while enrolled at the school.

Response to Intervention: Data is used throughout the school year to implement, for all students, a Response to Intervention model. A teacher's Home Page in Connexus shows, for each student, an icon indicating if interventions have been identified and if they have been assigned. Also, the school has a Student Support Team (SST) and an on-going process of identifying student intervention needs, assigning those interventions, tracking their success, and escalating, if necessary, from Tier 1 to Tier 2 and ultimately Tier 3 (alternative placement). All efforts are made to meet each student's needs within the general education program.

2. Describe the strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

A Personalized Learning Plan (PLP) is developed for each student collaboratively by each teacher with input from parents and students. The plan guides the tailoring of both curriculum and instruction to meet that student's needs. The PLP is based on comprehensive needs assessments, testing data and school record data, including intervention indicators, as discussed by staff, parents, and students.

Comprehensive needs assessments are conducted via multiple methods. Teachers use current performance results in order to intervene when necessary and see what students need in order to comprehend all material. Teachers are alerted to students with the potential to be on "alarm" or "intervention" via the Teacher Home Page in Connexus. Codes are displayed for each student to facilitate teachers' ability to identify which of their students may be in need of additional support. Intervention Indicators are data-driven codes displayed in the intervention column for all students in Connections Academy schools who may be in need of an instructional intervention in math, reading, or both.

Teachers also participate in Professional Learning Communities (PLCs) per academic discipline. Staff are split into two PLC teams which meet separately twice per month, and together as a whole staff group once per month to discuss progress made on school improvement goals through review of student achievement data and information detailing the level of engagement students have with their school work. The PLCs review data, establish semester goals, and discuss students' needs and possible implications leading to identified areas of improvement. In addition, counselors facilitate data protocols at the PLC meetings after standardized tests are received to ensure student success. The PLCs continue to monitor assessment data and make recommendations for intervention.

The school's Student Support Team (SST) meets on a weekly basis to discuss students who are struggling academically to develop an intervention plan, review student progress, and determine strategies for improvement, which may include use of Tier 2 – Supplemental Programs and Supports or Tier 3 – Supplemental Alternative Programs depending on the student's needs. To ensure that all students are identified, every enrolled student is assigned a Student Status (On-Track, Approaching Alarm, or Alarm) that is continuously updated based on attendance, assignment completion, contacts, and performance. This student status is displayed on the parent and teacher home pages for instant identification of potential problem areas.

The first stage of intervention is provided by the classroom teacher. Teachers place students into Tier I, Tier II, and Tier III interventions based on needs identified through intervention indicator codes, the RtI model, and PLC feedback. The primary difference between the tiers is the frequency and intensity of the interventions and can include additional one-on-one lessons or more targeted lessons depending on the students' needs. Teachers offer corrective feedback and an ongoing log of notes on the intervention. If the level of intervention is insufficient to make progress, the student is referred to the student study team for additional determination of need and intervention. Students are then assigned to a teacher who will provide additional interventions and monitor progress.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased instructional time that students will have access to if identified as at-risk of failing or failing to meet achievement standards:

x Extended School Day/Tutoring Programs
- **x Reading**
- **x Math**
- **x Science**
- **x Before School**
- **x After School**
- **Lunch/Study Periods**

x Year Around Schooling per the Charter (Summer)
- **x Reading**
- **x Math**
- **x Science**
- **x Technology**

X In-Class Instructional Support

x Pull Out Instructional Support

Student Assistance

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

1. **Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.**
2. **Describe how timely assistance and services will be provided for your struggling learners.**
3. **Describe services for the following special populations:**
   - **How services will be provided for your special education students;**
   - **How services will be provided for our English Language Learners;**
   - **How services will be provided for your migrant students; and**
   - **How services will be provided for your homeless students.**

Note: Response below is for questions 1-3 above.

"At Risk" Calculation

Connexus is the primary resource for identifying students experiencing difficulty meeting standards and thus are considered to be "at risk." Student data (e.g., test scores, personal information, etc.) is initially input into Connexus by teachers, parents, and students. On an as-needed basis, the school can have Connexus automatically calculate the names of these "at risk" kids using the following criteria:

- (A) Did not meet proficiency on the latest known English state test or on the latest known formative assessment.
- (A) Did not meet proficiency on the latest known Math state test or on the latest known formative assessment.
- (A) Student is considered homeless.
- (B) Attendance Metric (if metric is below 90% meaning the student has missed 10% or more classes, this would be an "at risk" criterion)
- (B) Performance Metric (GPA; if metric is below 70%, this would be an "at risk" criterion)
- (B) Participation Metric (if metric is below 75%, i.e., student is 25% or more behind in lesson completion, this would be an "at risk" criterion)
- (B) Was retained the previous year
- (B) Student is eligible for Free Lunch or Reduced-Price Lunch
- (B) Student is known to be a teen parent or other similar factors.
- (B) For K-2 students, teacher recommendation

Rule**:** A student is considered to be "at risk" if (s)he was not proficient in any item in category A. If (s)he was proficient on all of the criteria in category A, then the student has to meet 2 or more category B criteria.

Identifying struggling students

The school uses three categories of data to determine if needs are being met. The first is the Participation Metric to determine student progress. The second is a set of factors which could indicate a student's likelihood to succeed which drive assignment of the "EFGLR" indicators described below. The third category is the criteria used to determine "at risk" students which drive assignment of intervention indicators (described below). Teachers can review this data in real time via Connexus and are required to pull the information on a monthly basis. Teachers and coaches discuss this data, report findings and trends, at PLC meetings held every two weeks.

Participation

The Participation metric measures the number of lessons marked complete for students relative to how far along they are in the school year. If a student is "on track" to complete lessons by the end of the school year, the Participation metric will be around 1.0; if the student is working through lessons slowly and may not complete all lessons by the end of the school year, the Participation metric will be less than 1.0. The Participation metric is a ratio: *Lessons Completed/Lessons Assigned and Days Enrolled/Total days in school year* = Participation

Definitions*:*

- **Lessons Completed** = the number of lessons the student (and Learning Coach) have marked complete.
- **Lessons Assigned** = the total number of lessons the student is expected to complete by the end of the school year*. This number is the total number of lessons in all the courses (Part A and B) into which the student is sectioned for the school year minus any lessons teachers have skipped for the student.
- **Days Enrolled** = the number of days since the student has been enrolled in school.
- **Total Days in School Year** = the number of days between the school start and school end dates including weekends and holidays.

EFGLR

Research indicates that certain factors could indicate a student's likelihood to succeed in the school's program. These factors are determined based on information provided during the enrollment process and are indicated with codes called "EFGLR." The information below describes factors which may impact student performance and likeliness to succeed:

E: Students who have Caretakers or Learning Coaches who have at least graduated high school are more successful at Connections Education.

F: Students who are not eligible for Free and Reduced Meal (FARM) assistance are more successful at Connections Education.

G: Students in grades K—8 who are on or above grade level are more successful at Connections Education.

G: Students in grades 9—12 who are predicted to graduate on time are more successful at Connections Education

L: Students who start the school year on time are more successful at Connections Education.

R: Students who do not have a history of disciplinary problems or who were not struggling academically at their previous school are more successful at Connections Education.

Intervention Indicators

Student performance on state tests and diagnostic assessments (i.e., LEAP®, Scantron® Performance Series™, and in future years, DIBELS) predicts the likelihood of learning success during the school year. In the My Students area of the Teacher Home Page in Connexus, there are codes displayed to facilitate teachers' ability to identify which of their students may be in need of additional support. Intervention Indicators are data-driven codes displayed in the Intervention column for all students in Connections Academy schools who may be in need of an instructional intervention in math (M), reading (R), or both.

The codes listed in the Intervention column indicate the following information: **Math and Reading Levels of Need.** The categories are:

- A student may not be currently at-risk or in need of instructional interventions based on these indicators.
- Student needs attention and may need an intervention plan or additional support.
- Student is likely in need of additional support or an intervention plan. "M: --"/"R: --" (for Math and Reading)
- Student has no pre-test, mid-test, or state test scores and/or the student has been enrolled for less than 30 days*.
- N/A
- Student is in a Connections Learning program.

In addition, the following can be used to determine if needs are being met and progress is being made*:*

- **Yearly progress:** Using its standards-based, technology-facilitated Longitudinal Evaluation of Academic Progress (LEAP) pre-, mid-, and post-test for K-8 students and the pre-, mid-, and post-SCANTRON test for students in grades 9 - 10, the school gauges each student's academic growth over the course of the year.
- **Ongoing informal assessments:** During each phase of their curriculum mastery, students engage in several assessments that tap into all levels of student thinking.
- **Unit assessments and portfolios:** Each subject in the curriculum is broken into logical units of study. Throughout each unit, students are required to complete a series of offline and online assessments. Offline assessments may include written compositions, science lab reports, short answers and essays, book responses, and a variety of work samples, which will make up a student's portfolio. These assessments require direct teacher evaluation. Online assessments include several quizzes and a unit test. While the

quizzes are brief and frequent (occurring after every third or fourth lesson), the unit tests are more comprehensive and occur at the end of an entire unit.

- **Baseline achievement data**: To the extent that state standardized test results are available for an incoming student, these results are integrated into that student's basic information in Connexus; likewise, results for state standardized tests that students take while enrolled at the school will be included in Connexus, along with LEAP and SCANTRON data. This data will be used to track student progress from year to year and within the year. In addition to the assessment methods described above, Connexus gathers very granular data on every student's performance every day. During each phase of their curriculum mastery, students will engage in many different types of evaluations, both formal and informal. Formal assessments include quizzes, unit tests, skills checks, portfolio items and graded discussions. Informal assessments include the variety of methods teachers use to gather ongoing feedback about student progress from both Learning Coaches and students, such as WebMail, LiveLessons, phone conversations, and review of student work samples. Students should expect work to be graded, based on the assignment and format, either immediately or within one week, with the average being 24-hour turnaround time. In addition to formal graded assignments, teachers continuously monitor student work via Connexus, noting performance on auto-graded quizzes and checks for understanding and also by reaching out to students via telephone Curriculum Based Assessments (CBAs) which are used to verify student work and/or diagnose difficulties in mastering discrete skills and concepts. Connexus tracks teacher response time and teacher-student/teacher-parent communications, providing the school principal with rich, actionable data on this key aspect of teacher performance. As a virtual charter school, the school places special emphasis on personalization of instruction, parental/family involvement, ongoing assessment to facilitate data-driven instructional decisions, and building on students' unique strengths through an individualized, technology-rich program. The details above show how the school's instructional approach and methods align with and help fulfill that special emphasis.

Escalation Process

The school employs a multi-tiered intervention model (Response to Intervention, or RtI) so that all students have access to the curriculum and instructional resources they need to be successful. The school's Student Support Team (SST) meets on a weekly basis to discuss students who are struggling academically to develop an intervention plan, review student progress, and determine strategies for improvement, which may include use of Tier 2 – Supplemental Programs and Supports or Tier 3 – Supplemental Alternative Programs depending on the student's needs. To ensure that all students are identified, every enrolled student is assigned a Student Status (On-Track, Approaching Alarm, or Alarm) that is continuously updated based on attendance, assignment completion, contacts, and performance. This student status is displayed on the Parent and Teacher Home Pages in Connexus for instant identification of potential problem areas. A status other than "On Track" indicates non-compliance of increasing degrees (i.e., multiple unexcused absences or missed assignments) and/or failure to improve despite intervention by school staff according to the Escalation Process. In the Escalation Process, the teacher and other relevant school staff meet to discuss the reported concerns and suggest strategies to bring the student back to "On Track" status. Some strategies are calls to the parent to discuss the issue, adjustments to the schedule, intensive work on specific skills, or – in more serious cases of noncompliance – a conference with the school administration. In the most serious cases, a site visit with the parent and student may be advisable.

Interventions

In order to make informed decisions about intervention, teachers must:

- Be knowledgeable about the student's learning needs and learning style
- Be knowledgeable about the intervention resource's instructional focus and verify that there is a match between the student instructional need and the program's instructional focus
- Attend trainings comparing and contrasting the intervention resources being considered in advance of place students into one of them
- Monitor the student response to the intervention at least bi-weekly by looking at data to inform the next instructional steps needed.

The school employs a multi-tiered intervention model so that every student has access to the resources they need to be successful: Tier 1 – Core Instructional Program; Tier 2 – Supplemental Programs and Supports; Tier 3 – Alternative Support Programs. The primary difference between Tier I, Tier II, and Tier III instruction is the frequency and intensity of the interventions and can include one-on-one lessons or more targeted lessons depending on the students' needs. Teachers intervene initially at the Tier 1 level. Tier 1 interventions include proprietary and third-party resources and strategies to differentiate instruction. If data shows students are not making progress with Tier 1 interventions, students will then receive Tier 2 support in the SSTAIR model. Tier 2 interventions include targeted LiveLesson sessions as well as Supplementary Instruction Support Programs (SISPs) such as those listed below. If a student is still not progressing, the data will be used to determine the student's greatest area of need, and a special education referral may be completed. Staff collect all data and make the special education referral in a timely manner according the best practice and special education regulations. Tier III interventions are designed to address instructional needs of students who required additional support mastering Essential Skills and Standards. The strategic intervention and progress monitoring provided through the implementation of targeted Supplemental Instructional Support Programs (SISPs) helps to ensure students are receiving instruction that meets their individual needs. Including but not limited to the intervention resources listed below, the level of effort and tasks for teachers include:

- Monitoring student progress through bi-weekly reports nothing the following:
  - Amount of time spent in the program
  - Skills in need of reinforcement
  - Overall response to the intervention
- Attending monthly SISP meetings
- Initiating removal of student from the program if the response is not adequate.

Tier III interventions are designed to address the instructional needs of students who require additional support mastering essential skills and standards even after the use of Tier I and II resources. The strategic intervention and process monitoring provided through the implementation of targeted Supplemental Instructional Support Programs (SISPs) helps to ensure students are receiving the instruction that meets their individual needs. The following is a list of Tier III intervention resources available:

English Language Learners

The English Language Learner (ELL) program at the school entails a teacher-implemented instructional program based on the student's English language proficiency level, the state English Language Proficiency Standards for ELLs, and the state's Academic Standards. All incoming families complete the state's Home Language Survey during the enrollment process. Based on the information in this form, students may be referred for further language testing and/or review of records to identify their specific level of English proficiency. At this time, Reach Cyber Charter has not enrolled any ELL students.

Students with Disabilities

Reach is committed to serving children with disabilities whether such children are currently or newly identified as disabled. Through a combination of appropriate certifications among our core Pennsylvania-based teaching staff and our centralized Education Resource Center staff, Reach is able to effectively meet the needs of special learners. Since Reach is a program focused on individualization, flexibility and personalization it is often a very good fit for students with special needs.

Students may be identified for special education services in multiple ways. During enrollment, families will be asked if their child has an IEP or 504 Plan; universal screening instruments (LEAP and DIBELS) will be used to identify students for instructional interventions and, potentially, special education evaluation; and/or students may be referred by parents, teachers or the SST based on the student's response to MTSS/RtI efforts. These interventions are not used to delay or deny a parent-requested special education evaluation.

A member of the Reach special education team will be represented on Reach's MTSS/RtI process, providing guidance to the team on specific instructional and behavioral approaches to students to ensure students are referred for special education in a timely manner, engaging parents in the process. As a member of the team, the special

education teacher will verify that the struggling student has received the appropriate instruction and that the student's difficulties are not related to LEP. Parents are involved every step of the way.

Special education evaluation will be coordinated with a parent and an evaluator in close proximity to the student. Parents will join an interdisciplinary team meeting to review results and determine the student's eligibility for special education. If the student is found eligible for special education, the school will convene the IEP meeting to develop the IEP within 30 days. The IEP is then reviewed yearly. Student progress on annual goals and objectives will be monitored regularly using a variety of tools. Data will be summarized and provided to parents quarterly throughout the school year, unless the IEP team agrees upon more frequent updates. If the student is not making expected progress, instructional adjustments will be made accordingly.

Some alternative curriculum resources used by the school include:

- Compass Learning Odyssey: a third-party web-based curriculum using interactive lessons to engage students in instruction at their personal instructional level
- Unique Learning System: an online, dynamic, standards-based curriculum specifically designed for students with special needs with special education lesson plans and downloadable materials that teachers can readily implement into special education classroom learning activities.
- Independent Living and Life Skills: program designed to provide life skills support by providing instruction necessary for students to function independently as adults to the fullest possible extent as part of the school's postsecondary transition planning and alternative curriculum program.

Students identified as Migrant or Homeless

Students experiencing homelessness or who are identified as migrant are provided with services that are comparable to services offered to other students not experiencing homelessness or identified as migrant. These services include, but are not limited to, educational programs or services such as programs for children with disabilities, programs for students with limited English proficiency, vocational education, and programs for gifted and talented students, for which a student experiencing homelessness meets the eligibility criteria. Homeless children and youth are automatically eligible for Title I, Part A services. All students' needs are evaluated and incorporated into the student's Personalized Learning Plan. The school Board has recently approved a Homeless which complies with ESSA.

Plan Implementation

Once the goals of year one of the schoolwide plan have been determined and the solutions selected, the planning team must determine how to effectively implement the plan in order to ensure success for students, teachers and parents. Implementation plans must include administrators, teachers and parents.

ADMINISTRATORS

1. **What steps will building-level administrators take to ensure that implementation is occurring effectively?**
2. **What types of milestones and timelines have been established for year one to help building-level administrators gauge progress toward year one goals?**
3. **What measures/data will be reviewed throughout year one to inform building-level administrators of progress toward goals?**
4. **How will administrators ensure that data gathered from the above sources throughout the year is shared with classroom teachers, reviewed, analyzed and used to make changes to instruction?**

TEACHERS

1. **How were teachers informed of the development of the schoolwide plan?**
2. **How will teachers be involved in the implementation of the plan?**
3. **How will feedback from teachers be obtained throughout the year?**

PARENTS

1. **How were parents informed of the development of the schoolwide plan?**
2. **How will parents be involved in the implementation of the plan?**
3. **How will feedback from parents be obtained throughout the year?**

Note: Response below describes how leadership, teachers, and parents collaborate to develop, implement, and review/evaluate the schoolwide plan throughout the year.

Schoolwide Plan Development:
The school has very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several academic and non-academic measures. The principal, in collaboration with the staff and with the Connections Education administrative support team, develops annually a list of measurable school goals that are designed to ensure continuous improvement (included above). The Governing Board approves these school goals and the performance of the principal and staff is evaluated in part based on the school goals. The goals are reviewed throughout the year as well and adjustments made if necessary.

Schoolwide Plan implementation and Feedback (including evaluating implementation and progress toward goals):
Throughout the school year, evaluation of progress is completed by school leadership and includes parents, teachers, Board members, and students. Implementation evaluation is supported by robust data from Connexus, parent surveys, student surveys, and staff surveys, and ongoing opportunities to submit feedback in multiple ways.

Teaching staff, counselors, support staff, and administration at the school meet weekly to discuss progress made on school improvement goals through the review of student achievement data and information detailing the level of engagement students have with their school work. School staff meet every week in PLC teams as well as three

times a month as a whole staff to discuss our findings, needs, and possible implications leading to identified areas for improvement and in order to move the school out of "continuous improvement status."

On an ongoing basis throughout the year, staff members analyze attendance, participation, performance, assessment submissions, and teacher contact. To ensure that teachers can respond quickly to struggling students, Intervention Indicators are displayed on the teacher home page on Connexus to facilitate teachers' ability to identify which of their students may be in need of an instructional intervention in math (M), reading (R), or both. These indicators are data-driven codes and are the first phase of a multi-phase initiative to facilitate teachers' abilities to ensure that all students learn at high levels of achievement. These codes are used to identify at-risk students, determine and implement appropriate instructional interventions, and monitor the effectiveness of interventions.

This schoolwide plan will be reviewed and updated annually using prior year data, including the evaluation of all federal and state supplementary programs/services to determine the effectiveness and impact on student achievement. School Leadership, FPS, as well as community and parent stakeholders, are involved in the revision process. Updates take into account feedback from the Annual Title I Parent Meeting, Title I Planning Committee Meetings, and parent and employee surveys, among other resources.

Data

The following are specific assessments Reach will use to evaluate the progress of students and cohorts over time as well as the school as a whole (described in detail previously): Assessment Objective Performance Reports (AOPR); Formative Assessments: DIBELS (grades K-1), LEAP (for students in grades K-8), Scantron (HS); Ongoing Informal Assessments; Unit Assessments and Offline and Online Portfolio Assignments; Curriculum-Based Assessments; State assessment data; parent, student, and staff evaluations.

Parent Involvement

Feedback from parents and learning coaches is revealed via the annual parent satisfaction survey, feedback submitted via Connexus (via a feedback link) and also by the "StarTrack" rating system. As part of Connexus, parents (along with students) can rate every single lesson and submit feedback about the lesson. All this feedback is reviewed and used to inform decisions relative to curricula revisions and training for parents, learning coaches and students. Learning Coaches are able to rate their overall school experience using a similar system. In addition, all parents are invited to attend the Annual Title I Parent meeting, get involved on the Title I Planning Committee, attend Board meetings (and/or become a Board member), and attend Parent and Family events held throughout the year. The Schoolwide Plan and school progress are discussed at the parent meeting and at planning committee meetings where parents, staff, and other relevant stakeholders are able to provide feedback on progress.

Professional Development

Professional development must be of high quality, on-going, and sustained for all staff, principals and paraprofessionals. Teachers must receive professional development on an annual basis on the multiple types of assessments. Professional development must include ways to disaggregate data in order for teachers to understand how to change instruction to meet the needs identified by the data. Teachers must have input on the types of assessments being used at the Schoolwide School.

1. **List the professional development activities the school will engage in to implement the schoolwide plan. If the team has created a professional development calendar include the calendar in the back of your plan.**
2. **Describe how each professional development activity listed above relates to the priority areas needing improvement and how these activities will assist in improving student achievement.**
3. **Describe the on-going and embedded support and follow-up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.**

Note: Response below is for questions 1-3 above.

Teachers and other school staff at the school are provided ongoing support and follow a comprehensive multi-year professional development plan. Professional development activities and courses are developed and continue to be enhanced each year based on the International Association for K-12 Online Learning (iNACOL) *National Standards for Quality Online Teaching*. Other research which is part of the process for developing professional development is the Measures of Effective Teaching (MET) project. The staff is provided professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. Current trends in online learning as well as the *Core Standards for Facilitating Student Learning* are also components of each professional development session.

Teachers and other school staff focus on 12 professional development topics that support core standards for facilitating student learning, align to the school year cycle, and are driven by the belief that all students can and must learn at relatively high levels of achievement. The PD series focused 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. Further, sessions focus on the "instructional shifts" that are required to support the level of rigor demanded by State Standards, updated state standards, and next generation assignments, as well as to prepare students for college and career success in our globally competitive world.

Certain professional development courses are required within the first 30 days of the school year for new and returning teachers and provide working knowledge of courses teachers are assigned to teach and the various supports available as they develop and refine skills as successful online teachers. Focus is on providing high quality instruction resulting in student learning and monitoring student performance and providing timely feedback and intervention. Additional required sessions are provided throughout the year, typically monthly. Sessions are recorded and available 24/7 to teachers. Teachers are also provided the opportunity to obtain continuing education credits through relevant conferences and outside training sessions.

Training programs provided to all Reach Cyber Charter School teachers include:

a. Initial teacher orientation course (developed by Connections Education) – All teachers and principals must complete and pass this training course. The focus of this course is to prepare staff for the first few weeks of school and covers "the basics."
b. Supplemental teacher training course segments (developed by Connections Education) – Once school is successfully under way, Connections Education Instruction and School Support Team members present more segments of the training course to teachers on an ongoing basis. These segments contain information about more complex features and functions of Connexus®, instructional processes, and processes that teachers need to implement once school starts.

c. Just-in-time sessions – these sessions are conducted by principals when specific issues warrant training sessions.
d. Tuition assistance – the tuition assistance program is offered to encourage teachers to continue their education and professional degrees.
e. Professional development sessions - (developed by Connections Education) - ongoing sessions, based on teacher needs assessment, are provided throughout the school year. Note: A Professional Learning Catalog is available upon request.
f. Teachers also may participate in professional development opportunities such as conferences and workshops based on their individual needs and goals.

Internal professional development participation is documented through the Teacher ePortfolio. Following each session, teachers are to provide the following items in the ePortfolio as a record of participation: (1) data of attendance of session; (2) how the session was completed (i.e., attended live or watched recording); (3) documentation of post-session task completion and a brief explanation of the post-session task document, what the teacher implemented or planned based on the session, and how the session has impacted instructional practices; (4) time spent preparing, participating, and completing follow-up tasks. The ePortfolio also gives teachers the opportunity to provide feedback on the PD session.

The following professional development trainings are offered online to staff who are using intervention (Tiers 1, 2, 3) strategies with at risk students. They align directly with the activities that address goals and strategies in the Schoolwide Plan. Note: These sessions are for the 2016-2017 school year.

Supplemental Instructional Support Programs (SISP) Representatives
Each school's SISP Representative should attend this once-a-semester meeting to learn about the Intervention Indicator tool, the available Tier II interventions, and the enrollment process for requesting a Tier II intervention.

***Reading*:**
Supplemental Instructional Support Programs (SISP) Representatives
Each school's SISP Representative should attend this once-a-semester meeting to learn about the Intervention Indicator tool, the available Tier II interventions, and the enrollment process for requesting a Tier II intervention.

***Writing*:**
6 Trait Power Write®
Weekly sessions throughout the school year

***Mathematics*:**
MathXL®

Social Studies
Skills for Success (Study Island)
Meetings to be scheduled as needed.

Study Island to Support End-of-Course (EOC) Exams
Meetings scheduled as needed.

Highly Qualified Staff

All teachers of core academic subjects and instructional paraprofessionals must be highly qualified. In addition, a schoolwide plan must describe how it will recruit and retain highly qualified staff.

1. **Describe strategies the school is using or going to use to recruit high-quality, highly qualified teachers to high-needs schools.**
2. **Describe strategies the school is using or going to use to retain high-quality, highly qualified teachers to high-needs schools.**

Note: Response below is for questions 1 and 2 above.

Reach offers a highly innovative and exciting place to work for ambitious and talented teachers. Teachers' suggestions, input, and ideas are all taken seriously and the school is able to work with teachers to ensure that they and their students are functioning at their highest levels. Teachers are drawn to the highly individualized nature of our learning/teaching model; it allows them to focus their direct attention on teaching students.

As an employee, teachers are also able to earn merit pay increases each school year based on student performance goals and attainment of overall school goals. We also have a "Career Ladder" model which allows teaching/instructional staff to apply and complete for leadership roles both on campus and across our network of schools. Attainment of a "Career Ladder" position allows a teacher to remain in their current role, plus add on additional responsibilities as defined by the Principal and school network.

All teachers are highly qualified per No Child Left Behind. As new rules become available in regards to HQ status under ESSA, the school will ensure all teachers meet the requirements. Credentials are held in confidential/locked personnel files and are available upon request.

Except under unusual circumstances, only Highly Qualified teachers are hired. If a need exists that forces the hiring of a non-Highly-Qualified teacher, a plan is developed at the time of hire to support that person in becoming HQ as soon as possible. The same is true for any staff who need to renew/upgrade a certificate after hire in order to become HQ.

The principal and/or designee works with the non-HQ staff person to develop an individual-specific HQ plan that contains criteria for the employee to become HQ. Initially, a meeting is held with the employee to review and document necessary requirements and establish a deadline to meet each requirement. The HQ plan of action documents any test(s) required and date(s) that test is scheduled and completed, or whether an approved program of study is required, and if so, the field and expected completion date. Tuition reimbursement or release time may be made available to the staff person as deemed appropriate by the principal and/or designee. The HQ plan requirements are reviewed once per month with each non-HQ employee (or more often as needed) by the staff person's supervisor or designee.

The Issue Aware (IA) system is used to monitor completion of required tasks. Upon completion of all required tasks, the plan is signed by the teacher and principal or designee. If the plan is not completed within the documented time frame, the teacher will be suspended for 30 days during which time the plan must be successfully completed or the teacher may be terminated. The principal or designee is responsible for ensuring the best match between teacher skill/expertise and student needs.

Paraprofessionals

The school does not typically hire paraprofessionals, however, should a paraprofessional be hired, the same steps shall be taken as noted above to ensure that the paraprofessional meets highly qualified requirements as required by appropriate law/regulations.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during year one of the Title I Schoolwide Program. (Include information on the number of meetings held, topics to be covered, parents to be invited and method of evaluating effectiveness of activities.)

Describe the methods to be used to keep individual parents informed of their child's academic achievement and the expectations of both students and parents. (Include frequency of activity or communication, information to be shared, follow-up to be conducted and methods for making necessary changes to activities or communications.)

Parent communications must be done in a way that is easily understood by parents. Does the school provide parent notifications in more than one language? If no, please explain.

Parents are crucial in 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 now that the school year is underway. For example, parental feedback was an important hallmark of the school's outreach and information sessions in the community. The school has taken full advantage of this valuable communication with families to ensure the school reflects their unique needs and creative ideas.

Parents of prospective students were offered multiple ways to provide input on the planning of the school prior to the charter application being submitted. Parents were invited to attend multiple Information Sessions and to communicate to the Board feedback on the school's emphasis on STEM. They were asked for ways the school can identify opportunities for practical application of STEM near their homes. In addition, the Founding Board engaged a number of community-based institutions throughout PA during the planning process to identify potential professional development opportunities for Reach teachers and also enrichment opportunities for Reach students.

Development, Implementation, and Evaluation of Schoolwide Plan

Reach's schoolwide plan, including the Parent Involvement Policy/Plan and Compact, will be updated annually based on feedback from parents, students, faculty, administrators, senior leadership, and the Board of Directors. At least one meeting of the Title Planning Committee will occur annually, to which parents are invited to participate in via mail, email, website, and newsletters. Documentation includes sign-in sheets, agendas, meeting minutes, emails, and returned plans with comments. Another feedback instrument is that the school conducts, via a third-party, an annual survey each year that allows parents and students to provide input on the school's program, policies, and procedures (there is a separate survey for staff). Parent input is examined and considered from these surveys. All inputs are provided to the school leadership who then updates the schoolwide plan. The schoolwide plan is submitted to the Board of Directors for final approval. Parents are also invited to serve on the Board of Directors.

Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators

- During the school year, teachers and parents communicate regularly via email, telephone and web conference. Teachers are required to formally conference with parents regularly. In addition, parents are directly involved in checking daily student work for completeness and can view student grades and other progress indicators in real time.
- For students who are struggling, school staff meet weekly at staff meetings to develop an intervention plan that directly involves the student's parent/family.
- Parents see, in real time, an indicator of whether his/her student is on track and making adequate progress. Students not on track are identified as "approaching alarm" or on "alarm" if and when certain thresholds are reached related to completion of lessons, attendance, contact with the teacher, and/or submission of required assessments or portfolio assignments. The school contacts the parent of any student in "alarm" or "approaching alarm" by WebMail, and when on alarm, by certified mail and/or telephone, to discuss issues impeding the student's progress and to discuss strategies for getting back "on track."

- Parents have multiple opportunities to shape the overall school experience. They can volunteer to chaperone student field trips and assist with student activities, serve on the school's Board of Director, as well as participate in Title 1 planning meetings.

Provide materials and training for parents

- Materials that are provided at no charge include online training, a handbook, and a monthly school newsletter. In addition, daily lesson plans for many courses assist parents in understanding the objectives of each lesson so that they can support their child's learning effectively. Teachers, a high school counselor, special education staff, the principal, and curriculum and technical support staff are also available via WebMail or telephone to provide required assistance and advising support.
- The school also provides ongoing training and support to help parents carry out their important role while making optimum use of the available technology tools and professional teacher support to do so. The school's specific training and support efforts include an on-site and in-print Parent/Caretaker Orientation to familiarize parents with the features and components of the online Education Management System (Connexus) used by students, staff, and parents. The training also includes an effective understanding of the academic program (content, standards and assessment) as well as real-time tools for monitoring and improving student achievement.

Training for school staff on the importance of parent involvement

The school is committed to providing high-quality and ongoing professional development for both parents and staff to improve instruction and drive toward proficiency on state academic standards and how to involve parents in that process. Training includes sessions focused on communicating and working effectively with parents/families, how to develop personalized learning plans and individualize instructional programs, including communication with parents regarding instruction and assessments, and how staff can work virtually and collaboratively in the best interest of each student.

Coordinate with parent involvement in other programs in the school

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

Parents have multiple opportunities to shape the overall school experience. They can volunteer to serve as Community Coordinators, arranging field trips and other face-to-face activities among families who live nearby. Parents may be selected to serve as parent members of the Governing Board, or serve on ad hoc groups convened by the Governing Board to focus on particular issues such as community partnerships and neighborhood outreach. Parents may also choose to join the Connections Academy Families Association, a national group of Connections Academy parents that has become very active in ensuring that parents' voices are heard throughout the Connections Academy network of schools.

The school conducts an annual evaluation of the content and effectiveness of the parent involvement policy in improving the quality of its Title I, Part A plan as well as its use of other federal and state funding. The evaluation includes identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school uses the findings of the evaluation about its parent involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Evaluation methods include:

- Hold at least one annual meeting, with the option to participate via telephone or LiveLesson
- Administer an annual parent satisfaction survey
- Solicit feedback through multiple avenues, including the "feedback" link on Connexus®, in person appointments, telephone, and WebMail

Provide information in a format that is understandable to parents

The school makes effective use of all available technologies (WebMail, web conferencing, message boards, and telephone) to distribute information to parents. In addition, regular newsletters announce upcoming school events and are available online to all parents. Certain critical communications may also be provided in print format – for example, the parent training modules are available in print as well as online, and official communications from the school about compliance or discipline issues are also provided via hard-copy mail. The school also develops and makes available, via Connexus, a state supplement school handbook that details all policies and procedures specific to the school.

Provide other reasonable support as requested

The school will, upon request or identification of need, translate materials, provide materials in a different format that is accessible to disabled parents, and/or conduct one on one or face to face meetings with a parent/family. This is beyond the trainings and orientations already available both online and, upon request, in print.

Evaluation of Parent Involvement

Feedback from parents and learning coaches is revealed via the annual parent satisfaction survey, feedback submitted via the educational management system (via a feedback link) and also by the "StarTrack" rating system. As part of the Connexus, parents (along with students) can rate every single lesson and submit feedback about the lesson. All this feedback is reviewed and used to inform decisions relative to curricula revisions and training for parents, learning coaches and students. Learning Coaches are able to rate their overall school experience using a similar system. In addition, all parents are invited to attend the Annual Title I Parent meeting, get involved on the Title I Planning Committee, attend Board meetings (and/or become a Board member), and attend parent and family events held throughout the year. During these meetings and through the satisfaction survey, parents have the opportunity to provide feedback on parent involvement activities.

Transition Strategies for Students

Schoolwide plans include assisting students in successful transitions from early childhood through any other grade or school level.

1. **Describe how the schoolwide program will coordinate transitions for preschool children into primary school, where appropriate.**
2. **Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school and high school to postsecondary.**
3. **Describe on-going coordination with other community programs and agencies that support transitions for students.**

Reach does not serve Pre-K students. But when entering kindergartners seek enrollment, Enrollment and school staff work with those families to ensure a smooth and successful intervention. This begins during Enrollment when, as part of the application process, Reach and Enrollment staff work with parents of incoming students to determine the appropriate grade level placement for each child. Students identified as potentially working significantly above or below grade level take a placement test. Staff are also available to counsel parents that the online environment is a good fit for their child and answer questions about the school.

Longitudinal Evaluation of Academic Progress (LEAP) is Connections Academy's propriety pre-test/mid-test/post-test academic assessment. The LEAP Math and English/Language Arts pretests are important formative assessments that help the school identify the strengths and weaknesses of each student and develop a personalized instructional plan (PLP) for each student. The LEAP is a diagnostic tool, not a graded assessment. At the beginning and end of each academic year, the school will administer the Longitudinal Evaluation of Academic Progress™ (LEAP) or other evaluation tools as pre- and post-assessments to students in grades K–8. These assessments provide instructional guidance for teachers and Learning Coaches, help teachers to construct and implement the Personalized Learning Plan (PLP), and measure the student's academic gains over the year.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used for students in grades K-2, similar to LEAP, to assess early literacy and reading skills. DIBELS is a set of measures for assessing the acquisition of early literacy skills for K-2 students at the school. DIBELS are fluency measures used to regularly monitor development of early literacy and early reading skills.

These tools provide a means for our school to monitor the academic levels of pre-K students transitioning into Kindergarten. Using the assessment tools described above, teachers will gauge the preparation of those incoming students and adjust their instructional methods to meet the needs of their students. The developed PLP's will provide the basis for assisting students throughout the school year and can be adjusted by the teacher and student each successive year. Progress monitoring with the LEAP will provide regular intervals of probing that will help ensure a student is on track or is requiring appropriate and timely interventions.

Early Intervention Program for grades K – 5 in Mathematics

Students in grades K – 5 who are identified by their teacher or parent as deficient in reading and/or mathematics skills will be offered the opportunity to participate in our Early Intervention Program and will receive direct instruction and support in reading and mathematics from a teacher who uses resources such as SuccessMaker Math and Math-Whizz.

Coordination for all

Reach puts a laser focus on the most effective personal pathway for each student to be successful on their End-of-Course Assessments and college entrance exams, to fulfill all graduation requirements, and to prepare for postsecondary success. Teachers and counselors work individually with students and in teams to facilitate effective planning for college and/or career. Necessary accommodations will be in place for End of Course Assessments and college/career-ready testing, along with appropriate modifications to the high school curriculum, but the overall message to students will be that of equally high expectations for all. Staff also sponsor college visits and there are plans to host web conferences to promote and support the school's postsecondary educational goals.

Community Groups

During the planning phase, representatives of the school engaged with a number of community based institutions throughout Pennsylvania, including higher education institutions like Harrisburg University of Science and Technology (HUST) and the Academy of Natural Sciences of Drexel University. The school will work with these institutions and others across the state to offer enrichment opportunities for Reach students and to support Reach students with live synchronous online career exploration sessions, provide faculty as guest speakers for students, collaborate with teachers to align lesson plans with student visits to the institutions, and provide access to STEM-related events and programs. These opportunities will introduce students to the college and career programs to assist in easy transition to post-secondary plans. Summer camps and other events held at these institutions will immerse students in the community around them.

Coordination and Integration of Services and Programs

The purpose of a Title I Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the schoolwide plan, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- **Any federal education program administered by the United States Department of Education, except Reading First.**
  - **Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.**
- **All state and local resources available to the school (if state and local funds are consolidated within the schoolwide plan, the school must ensure that any state and/or local requirements regarding the use of funds are met).**

- **Is your school consolidating funds? If yes, please complete chart below.**

Yes _____ No __X__

Please indicate below the funds to be integrated within this schoolwide plan:

Federal Resources, Programs & Grants

- Title I, Part A
- Title II, Part A
- Title VI, Part B IDEA

Coordination of Funding

Reach expects to receive funding for Title I, Part A; Title II, Part A, and Title VI, Part B IDEA for the upcoming school year. Coordination of activities is handled by the school principal in concert with the school's leadership team, Title I planning committee, the director of federal programs support, the school's financial team, and senior leadership Spreadsheets are maintained, e.g., to ensure that spending on a particular item or person is not duplicated. In addition, required documentation is maintained at the school site. Finally, in terms of the activities, goals, and objectives encompassed within each plan/funding category, the involvement of the senior management, school administration, and planning committee will ensure that all activities are consistent with the school's goals and mission. After ensuring that each funding resource is used as allowed, the funding resources will then be allocated based on academic needs.

On-going Plan to Monitor the Effectiveness of the Schoolwide Plan

Title I-A schools must annually evaluate the implementation of and results achieved by the schoolwide Plan.

1. **Describe the process and timeline to be used by the school and district to annually evaluate the effectiveness of the plan.**
2. **Describe who will be involved in the evaluation/review and how they were selected.**
3. **Describe what process will be in place to ensure that revisions are completed and that staff and district have been informed of any changes.**
4. **Describe how the district will be informed of the school's progress and changes in the plan.**

Note: Response below is for questions 1-4 above.

Reach's schoolwide plan is updated annually based on feedback from parents, students, faculty, administrators, senior leadership, and the Board of Directors. Updates take into account feedback from the Annual Title I Parent Meeting, and Title I Planning Committee Meetings, among other resources. The schoolwide plan is also informed by results of third-party, annual parent and employee satisfaction surveys each year that allow staff, parents, and students to provide input on the school's program. All inputs are provided to the school leadership who then updates the schoolwide plan and related school goals. The plan is reviewed and approved by the Board of Directors.

The School will invite stakeholders to be part of the Title I Planning Committee, which meets at least once annually. At these meetings, the Title I Planning Committee, along with additional stakeholders, are given an opportunity to provide input on the SWP and/or School Improvement Plan, School-Parent Compact, and Parent Involvement Policy. Stakeholders who cannot attend the meeting are given the opportunity to obtain a copy of the SWP and/or School Improvement Plan, School-Parent Compact, and Parent Involvement Policy and submit input before the final revisions are approved.

The meeting(s) are announced via several different means, including WebMail, school newsletters, school banner announcements in Connexus, etc. It is the responsibility of the School Leader or school-level designee to:

- Arrange times to hold the meetings.
- Invite all stakeholders to the meetings (stakeholders include, but are not limited to, the School Leader, teachers, parents, students, community members, school leadership team, and the Board of Directors).
- Enable multiple ways of attendance (face-to-face, conference phone, LiveLesson, recording).
- Maintain related documentation (e.g., invitation(s), presentation, agenda, minutes, attendance sheets, etc.).

Data review for the school and its schoolwide plan is compiled and discussed during administrative meetings, faculty and staff meetings, and at the school's Board of Directors' meetings. School staff, in conjunction with senior leadership, meets and analyzes data on an ongoing basis for the purpose of improving instruction. The school leader meets with school staff to discuss information to ensure that they fully understand the data presented. The plan is revised as necessary to ensure continuous improvement of students.

NOTE:

- Missing or incomplete information will delay the approval of your schoolwide plan.
- This template is provided as a Microsoft Word document. Please take as much space as you need to answer all questions adequately and fully.
- Please contact your Regional Coordinator in the Division of Federal Programs at the Department of Education with any questions you may have as you complete this plan.

Invoice	141848
Date	3/15/2017
Page	1

Invoice

Bill To:

Reach Cyber Charter School
Brian Leinhauser Esq, Board Treasurer
750 East Park Drive, Suite 204
Harrisburg PA 17111

IA number	Customer ID		Payment Terms	
1909248	0001124		NET30	

Qty	Service	Description	Unit Price	Ext. Price
1.00	BENEFITS	February Services	$28,888.68	$28,888.68
1.00	ENROLLMENT BASED	February Services	$554,799.14	$554,799.14
1.00	OTHER CA CHARGE	February Services	$8,100.00	$8,100.00
1.00	OTHER CA CREDIT	February Services	($2,602.74)	($2,602.74)

Please note invoice number 141848 on remittance. Thank you.

Total	$589,185.08

Make checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Invoice	141849
Date	3/15/2017
Page	1

Invoice

Bill To:

Reach Cyber Charter School-REIMB
Brian Leinhauser Esq., Board Treasurer
750 East Park Drive, Suite 204
Harrisburg PA 17111

IA number	Customer ID		Payment Terms	
1909248	0001124R		NET30	

Qty	Service	Description	Unit Price	Ext. Price
1.00	PASS THROUGH	February Services	$28,558.55	$28,558.55
1.00	WITHHOLDINGS	February Services	$9,265.17	$9,265.17

Please note invoice number 141849 on remittance. Thank you.

Total	$37,823.72

Make checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

REACH CYBER CHARTER SCHOOL

Charges for the Following Period:		February 2017
Compensation Expenses		
	Benefits - Administration	$ 7,180.86
	Benefits - Instructional	21,707.82
		28,888.68
Enrollment/Unit Based Charges		
	Curriculum and Instructional Support Services - Upfront Fee	59,420.66
	Enrollment/Placement/Student Support Services - Upfront Fee	73,402.00
	Student Technology Assistance Services - Upfront Fee	55,925.34
	Curriculum and Instructional Support Services - Monthly Fee	114,530.00
	Student Connexus License - Monthly Fee	61,670.00
	Student Technology Assistance Services - Monthly Fee	55,503.00
	School Operations Support Services - Monthly Fee	57,265.00
	Special Ed Administration Services - Monthly Fee	53,250.00
	Professional Development Services - Monthly Fee	4,250.00
	School Staff Support Services - Monthly Fee	16,184.00
	Facilities Support Services	2,083.34
	Direct Course Instruction Support	1,315.80
		554,799.14
Pass Through Expenses		28,558.55
Short Term Substitute Teaching Services		8,100.00
Withholdings		9,265.17
Credit for Nonbillable Earnings Paid by the School		(2,602.74)
Total Amount Due		$ 627,008.80

Invoice	142018
Date	4/10/2017
Page	1

Invoice

Bill To:

Reach Cyber Charter School
Brian Leinhauser Esq, Board Treasurer
750 East Park Drive, Suite 204
Harrisburg PA 17111

IA number	Customer ID		Payment Terms	
1909248	0001124		NET30	

Qty	Service	Description	Unit Price	Ext. Price
1.00	BENEFITS	March Services	$29,143.97	$29,143.97
1.00	ENROLLMENT BASED	March Services	$539,134.09	$539,134.09
1.00	OTHER CA CHARGE	March Services	$6,600.00	$6,600.00
1.00	OTHER CA CREDIT	March Services	($3,953.35)	($3,953.35)

Please note invoice number 142018 on remittance. Thank you.

Total	$570,924.71

Make checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

Invoice	142019
Date	4/10/2017
Page	1

Invoice

Bill To:

Reach Cyber Charter School-REIMB
Brian Leinhauser Esq., Board Treasurer
750 East Park Drive, Suite 204
Harrisburg PA 17111

IA number	Customer ID		Payment Terms	
1909248	0001124R		NET30	

Qty	Service	Description	Unit Price	Ext. Price
1.00	PASS THROUGH	March Services	$106,725.31	$106,725.31
1.00	WITHHOLDINGS	March Services	$9,412.44	$9,412.44
1.00	OTHER CA CHARGE	March Services	$73,963.45	$73,963.45

Please note invoice number 142019 on remittance. Thank you.

Total	$190,101.20

Make checks payable to Connections Education and send to:
32369 Collection Center Dr
Chicago, IL 60693-0323

REACH CYBER CHARTER SCHOOL

Charges for the Following Period:		March 2017
Compensation Expenses		
Benefits - Administration	$	7,057.66
Benefits - Instructional		22,086.31
		29,143.97
Enrollment/Unit Based Charges		
Curriculum and Instructional Support Services - Upfront Fee		49,528.80
Enrollment/Placement/Student Support Services - Upfront Fee		61,182.63
Student Technology Assistance Services - Upfront Fee		46,615.33
Curriculum and Instructional Support Services - Monthly Fee		119,340.00
Student Connexus License - Monthly Fee		64,260.00
Student Technology Assistance Services - Monthly Fee		57,834.00
School Operations Support Services - Monthly Fee		59,670.00
Special Ed Administration Services - Monthly Fee		55,500.00
Professional Development Services - Monthly Fee		4,250.00
School Staff Support Services - Monthly Fee		16,116.00
Facilities Support Services		2,083.33
Direct Course Instruction Support		2,754.00
		539,134.09
Pass Through Expenses		106,725.31
Short Term Substitute Teaching Services		6,600.00
Withholdings		9,412.44
Credit for Nonbillable Earnings Paid by the School		(3,953.35)
ISP Payment Reimbursement		73,963.45
Total Amount Due	$	761,025.91

Connections Education

Memorandum

To: Members, Reach Cyber Charter School Board
From: Amanda Jay, Senior Director, State Relations
Cc: Jane Swan, School Leader
Date: April 19, 2017
Re: State Relations Update

Thank you for your volunteer service on the Reach Cyber Charter School Board. Here is a short update on current state relations activities in Pennsylvania.

Charter reform bill

Rep. Reese has introduced HB 97, a comprehensive charter reform bill. This version is substantially similar to last year's HB 530. Like HB 530, funding cuts are included in the bill, however, some provisions could be helpful to Reach.

Budget

The House budget proposal included Governor Wolf's small increase for general education funds and special education funding.

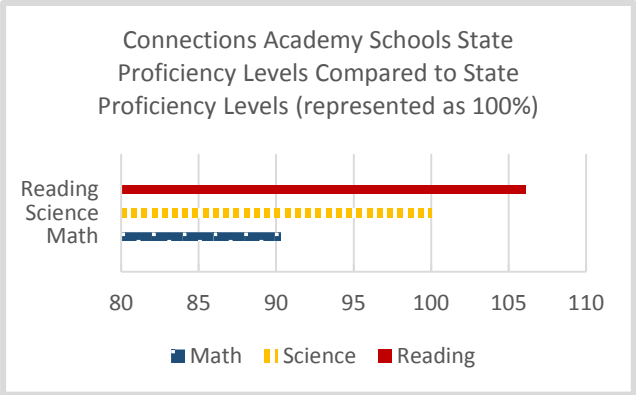
TO:	**Connections Academy and Nexus Academy School Boards** **State/District Partners**
FROM:	**Patricia Hoge, PhD, Executive Vice President of Curriculum and Instruction and Chief Academic Officer**
SUBJECT:	**Introduction of the 2017–2018 Curriculum and Instructional Program**
DATE:	**April 3, 2017**
CC:	**Steven Guttentag, President** **Peter Robertson, SVP School Operations** **VP and Executive Directors of Schools** **Connections Academy and Nexus Academy School Leaders**

The 2016–2017 school year has been an exciting year for us as we welcomed Arkansas Connections Academy, Colorado Connections Academy @ Durango, Pecos Connections Academy, Reach Cyber Charter School, and Washington Connections Academy to the Connections Academy family of schools, as well as introduced a significant number of new products, programs, and intiatives as part our focus on efficacy and continuous improvement. Keeping with tradition, this annual spring Curriculum Memo is being presented to you as a formal update on the enhancements to the Connections Education curriculum and instructional programs and offerings for the upcoming school year, as well as an update on the effectiveness of our Core Educational Model. This year's enhancements continue to be made as a direct response to the needs of your students, teachers, families, and school leaders as part of our collective efforts to positively and deliberately impact individual student learning and overall school-wide academic performance. As you read this memo as well as attend or review the 2017 Curriculum Town Hall presentation and explore the new 2017–2018 *Program Guide*, I hope our commitment to the efficacy and comprehensivenss of our offerings, and to the advancement of your students along their personal paths to success, are as evident as ever.

An integral component of our continuous improvement efforts is the analysis of student peformance results on the annual state and national assessments your schools participate in, as well as the comparison to overall state and national averages. Once again, there is much to celebrate regarding the academic performance of your highly mobile unique student population when compared to the student performance within your states. These comparisons can be expressed as ***what percentage of the statewide performance did Connections Academy students achieve?*** When approached in this way, a percentage of

100 means that Connections students performed equal to the state, while a percentage greater than 100 indicates that students in Connections-supported schools outperformed students in other schools in the state.

As illustrated on the comparison chart, strong performance continues in the areas of Reading/English Language Arts and Science when compared to state performance, and we are seeing continued progress in the area of Math, where we have been focusing significant time, effort, and resources. Although we have not reached parity with the state averages in math proficiency, I am pleased to share that we are gaining ground and are increasing our understanding of where the challenges lie. Highlights of the 2015–2016 state performance include the following:



- Strong performance continues in Reading and Science where overall performance equals or exceeds overall state performance (6.1 percentage points above in Reading and equal performance in Science).
- Overall math performance continues to be below the state performance (9.7 percentage points below state performance); however, this gap decreases to 6.4 in the middle school grades where Connections courses were rebuilt in recent years. Work is currently underway to rebuild elementary mathematics courses (grades 1–5) for 2017–2018. More information on this effort is provided later in this memo.
- Significant movement continues to be seen in moving the "hardest to serve" students (those who previously performed at Below Basic and Basic levels of non-proficiency) in math up a proficiency level even in students' first year of enrollment at a Connections Academy school.

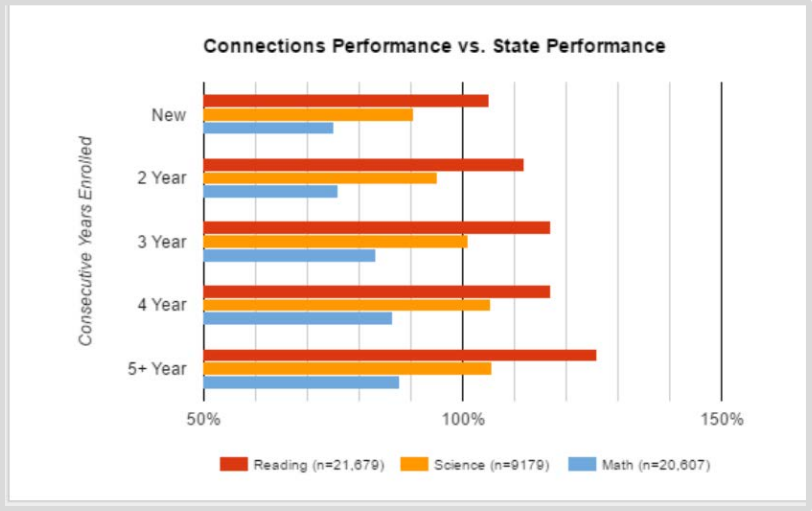
Students Making Annual Progress in Math

While it typically takes more than one year to realize gains on state tests, half of Connections schools moved 20% or more of their lowest performing students up at least one proficiency level (See Student-level detail in table).

Math 2015-2016	Below Basic who moved up one or more levels	Below Proficient who moved to Proficient
All Students	25%	11%
Returners	28%	14%

- It is also important to understand how students perform when they stay enrolled with a Connections Academy school for more than one year. As illustrated below, significant improvement is seen in reading, science, and math based on years of

enrollment at a Connections-supported school, and math improvements resulted in notable gap closing when compared to state performance.



- There were numerous examples across Connections Academy schools where performance met or exceeded statewide levels at extremely high levels.
    - Reading
        - One school exceeded the state in all tested grade levels.
        - Eight schools met or exceeded the state in all tested grade levels.
        - Four schools met or exceeded all tested grade levels except for one.
    - Math
        - Three schools met or exceeded the state in all grade levels except one.
        - Four schools met or exceeded the state in grade levels 5–8 or middle school.
        - Two schools met or exceeded the state for all high school tested grade levels/courses.
    - Science (Note: Not all states test science and/or at every grade level.)
        - Two schools exceeded the state in all tested grade levels.
        - Four schools met or exceeded the state in all tested grade levels.

    - One school met or exceeded for all tested elementary and math grade levels.

Equally important is the performance of high school students related to college and career readiness. Connections Academy students continue to demonstrate strong performance in areas that support their college and career goals, and we continue to focus on and research these areas. For the graduating class of 2016, I am pleased to share the following performance outcomes:

- 53% of graduates were accepted into a two- or four-year college, with 76% of students who indicated an interest in attending a four-year college accepted to a four year college.
- 90% of the 3,952 graduates completed high school in four years or less (up from 87% in 2015).
- $25,311,378 in scholarships were awarded to graduates, which is an increase of nearly $3 million in total scholarship awards.
- Students were accepted to over 600 four-year colleges and universities across all 50 states and the District of Columbia.
- AP participation increased by 1.4 percentage points, with 10.5% of 11th and 12th grade students participating in an AP course.
- Student performance on reading portions of the SAT and ACT remained strong, exceeding the SAT College & Career Readiness Benchmark and ACT national averages.

As noted last year, the student performance outcomes presented above are particularly significant for your students and schools as they occurred during a time when your states are continuing to undergoing considerable changes in academic standards, state assessments, and state accountability systems. Despite all of the changes that occurred across your states in 2014–2015, 38% of the combined states (10 of the 26 states reported on in the above comparisons and comments) changed their state testing between 2014–2015 and 2015–2016. In addition, the Every Student Succeeds Act (ESSA) is continuing to bring new and varied discussions to your states that will further influence and define your state education and accountability systems. We continue to stay informed of these discussions and changes to ensure we understand them and determine how they impact your course alignments, course offerings, instructional practices, and resources, as well as teacher training and professional development.

2016–2017 Core Education Model Enhancements and Initiatives

As captured in the Historical Perspective section of this memo, a significant number of new products, programs, and intiatives were introduced during the current 2016–2017 school year as enhancements to the Connections Core Education Model—to support our focus on student performance and efficacy—and in direct response to feedback. In addition to the introduction of many newly redeveloped courses, including American

Government, World History, Precalculus, Social Studies 8, and several state specific social studies courses, there has been a particular focus on mathematics and college and career readiness and related research and efficacy studies. We continue to be engaged with Pearson's Research and Efficacy team in a multiyear, multifaceted collaborative effort, and we are extremely appreciative of how this effort is moving us forward in the rigor of our research and reporting in student achievement.

Mathematics – In response to the persistent math performance challenge, we continue to implement our multiyear, multidimensional math initiative, *Math, We've Got This!*, which includes a robust research agenda to understand student profiles and needs and to improve math mindset, student learning, and performance. These comprehensive efforts focus on curriculum enhancements and modifications, instructional resources, teacher professional development, and technology driven data and reporting enhancements. This year's efforts and offerings include the following:

- Math Course Enhancements – based on recent research on effective math instruction, mathematical mindset, and student learning
- Math Professional Development (PD) – a new math PD series for elementary teachers and new additional optional math PD sessions for secondary teachers
- Math Interventions and Tools – a new math intervention, Think Through Math (Imagine Math), and Desmos online graphing calculator
- Math Discourse Pilot – a pilot program in two Connections Academy schools focused on engaging students in weekly small group sessions and conversation related to math reasoning and problem solving
- Math Research and Analysis – focused on evaluating the impact of instructional practices and offerings, including the preliminary analysis of the Math Discourse Pilot
- New Course Development – the initiation of the rebuild of elementary math courses (grades 1–5) for 2017–2018

College and Career Readiness – As the high school student population across all of the Connections Academy schools continues to increase, it is more important than ever to ensure that the courses and resources offered to students are successfully meeting their needs and moving them forward on their college and career paths. This year, in addition to the new Freshman Focus and Senior Success courses that were added to the catalog of offerings, a GradPoint impact evaluation study was conducted to draw causal conclusions about the impact of GradPoint credit recovery courses on learner outcomes, relative to

repeating a failed base course, as a strategy for students to recover failed credit. This study resulted in several significant causal conclusions and findings.

- Causal Conclusions – The GradPoint strategy led to higher pass rates and credit recovery rates relative to repeating a base course even after accounting for differences across student samples in terms of prior achievement, demographic background, and course enrollment.

    1. Predicted pass rates were 1.5x higher overall (82% for GradPoint vs. 55% for repeated base course) for the GradPoint strategy.

    2. GradPoint credit recovery strategy recovery rates were 1.6x higher overall.

- Observational Findings
    1. For math, the GradPoint strategy pass rates were 2x higher (~55% vs. 25%) and independent of enrollment in additional supplemental interventions.
    2. For math, objective test performance (Scantron posttest) was comparable between the GradPoint credit recovery and either repeating the course or a base course first attempt, which indicates that comparable learning occurred regardless of the approach to credit recovery when compared to standard course performance.

These significant findings have been shared with Connections Academy school leaders to inform their course selections and course placements for high school students needing to recover credit this spring and for the 2017–2018 school year.

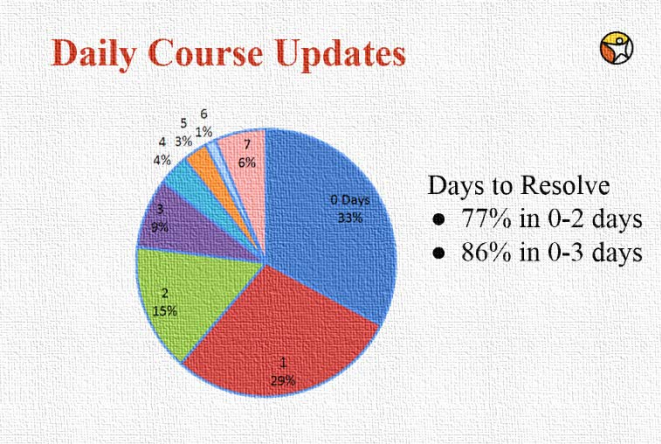
2017–2018 Core Education Model Enhancements and Initiatives

Connections Education's Core Education Model, including curricular and instructional offerings, continues to improve each year based on the results of feedback, efficacy research and analysis, and our commitment to providing a viable, desirable, and highly effective educational program. This improvement is dependent on our commitment to annual enhancements. Our focus for 2017-–2018 continues to be on four main strategic areas: increased student achievement, school-based customizations and requests, enhanced and expanded course offerings, and accessibility.

Six-Year Course Development Life Cycle

An essential component of an effective curriculum catalog is a commitment to and investment in the life cycle of the course offerings. Through our a six-year course development life cycle, we work to ensure high levels of teacher, student, and Learning Coach satisfaction and positive learner outcomes with all of the courses in the catalog offerings. Distinct stages and their current status include the following:

- **Consistent and Responsive Daily Support** – A dedicated curriculum support team is focused on responding to the feedback of students, teachers, and Learning Coaches in a timely manner, and we are pleased to share that this year 77% of teacher-reported issues have been addressed within two days or less, 86% within three days or less, and 100% within one week.



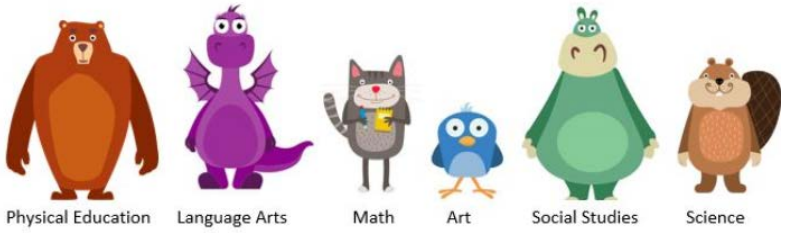
- **Annual Updates, Enhancements, and Customizations** – Annual course enhancements involve more extensive course development and are usually done in preparation for the upcoming school year. This work is conducted in partnership with the schools and teacher teams identified by school administration. For 2017–2018, the annual course enhancements focus primarily on school-based requests for course unit reranking, state standards updates, and lesson and unit customizations.
    - Unit Rerankings – 205 units are being reranked to meet school requests.
    - Customizations – Over 200 courses are being customized to meet updates to state standards and school based lesson and unit based requests.
- **Full Course Development for 2017–2018** – Each year, the Connections Education curriculum development and production teams—along with teachers—partner to develop courses that use innovative proprietary instructional tools and resources designed to provide an engaging and personalized learning experience for students. As with all curriculum development efforts, we work to ensure that all course design and development incorporate the latest learning sciences research, address accessibility standards, and feature online activities and simulations that engage students and increase learning while aligning to state standards and assessment formats. I am pleased to share with you the following full course updates for 2017–2018.

- **Elementary Language Arts and Math Courses** – As part of a multiyear effort to rebuild and update our elementary course offerings, the development of new elementary language arts and math courses for grades 1–5 is now underway for 2017–2018. These new course offerings will include all levels (standard, gifted and talented, and essential).

    - Guiding Principles – Four major design and pedagogical principles were identified to guide the work:

        1. The learning environment for students must be engaging.
        2. Students must have the opportunity to practice, review, and revisit concepts.
        3. Assessments must be varied, relevant, and frequent.
        4. Course and lesson structure must be consistent to facilitate optimal student learning.

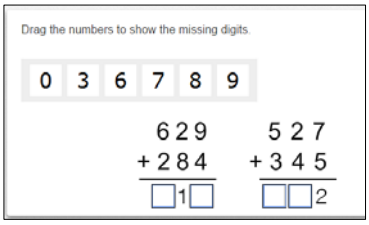
    - Learning Buddies – In these new courses, elementary students will be introduced to a variety of integral subject area characters known as Learning Buddies. The Learning Buddies will guide the students through lessons, review key concepts, and encourage students to apply their new knowledge in a variety of ways.



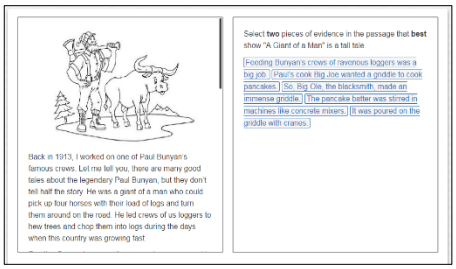
    - Language arts course key features include a focus on the five literacy components of reading, writing, language, speaking, and listening; an organizational structure based on thematic units driven by common themes or topics; and a balance of informational and literary text as informed by current state reading standards.

    - Math course key features include a focus on depth of knowledge of essential grade level objectives; a balance of skill accuracy with a deeper understanding of concepts, processes, and math practices (the how and why of math); and a deliberate focus on math vocabulary and problem solving.

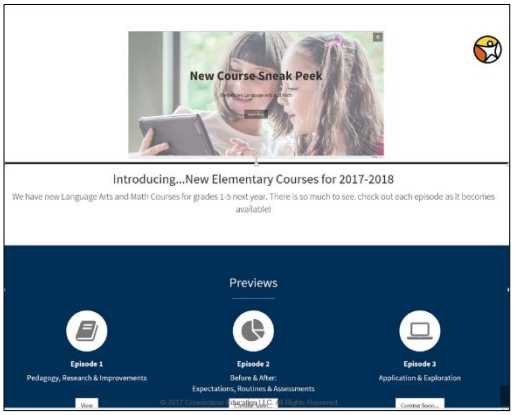
- Next Generation Assessments (NGAs) are included and will provide students with media-rich, tech enhanced items to assess their learning and mastery of key subject area skills and concepts. These assessments mirror how students are asked to demonstrate their learning and proficiency on state accountability assessments and will help ensure their performance on the assessments reflects a true measure of their subject knowledge and mastery of state standards. NGAs characteristics include the following:

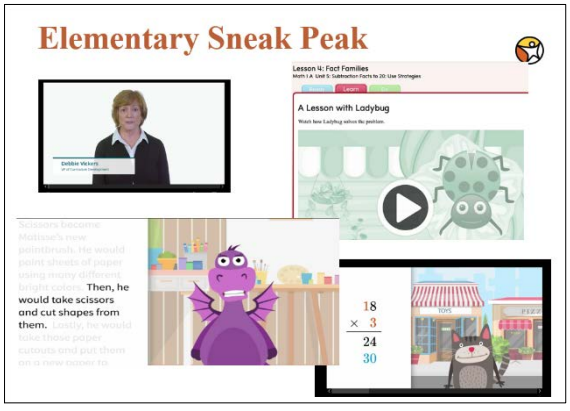


  - use of multimedia
  - multipart questions
  - interactivity such as drag and drop activities
  - a toolbar that contains a persistent note pad, magnifier, color contrast tool, line reader, and mask tool



- A Multifaceted Communication and Training effort is underway to support students, teachers, and Learning Coaches transition to the new elementary courses. As part of this, teams have been working to create a micro website that will be used to communicate the learning design principles, research, pedagogy, as well as provide opportunities for viewers to explore the new courses. This site will serve as a one-stop shop for communication efforts on these exciting new elementary courses.





lectives – Elective course updates include Game Design, Web Design, 3-D and 2-D Art Modeling, Engineering Design, Entrepreneurship, and more.

- **Clubs and Activities** – In addition to the annual updates that are made to the more than 20 national K–12 clubs and activities offerings, a dedicated science focus will result in replacement of the Science in the Kitchen clubs with new K–5 Science Sleuth clubs (Science Sleuth: Wild Weather and Science Sleuth: Weird Science) and an updated 6–12 Science Club.

- **Teacher Central** – Modeled after the award winning Learning Coach Central, Teacher Central is a website that is easy to navigate and will serve as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website will support school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in key categories such as Connexus Tools, Curriculum and Course Support, Data and Reports, and Multitiered Instructional Support, and Professional Learning and Collaboration.

2017–2018 promises to be an exciting and innovative year with the introduction of these new core and elective courses, clubs, curriculum customizations, teacher resources, and efficacy efforts. I hope that as you reviewed this memo, as well as the Curriculum Town Hall recording and the new 2017–2018 *Program Guide* you continue to see evidence of our commitment to efficacy and effectiveness, as well as customization to fit your student population, state requirements, priorities, and funding considerations.

As has also become tradition, each year at this time we reflect back on where we started and are reminded of the numerous enhancements that have been made to the curriculum and instruction offerings since 2002–2003. Please take a few minutes to review this historical overview as it serves as a high-level summary of the development and enhancements that have occurred over the years, and it demonstrates our commitment to

providing a viable, desirable, and highly effective educational program. As always, please let me know if you have any questions regarding the Connections Core Education Model or any of the new 2017–2018 curriculum and instructional offerings and initiatives.

Historical Perspective: 2002–2003 through 2015–2016

Connections Education continues to expand and improve our product offerings based on student learning and direct feedback from all of our stakeholders. Below is a summary of some of the changes and improvements that have occurred since our first school year.

2002–2003: In our first school year, grades K–8 were offered and primarily used Calvert School curriculum with some modifications to support state alignments. Assessment occurred every 20 days and covered all courses in one test. Clubs and Activities were introduced for elementary and middle school students.

2003–2004: Connections Academy completely relaunched all Calvert lessons into the new Learning Management System (LMS), reengineered with Microsoft's® .NET framework. This was accompanied by an approximately 30 percent expansion of Connections Academy–generated content to improve state alignments and enrich content with web-based lesson enhancements. New course-specific online assessments were introduced, allowing faster teacher feedback and integration into a web-based grade book. Calvert's handwriting approach was replaced with the nationally recognized Zaner-Bloser handwriting program. A hands-on science kit was included. Other additions included the Take Me to Your Readers program for grades K–2, new Zaner-Bloser spelling for grades 2–7, a physical education course, the introduction of a test preparation course, the incorporation of BrainPOP® multimedia content to enhance lessons, the addition of the World Book resource, and the introduction of the Journey North group interactive project. The program continued to serve grade K–8.

2004–2005: A new K–8 music program was introduced, and Teachlet® tutorials (online interactive presentations) and United Streaming multimedia content were integrated into lessons. Preprinted lesson manuals for all K–8 core subjects were provided. Other additions included Skills Builder for enrichment and remediation and the introduction of the Home Life course. The program continued to serve grades K–8.

2005–2006: Ninth grade core courses were added, including a first-level high school Spanish course. Our program was further augmented by graded online discussions for high school courses, a revision and expansion of the test preparation program, and the addition of a Hooked on Phonics™ program. This school year also saw the introduction of LiveLesson® sessions, the teacher-led synchronous online instruction for remedial students, and the addition of French, Latin, and German language instruction for grades

1–4. The program received Commission on International and Trans-Regional Accreditation (CITA) accreditation this school year.

2006–2007: Tenth grade core courses were added in addition to several new high school electives. Completely new seventh- and eighth-grade social studies, language arts, and science courses were added based on 2006–2007 textbook editions, and they included e-text (online textbook) links within the lessons. Middle school Spanish, French, and German language courses were added, and the Program for All Children to Excel (PACE) was introduced for students struggling with basic literacy and numeracy. The trial adoption of the Study Island test preparation program began, and LiveLesson sessions were expanded for middle school and high school students. Hooked on Math™ was added, and the technology literacy program was expanded to provide a separate course for each grade level. New social studies courses in first and second grades and two new Home Life modules were offered. New art cards for the History of Painting elective were introduced, and the provision of science kits was expanded to all K–8 science courses. Foreign language offerings expanded to add two more levels of elementary French and German, and more clubs were added for a total of six for elementary, middle school, and high school. A new WebQuest group interaction project was rolled out, and an online, interactive scientific calculator and virtual scientific lab experiments were introduced.

2007–2008: Eleventh grade courses were included, and high school electives were further expanded to include opportunities for independent study and career preparation. The use of LiveLesson sessions continued to grow. A math and reading gifted program for grades 3–8 was introduced, and basic and honors courses were added in high school. Eight Advanced Placement (AP®) courses were added to the high school offering. The Study Island test preparation program was fully adopted with state-specific content. New language instruction included Mandarin Chinese in middle school, as well as high school courses in French, German, Latin, and an expanded Spanish program. All foreign language courses were upgraded to include audio. A total of nine clubs and activities were offered for high school, and at least 11 were offered for elementary and middle school. Two Home Life modules were added to the course, middle school art and physical education courses were rolled out, and a WebQuest group interaction project (Frog and Toad Watch) was introduced. Also, BrainPOP Jr.® and BrainPOP content in Spanish became available to students.

2008–2009: The big news for 2008–2009 was the introduction of 12th grade and the resulting completion of a comprehensive K–12 curriculum. Core courses for grades 3–6 were completely redone with new textbooks, course guides, workbooks, and Teachlet tutorials. Kindergarten went through a substantial expansion and enhancement. A hands-on elementary school art program (grades 3–6) and a yoga program unique to Connections Academy were introduced. Grolier Online™'s full suite of online databases was made available to all students. For the high school program, in addition to the regular 12th grade courses, 18 AP courses were taught by Connections Academy's best teachers

selected from our 14 schools. Exciting new electives included Speech and Debate, Music Appreciation, Sign Language, Digital Photography, Computer Programming (I and II), and Driver's Education. Of course, with 12th grade came SAT and ACT preparation courses, commencement ceremonies, class rings, and other graduation-related activities. As we do every year, we made literally hundreds of small and not-so-small enhancements to the LMS. Of special note for this year was the completely new grade book functionality that allows teachers to view their entire class and even do basic analysis on performance patterns.

2009–2010: The major initiative for this year was the implementation of a completely new and improved first- and second-grade curriculum. These courses were developed from the ground up using the latest textbooks and other instructional resources from Scott Foresman, McGraw-Hill, and Zaner-Bloser. These courses used the same age-appropriate course features developed for the upper elementary grades, along with the unique Learning Coach view that provides specific instructions and assistance both online and in a printed Course Guide. All kindergarten courses were further enhanced to include additional lesson content, improved standards alignment, and more online, interactive activities. New fourth- and fifth-grade art and physical education courses, new grades 3–5 gifted and talented science courses, and sign language courses were developed and implemented. High school enhancements included the addition of Japanese I and II as well as the expansion of Spanish and French to include level IV. Basic, standard, and honors English 10 courses were completely rebuilt, along with basic versions for Algebra 1, Biology, American Government, and Physical Science; major revisions were made to Algebra 1 and Geometry. Understanding that some students need supplemental, targeted supports beyond the core curriculum, we offered Headsprout®, Hooked on Phonics, and Raz-Kids™ for struggling readers; SkillsTutor™ for basic skill practice; Study Island to ensure mastery of each individual state's standards; and Hotmath.com, which provides step-by-step answers to math homework programs. Several enhancements to our LMS and curriculum were designed and implemented to uphold and enforce the principles of academic integrity. These academic integrity efforts included the availability of anti-plagiarism software for students and teachers to automatically scan work for evidence of plagiarism, and the requirement for students to complete assessments in order by limiting the ability to view upcoming assessments until previous assessments have been submitted. Connections Education's curriculum was awarded with the following honors: a BESSIE Award (Best Educational Software) for our Language Arts Planning website, K to the 8th Power, and an EDDIE award (Education Software Review) for Best High School Science. BESSIE awards serve to recognize innovative content-rich programs and websites that foster educational growth. EDDIE awards recognize innovative and content-rich software and websites that augment the classroom curriculum, improve teacher productivity, and/or provide enrichment in a homeschooling environment. *ComputED Gazette* sponsors the annual education software review and bestows the BESSIE and EDDIE awards selecting from a worldwide field of educational publishers.

2010–2011: This school year brought significant enhancements to our curriculum and instruction offering. In addition to newly developed proprietary core courses, modifications were made to the majority of our K–12 offerings. These modifications targeted increased interactivity and opportunities for student engagement, assessment of student learning, and closer alignment to state and national standards. New multimedia instructional tools and resources were provided to students and teachers including our proprietary virtual rock and mineral kit (Lab Investigator: Rocks and Minerals), math WorkPad, and vocabulary Flash Cards, as well as the introduction of online practice activities and e-books (online textbooks). The addition of elective and club offerings and high school alternative novel units increased the personalization offerings we are able to provide students. Connections Education also won a Best Practices in Distance Learning Award for Earth Science. The United States Distance Learning Association (USDLA) bestows awards to "outstanding programming, which [has] designed and delivered outstanding and comprehensive best practices distance learning programming for an individual program or a series of programs. This award category includes online distance learning, video conferencing, and satellite distance." Connections Education also won a BESSIE award for Algebra 1; an EDDIE award for Best High School Science for Earth Science; and was a finalist for a Distinguished Achievement Awards (DAA) from the Association of Educational Publishers (AEP) for Art 6. The AEP, one of the largest and longest-running awards programs for educational products, aims to identify products that exemplify the highest standards of professional, quality educational content.

2011–2012: The curriculum offerings this year demonstrated our continued commitment to student learning and to technology-based curricular enhancements as we continued to increase the depth and breadth of content, interactive instructional activities, and assessments available to students. With a major focus on math performance, revised and enhanced grades 3–8 math courses were offered in addition to the new essential math courses. Revised Gifted and Talented Math 7 (Algebra 1) and Gifted and Talented Math 8 (Geometry) were provided, as well as Pre-Algebra, Algebra 1 (basic, standard, and honors), and Geometry (basic, standard, and honors). In language arts, alternative novel units were provided in grades 6–8 as well as new English 10, 11, and 12 (basic, standard, and honors). The 6 Trait Power Write® program was implemented to support grade 3–12 students in the writing process. New grade 6–8 gifted and talented science courses were offered to extend our grade 3–5 offerings. Revised Physical Science, U.S. History (basic, standard, and honors), Basic World History, and Basic Earth Science were also offered. Additional state histories were offered including Louisiana, Utah, and Oklahoma. New K–8 electives included Digital Arts, Entrepreneurship for 6–8, Gifted and Talented Literature Study 2, and Elementary and Middle School Chinese I. A series of high school electives were added including Entrepreneurship, Marketing, 3-D Art I and Digital Arts I, Engineering Design I, Web Design I and II, Game Design, Earth Space Science, Marine Science, Critical Thinking and Study Skills, Life Management Skills, Sign Language II, and Chinese III. The integration of proprietary online tools and resources included Lab

Investigator: Chemical Reactions, WorkPad, Activity Tracker, Virtual Geoboard, Virtual 2-D/3-D Shapes, Virtual Spring Scale, Flash Cards, and e-book software. The expansion of our online practice tool provided real-time visibility to students and teachers as to how students were mastering and completing their practice assignments. New supplemental online resources included MediaChalk™, Math-Whizz®, and DimensionU™; new student clubs included Brainteaser and Digital Storytelling. This year also saw Connections Education win a TechLearning award from *ComputED Gazette* for our interactive science tools, Elementary Chinese, and our Oklahoma state signature course. We won the Awards of Excellence from Tech & Learning for our Utah State History course, Elementary Chinese, and for our science simulation tools. We were finalists in the Science Simulation Tools and School Management System categories from EdTechDigest.com, and we were a finalist for an AEP Distinguished Achievement Award (DAA) for our science simulation tools and our language arts K–5 courses.

2012–2013: The 2012–2013 curriculum updates and enhancements demonstrated our continued focus on student learning, technology-based curricular and instructional resources, and the customization of our offerings. Our attention to math continued with revised grade 6–8 math courses aligned to state and Common Core State Standards. Pearson's Grammar Jammers were introduced in K–5, along with grade 3 language arts audio recording activities to support reading fluency. Revised grades 6–8 language arts courses incorporated extensions on grammar, vocabulary, reading skills, and student collaborative discussions, as well as updated portfolios that reflect the writing process and *Writing with Power* resources. They also included the incorporation of the new interactive Guardians of Grammar. Our K–5 program was enriched with the addition of elementary state histories that incorporate the IEXC^{3}EL instructional sequence, the Guild of Inquisitive Robots, Google Earth, and interactive timelines. New courses were developed for Florida, Pennsylvania, Georgia, and California. Middle school social studies enhancements included Eastern and Western Hemisphere Social Studies, economics and civics units, the inclusion of Google Earth and a timeline tool, and numerous state-specific social studies courses. New K–8 Chinese II and Spanish I and II elective courses were introduced that actively engage students in viewing, listening, reading, and speaking activities. Our first Juilliard eLearning Music courses were offered in January. They incorporated rich multimedia presentations, online tools, audio recordings, and interactive instructional activities to provide K–12 students the opportunity to learn music and share in musical experiences. Middle school and high school physical education courses incorporated a new secondary yoga series, and our Home Life course series added Interactive Art and Pet Care lessons. Additional new high school course and resource offerings included Algebra 2 (basic, standard, and honors) courses, Advanced Algebra with Financial Applications, Biology (basic, standard, and honors), AP Human Government, and state-specific social studies as well as Forensics (Criminal Investigation) and Anatomy and Physiology electives. New math Teachlet tutorials and Grammar Jammers, along with proprietary tools such as Lab Investigator:

Dissection, Digital Scale, an expanded Activity Tracker, and Guardians of Grammar, enhanced students' instructional experiences as did an increase in deep linking directly to specific online textbook pages and enhanced e-book software. SuccessMaker® Reading, SuccessMaker® Math, MathXL®, Study Island's AP Test Prep, ReadingEggs, Reading Eggspress, Education City, and ESL Reading Smart were new resources for students and teachers. In addition, the Performing Arts, Sports, and Science and Technology Specialty Academies were introduced for students who excel in theatre, music, dance, or sports, or who have a significant interest in science, technology, engineering, or mathematics. Nexus Academy schools were also introduced this year with five schools opening across Michigan and Ohio. These college preparatory high schools were designed to provide personalized learning through a unique blend of online and face-to-face classroom experiences. This year also saw Connections Education win an EdTech Digest award for our Juilliard eLearning music courses, Nexus Academy, and Elementary Chinese. We won BESSIE awards from *ComputED Gazette* for Experiencing Music, Living Music, a middle school math course, and for GradPoint, our remediation website. We won EDDIE awards from *ComputED Gazette* for Science 8, our vocational training career and technical education (CTE) courses, Juilliard eLearning music courses, and the GradPoint website. We were a finalist for a Software Industry and Information Association (SIIA) award for our lab investigator tool.

2013–2014: To further support our focus on continuous improvement, a significant number of new programs, features, and functionality were added to the Connections Education program for the 2013–2014 school year. A completely new and robust kindergarten program actively engaged students in a Ready, Learn, Do instructional sequence throughout their language arts, math, science, social studies, art, and physical fitness courses. Animated avatars, such as Gator the alligator, introduced and reinforced essential skills and standards, while new interactive lesson activities provided frequent opportunities for student practice and engaged learning. To support Connections Academy's California schools, a transitional kindergarten program extended the new kindergarten program over two years, enabling younger students to successfully transition from their preschool programs to full-day kindergarten. In addition, grades 1–5 language arts courses were enhanced to increase alignment to standards and provide students increased opportunities to build academic vocabulary, engage with a balance of literary and informational text, build knowledge in the disciplines, provide text-based answers, and write from multiple sources. Grades 1–5 math courses were enhanced to focus on additional practice and learning activities to support students with increasing their math fluency, gaining a deeper understanding of mathematical concepts and practices, and applying their learning to new and relevant settings. New middle school science courses were inspired by state standards and the foundations of the Next Generation Science Standards (NGSS), which focus on science and engineering practices, disciplinary core ideas, and crosscutting concepts. In the spirit of the NGSS and in accordance with 21st century skills, the new media-rich state-specific science courses

enabled students to engage actively in inquiry-based investigations in Earth, life, and physical science, and STEM (science, technology, engineering, and mathematics) projects, as well as cross-disciplinary and cross-curricular activities. New middle school science gifted and talented modules provided gifted and talented students increased opportunities for inquiry-based investigations and engagement in real-life problem-solving activities presented as project-based learning experiences. New K−8 educational technology and online learning courses engaged students in technology education aligned to the most current National Educational Technology Standards (NETS) standards. New social studies courses for 2013–2014 included state histories for Indiana, Michigan, New Mexico, Ohio, and Oregon, as well as an enhancement of Eastern and Western Hemisphere for South Carolina, Indiana, and Wisconsin students. To support students' preparation for post-high school success, 21 new career and technical education (CTE) courses were offered that were organized by career cluster and career pathway, including such diverse courses as Introduction to Homeland Security, Introduction to Medical Assisting, Introduction to Business, and Introduction to Sociology, as well as Learning Microsoft® Office® 2010 and Computer Literary for IC3. Additional high school offerings included Algebra 1 and 2, part 1 and part 2 courses, high school English 10 and 11 revisions and enhancements, Arizona State History, and Sports Management. This year also brought an expansion of the Juilliard eLearning course offerings, as we added four additional courses to the K–12 music offerings. Musical concepts and techniques were reinforced with demonstrations, recordings, and video performances by Juilliard faculty, students, and alumni. To support our commitment to academic integrity, enhancements to the Connexus assessment manager were introduced that included the ability to randomize assessment items for middle and high school and present timed tests in high school science and social studies.

Connections Education continued to offer more than 20 clubs and activities and provide students with increased live synchronous learning opportunities and speaker series sessions, increased presentation and competition opportunities, increased student-to-student engagement, and additional opportunities to engage in college and career exploration and planning. This year's *Connector* yearbook presented students with an online interactive yearbook featuring student photos and information, photos of school events and faculty/staff photos, and the ability to virtually sign one another's yearbook. This year also saw Connections Education as a finalist for an SIIA award for our Connexus online management system.

2014–2015: The 2014–2015 school year curriculum and instruction enhancements ranged from small impactful changes to large full course rebuilds. Course rebuilds, as part of our six-year course rebuild cycle and commitment to continuous improvement, occurred primarily at the middle school level with the introduction of new language arts (standard and gifted and talented), art, and health and physical education courses. In the new middle school language arts courses, students interacted with Pearson's *Literature* online

textbooks and WriteToLearn writing resource and accompanying Pearson digital assets such as the Big Question and Background videos as well as proprietary tools and resources including Guardians of Grammar and new skills-based Teachlet tutorials. Students engaged in author studies (sixth grade—Elizabeth Partridge, Gary Soto, and Langston Hughes; seventh grade—Amy Tan, Emily Dickinson, and Laurence Yep; eighth grade—Nikki Giovanni, Elie Wiesel, and Mark Twain); exercised their curiosity and critical-thinking skills through short- and long-term research; and worked to refine and reinforce their written language skills by practicing narrative, informative, and persuasive writing. In the new middle school art program—organized around the three artistic processes of creating, presenting, and responding—students learned how art and design can drive innovation in the same way science, technology, engineering, and mathematics do. Students used various media and techniques to construct projects, collaborate with peers, and critique their own work as well as the work of other artists; and explored how local, national, and international art influences ideas, actions, cultures, and environments. New middle school health and physical education courses had students balance health, safety, and fitness instruction with their physical activity as they participated in Connections Academy fitness, Vinyasa yoga, and/or personal fitness activities. High school course enhancements focused on career technology and world language development. As part of our ongoing commitment to helping all students prepare for post–high school success, 12 new career and technical education (CTE) courses were added to the expand the CTE course offerings to 33 courses. New courses included courses such as Accounting II, Human Resource Management, Introduction to Paralegal Profession, and Java Programming I and II. As an expansion of Connections Education's proprietary elementary and middle school world language courses, new Spanish I and II courses were developed for high school students. As with the elementary and middle school courses, these courses focused on the Five Cs of foreign language: Communication, Culture, Connections, Comparisons, and Communities; and included Connection Education's proprietary Time to Talk component to provide students the opportunity to engage in simple conversation with native speakers. A decision was made prior to the start of the school year to delay the development of high school Chinese I and II courses and to continue to offer the existing courses for at least the 2014–2015 school year. A series of course enhancements was also completed for high school courses to ensure alignment to state standards, state end-of-course exams, and College Board Advanced Placement (AP) standards and tests, including enhancements to Calculus, American Government, World History, Economics, Physical Science, Chemistry, Earth Science, Emergent Computer Technology, Introduction to Computers and Applications, and five AP courses. State-specific courses were also developed and course enhancements were completed including integrated math courses for GACA and UCA, and state history and health course enhancements for NMCA, MCA, and TECCA.

In addition to full course rebuilds, a wide range of course enhancements were implemented.

- **Kindergarten Coaching Guide** – To further support Learning Coaches as they work with their kindergarten students, kindergarten Learning Coaches now have the option to view the Learning Coach guide in a separate window. The Learning Coach guide is now accessible when the student is logged into Connexus, which enables the Learning Coach to read the particular portion of the guide that accompanies the lesson as the student simultaneously completes it. The ability to open the Learning Coach guide in a new window maximizes the user experience and allows the Learning Coach to easily facilitate the lesson as the student completes it.

- **CD Replacement in Social Studies** – Prior to this year, in grades 1–5 social studies courses, students received a CD that corresponded with their Scott Foresman text. In response to many requests from teachers and families, the CD activities were replaced with alternative multimedia activities and questions for students to complete and/or discuss with their Learning Coaches.

- **Longitudinal Evaluation of Academic Progress® (LEAP) Assessments** – In response to teacher and Learning Coach requests, the LEAP, Scantron, and Measures of Academic Progress® (MAP) formative tests were presented as short courses that appear on students' planners.

- **Assessment Updates** – The tagging of science assessment items began during the 2014–2015 school year. This initiative provides teachers the ability to see student performance by objective and enable them to use this data to provide timely and targeted instruction and support. Honor code and introductory elements were added, along with sequential or multipart questions.

- **Course/Unit Reranking** – These school-based requests resulted in hundreds of additional customized courses for the upcoming school year.

- **Accessibility** – We began to follow the Web Content Accessibility Guidelines (WCAG) 2.0 AA success criteria when developing courses. In support of this decision, all members of the curriculum team were trained on the standards, and an additional team was created for these efforts. All of the following are examples of this work:

    - All PDF documents are tagged appropriately for a screen reader to read.

    - Online textbooks and any e-book resources are able to be read by a screen reader.

    - All images have alternative descriptive text.

    - Lessons, interactive presentations, etc., have keyboard functionality.

- Videos are closed-captioned and have a descriptive transcript that describes the visually presented material.
- Color contrast is evaluated.
- Alternative text-based activities are provided when needed.

2015–2016: With a significant focus on improved student learning and performance related to math, all kindergarten through Algebra 2 math courses were updated to include enhancements to reflect the targeted learning sciences principles of practice, feedback, and student engagement, as well as the analysis of Connections Education math performance improvement research and data analytics. Course enhancements were made in the following areas of introductory information, self-reflection, review and practice activities, expanded assessment question types, practice interactives and widgets in alignment with Next Generation Assessments, and opportunities for students to self-evaluate their understanding of new concepts prior to taking an assessment and apply their learning in new real world, hands-on portfolio activities.

Middle school math Teachlet tutorials were converted to HTML5 as part of an ongoing effort to move from Flash-based interactives to tablet-compatible accessible interactives. In addition to the math course development, the K–8 music program was expanded to include Experiencing Music III (K–2), Discovering Music III (3–5), and Exploring Music III (6–8) to help students deepen their understanding of the roles musicians play in today's society, discover a musical identity, and apply foundational knowledge to different musical styles and literature. Gifted and talented literature study courses (Grades 6–8) were added as part of the six-year course life cycle refresh process. A new high school Driver's Education course was developed incorporating Pearson's Drive Right resources to support students in learning the fundamental skills for responsible driving. The 2015–2016 school year also brought the use of online novels to high school students to offer increased flexibility and choice related to literary selections. Access was provided by OverDrive, an international provider of over two million e-books, audiobooks, and videos. Along with the many Connections-wide enhancements, 2015–2016 was also notable for the number of school-based requests conducted. A total of 240 school-based requests were received and completed for the reordering of curriculum units within and between courses to ensure that the sequence of instruction aligns to state-specific expectations and testing cycles. In addition to unit reranking requests, over 900 school requests for small course customizations due state or school specific requirements were received and completed throughout the year, including TCAH versions of middle school language arts, art, and health and PE; CCA English 9 and 10 and Algebra 1 modifications; MTSMCA, GACA, and OCA social studies course modifications; INCA customized rubrics; ACA Algebra 1 modifications; and grade 4 and grade 8 state history courses for the new North Carolina Connections Academy. This year also brought significant updates to the club offerings, Connections Education's systematic Response to

Intervention program, Connections' multiyear, multidimensional professional development program for teachers, teachers' involvement as teacher course reviewers in the curriculum development process, and an increased focus on accessibility of Connections Education courses and platform. In addition to high school core courses being updated to meet WCAG 2.0 A and AA standards for the 2015–2016 school year, all proprietary Connections Education K–12 courses received accessibility updates as needed: headings, lists, and tables updated with proper HTML markup; images updated with short and/or long alternate image descriptions; closed-captioning added to videos; descriptive transcripts provided that describe visual components of media items; alternate activities developed for selected activities; and documents (Microsoft Word, PDFs, spreadsheets, and Microsoft PowerPoint® presentations) revised and tagged as needed. It is important to note that while this work directly supports students with disabilities, it also supports all learners by providing content in formats that acknowledge and accommodate various learning styles and needs.

In continuation of our comprehensive focus on student learning and improved math performance, we introduced our *Math, We've Got This!* initiative focused on creating a culture in which we all approach and engage with math differently. Specific initiatives were also implemented this year to support students, teachers, and Learning Coaches. These included math curriculum enhancements in K–Algebra 2 courses based on the latest learning science research, additional math instructional resources such as the multiple-school pilot using the Think Through Math intervention resource, teacher professional learning through Connections-wide teacher brown bag meetings, trainings, and professional development (PD) sessions. These sessions focused on the math mindset, resources, and teaching practices, and these included a new math PD series for elementary teachers and targeted activities and discussions for Learning Coaches and students that focused on math in our day-to-day lives and a growth mindset toward math including Connections Speaker Series, Fireside Chats, and a Learning Coach book study on the book *Old Dogs, New Math* by Rob Eastaway and Mike Askew.

2015–2016 also included implementation of an automatic alert system within Connexus® to send WebMail notifications to both students and Learning Coaches each time a teacher leaves feedback for a student, the launch of the Learning Coach support *Get Coaching!* program that included ongoing resource sessions, a *Learning Coach Central* resource center, and a *Learning Coach Link* monthly newsletter. In addition, Connections Education's proprietary and award-winning multiyear, multidimensional professional development program was expanded to include a 300-level series to provide more choice for more experienced teachers, increased optional sessions, and increased topic-specific series (e.g., math, gifted and talented). Finally, new student clubs and activities were released such as RobotC, where students are able to virtually program Lego® Mindstorms® robots and the James Webb Space Telescope Project.

2016–2017: During the 2016–2017 school year, a significant number of new initiatives were developed and implemented as part of the six-year course life cycle to support student learning and respond to school specific requests and requirements. New course development included a number of social studies courses, including Social Studies 8, state history courses for Washington (grades 4 and 7), Arkansas (elementary and grade 7), New Mexico (elementary), and Texas (grade 7), as well as high school American Government and World History. The high school courses were the first to offer course-level Study Guides to support both teachers and students in the scaffolding and personalization of student learning. Precalculus was also developed and highlighted how math is used in everyday life. Several video-based interviews with a variety of professionals were presented throughout the course. These professionals included a sculptor, an architect, a geodesist, a nutritionist, a veterinarian, and a nuclear engineer. In addition, to support high school students in their transition to and success in high school, Freshman Focus and Senior Success courses were developed to introduce strategies for success in high school course-level work and to build college and career readiness. A GradPoint impact evaluation study was conducted and resulted in causal conclusions and findings that the GradPoint strategy led to higher pass rates and credit recovery rates relative to repeating a base course strategy, especially for math credit recovery courses.

In response to the persistent math performance challenge, we continued to implement our multiyear, multidimensional math initiative, *Math, We've Got This!* These comprehensive efforts included curriculum enhancements and modifications; a new math professional learning (PL) series for elementary teachers and additional optional math PL sessions for secondary teachers; the math intervention, Think Through Math (Imagine Math), was offered to all schools; Desmos online graphing calculator was introduced; a math discourse pilot program in two Connections Academy schools focused on engaging students in weekly small group sessions and conversation related to math reasoning and problem solving; math research and analysis focused on the evaluation of the impact of instructional practices and offerings, including preliminary analysis of the Math Discourse Pilot; and the initiation of the rebuild of elementary math courses (grades 1–5) for 2107–2018.

In addition, several clubs and activities, elective courses across the grade levels, and learning coach resources were updated or enhanced including WebQuest, Personal Fitness II, College Prep with SAT, as well as the Learning Coach Central website was updated. The year was topped off by the receipt of *ComputED Gazette's* annual EDDIE awards being awarded to some of Connections Education's newest courses including American Government, Social Studies 8, and WebQuest, and to the new web-based version of Learning Coach Central. Learning Coach Central was also recognized by EdTechDigest.com as a finalist for their 2017 Cool Tool Parent/Student Solution.

Learning Coach Central
Welcome to Learning Coach Central

Learning Coach Central
Welcome to Learning Coach Central
Resources

3RD QUARTER OPERATIONS METRICS

Connections Education partners with leaders, teachers, and other staff of the schools it supports to continually improve student achievement. The Partner School Leadership Team (PSLT) focuses its work with school staffs on two tools: School Improvement Plans (SIPs) focused on improving outcomes against the annual school goals, and Professional Learning Communities (PLCs) through which teachers and others work through the daily challenges of meeting those goals.

Common operational priorities running through these school-based efforts are monitored across all partner schools and the metrics are shared as a basis for supporting and tracking continuous improvement efforts. The priorities monitored vary by time of year, and for the third year we are reporting to you quarterly on the some of the measures. As was true last year, the metrics focus on Teachers and Students, and the "Winter" quarter spanning January through March focused on Engagement and Outcomes: Teachers on their professional practice, students on academic engagement, progress, and outcomes. What is reported here is as follows:

- **Teachers successfully engaged:** Teachers active in their PLCs and participating in Connections Education professional development.
- **Students successfully engaged:** New enrollee welcome calls, withdrawal rate, % with increased intervention need, % of high school students on grade level, and 1st semester course completion rates.

The data behind these metrics is pulled from Connexus and the other operational systems that support the schools around April 1. Much of its data changes constantly: *These metrics are informative snapshots of on-going work rather than definitive official "reports."*

The metrics shown here are compared with a group of other schools Connections supports – aggregated to give some context without sharing every school's data with the other schools. We do not have truly "comparable schools" but have 3 groups with comparable calendars ("School Year Cycle" or SYC), and 3 rough groupings of size. Your school is highlighted along with the calendar and size groupings to which your school belongs, and the totals across all Connections-supported schools. It would also be appropriate to consider the age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc. – but that is not done here. Please keep that in mind.

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Teachers successfully engaged

	PLC participation	% PL completion by session					
	% with IA	103	104	203	204	300+ (Jan)	300+(Feb)
Reach 2017	69%	0%	0%	N/A	N/A	67%	56%
Group 3 Average	91%	52%	44%	79%	64%	51%	40%
Small Average	92%	69%	63%	86%	44%	69%	38%
Connections Average	94%	70%	65%	87%	66%	68%	43%

- **Teachers reporting participation in PLCs–** Professional Learning Communities are widely accepted as the single most effective approach to improving professional practice in schools, and what is reported here as of April 1 is the % of teachers who identified at least one "IssueAware" (IA) ticket associated with a specific Professional Learning Community (PLC) group with which they are working. The unweighted average across all Connections-supported schools shows a 4% point decline to 94% of teachers with a PLC IA. Connections will continue to work with schools to improve the quality of their PLC activity and its benefit for improving professional practice and student achievement outcomes.
- **Teachers participating in professional learning–** Connections has an extensive professional learning program, an overview of which was shared in the Professional Development Plan reviewed by the Boards earlier in the school year and designed as an integrated part of the school-specific annual professional development agenda. For the 2016-2017 school year, the "100" series is for new teachers, the "200" series for returning teachers who completed the 100 series last year, and the "300" series is for teachers who have completed the first 2 years. What is shown are the % of eligible teachers who had completed the third and fourth sessions (November and January) of the 100 and 200 series by March 31. The 300 series is reporting the January and February session participation rates as these were required sessions this year; November was optional. The unweighted average for 103 and 104 is down 1% points and 9% points to 70% and 65% respectively. The unweighted average for 203 is up 6% points to 87% and for 204 it's up 6% points to 66%. The unweighted average for the 300 sessions for January and February are 68% and 43% respectively. Connections will continue to work with schools to take full advantage of these resources.

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Students successfully engaged

	% WC On Time	% WC Complete	DSY WD Rate	% need Increased Intervention		RTI Progress Monitoring
				Math	Reading	
Reach 2017	82%	96%	20%	2%	6%	1%
Group 3 Average	85%	96%	19%	2%	5%	29%
Small Average	86%	97%	22%	3%	6%	43%
Connections Average	86%	97%	22%	3%	5%	36%

- **% of students receiving a "Welcome Call" on time, and % receiving one so far**– On-time (within 7 days) Welcome Calls to students by teachers correlate strongly with student retention and parent satisfaction, and Connections has worked with schools to improve their efforts in this area. This metric is reported in October, but repeated now because many schools have new enrollees 2nd semester. Unweighted averages of on-time and complete welcome calls across the schools is 86% and 97% (a decline of 9% and 2% respectively) and represents an area of continued school focus.
- **"During school year" withdrawals year-to-date**– This shows % of students who enrolled, completed at least 20 lessons, and subsequently withdrew this school year. Withdrawal rates are typically higher than in traditional brick and mortar schools, and differences between Connections-supported schools can be a result of a number of factors. The unweighted average of this metric is 22%, 1% points lower than this time last year, which was itself an improvement over 2014-2015. The metric reported in your Monthly School Report may differ somewhat from the results shown above due to timing differences in data reporting.
- **% of students with an increased need for intervention in Reading and Math**– As part of the Response to Intervention (RTI) system Connections provides to schools and to help teachers identify needs within that system, Connections calculates "Red", "Yellow", or "Green" "intervention indicators" for each student in Reading and Math, based on a state testing and benchmark assessments. The goal is that no students show need for increased intervention (from Green to Yellow or Red, or from Yellow to Red) from earlier in the year – 0% is the goal here. Unweighted averages across schools this year are 3% and 5% in Math and Reading respectively, showing performance on par with Math for the prior school year and a slight decline (1%) for Reading.
- **% of students with current RTI progress monitoring** – Schools work continually with students designated as Tier II or Tier III of the Response to Intervention process and in need of increased intervention in Math or Reading. Teachers are asked to make and log regular contact and "Progress Monitoring" with those students; every 14 days for Tier III and 21 days for Tier II. This measure shows the average of the % of students in Math and Reading with "current" progress monitoring

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logs and interventions. This quarter's data shows a decline in performance in this area (36% from 49%) which, in some instances, can be attributed to school-scheduled Spring Break which occurred for some in the week or so immediately prior to the close of the quarter. We know from contact logs and other metrics that the vast majority of students are getting the support they need though that is not yet fully captured here.

	HS On Track	ELA, Science, Soc. Stud.		Mathematics	
		K-8	HS	K-8	HS
Reach 2017	53%	74%	67%	74%	54%
Group 3 Average	69%	87%	80%	87%	73%
Small Average	66%	86%	80%	87%	75%
Connections Average	68%	87%	80%	88%	73%

- **% of High School students "On Track"** – This estimates the % of high school students currently enrolled who will be on track for graduation at the end of the 2016-17 school year, based on completed and potential credits earned. Because grade level progression and graduation at the high school level often include state- and district specific provisions like "community service hours", this metric must remain an approximation. The relatively low percentages are also as much an indicator of the challenges students face as they are a reflection of school operations, because most schools Connections supports have open enrollment and if a large number of students enroll who are already behind, this % will be very low. The unweighted average of 68% across all schools is cause for concern but does show a 3% increase over last year. Connections is working with all of the schools it supports to put in place a much more robust set of supports for improving graduation rates going forward.
- **% of 1st semester "core" courses successfully completed** – This shows the % of 1st semester "core" courses successfully completed (a passing grade) – with English Language Arts, Science, and Social Studies grouped together and Math broken out, and with grades K-8 separated from High School. Course completion rates, especially for high school students, have been a focus across Connections-supported schools, and Math is the subject where students face the greatest challenges. There are many reasons for variations in course completion rates by school, but overall we are seeing some slow progress at the HS level (successful course completion down 1% point in ELA, Science, and Soc. Stud. combined (81% to 80%) and up in Math (72% to 73%). K-8 successful course completion held steady at 88% in Math but dropped from 88% to 87% for ELA, Science, and Soc. Stud.

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