



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 18, 2018 at 9:00 a.m.

**Meeting Location:**

750 East Park Drive, Suite 204  
Harrisburg, PA 17111

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

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

**AGENDA**

- I. Call to Order and Roll Call – D. Taylor
- II. Public Comment – D. Taylor

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

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

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

- III. Audit Committee, Committee of the Entire Board
  - a. Approval of Audit Firm Engagement for the 2017-2018 School Year (attached) – D. Biondo/K. Corcoran

- IV. Routine Business – D. Taylor
  - a. Approval of Agenda
  
- V. Oral Reports
  - a. Principal's Report (MSR attached) – J. Swan
    - i. End of Year Activities Update
    - ii. State Testing Update
    - iii. Special Education PDE Site Visit Update
    - iv. Accreditation Update
  - b. Financial Report (attached) – M. Whisman
  
- VI. Consent Items
  - a. Approval of Minutes from the February 21, 2018 Board Meeting (attached)
  - b. Approval of Staffing Report (attached)
  - c. Approval of Connections Education Invoice(s) for February and March (attached)
  - d. Approval of LiveSpeech Invoice(s) (attached)
  - e. Approval of School Calendar for the 2018-2019 School Year (to follow)
  - f. Approval of Staff Compensation Plan for the 2018-2019 School Year (attached)
  - g. Approval of Employee Handbook Revision(s) (attached)
  
- VII. Action Items
  - a. Approval of Fund Balance Plan Proposal (to follow) – A. Pasquinilli
  
- VIII. Information Items
  - a. State Relations Update – A. Jay
  - b. Partner School Leadership Team (PSLT) Update – A. Pasquinilli
    - i. School Operations Metrics (attached)
  - c. Curriculum for the 2018-2019 School Year (attached) – A. Pasquinilli
  - d. National School Boards Association (NSBA) Conference Update – G. Hawkins Bush/A. Schuh
  - e. Board Planning for the 2018-2019 School Year – M. Arthur
    - i. Proposed Meeting Schedule
    - ii. Board Composition
  - f. Board Annual Meeting Update – M. Arthur
  
- IX. Adjournment and Confirmation of Next Meeting – Wednesday, May 16, 2018 at 9:00 a.m.



April 9, 2018

To the Board of Directors and Management  
Reach Cyber Charter School  
750 E. Park Drive, Suite 204  
Harrisburg, PA 17111

We are pleased to confirm our understanding of the services we are to provide Reach Cyber Charter School for the year ended June 30, 2018. We will audit the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements of Reach Cyber Charter School as of and for the year ended June 30, 2018. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Reach Cyber Charter School's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Reach Cyber Charter School's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

- 1) Management's Discussion and Analysis.
- 2) Governmental Fund Budgetary Comparison Schedule

### **Audit Objectives**

The objective of our audit is the expression of opinions as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of the accounting records of Reach Cyber Charter School and other procedures we consider necessary to enable us to express such opinions. We will issue a written report upon completion of our audit of Reach Cyber Charter School's financial statements. Our report will be addressed to the Board of Directors of Reach Cyber Charter School. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or may withdraw from this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provision of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance, and (2) that the report is an integral part of an audit performed in accordance with

*Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that Reach Cyber Charter School is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

#### **Audit Procedures—General**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. Our responsibility as auditors is limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

#### **Audit Procedures—Internal Control**

Our audit will include obtaining an understanding of the government and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

#### **Audit Procedures—Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Reach Cyber Charter School's compliance with the provision of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

## **Other Services**

We will also assist in preparing the financial statements and related notes of Reach Cyber Charter School in conformity with U.S. generally accepted accounting principles based on information provided by you, as well as prepare the Internal Revenue Service Form 990. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

## **Management Responsibilities**

Management is responsible for establishing and maintaining effective internal controls, including evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles, for the preparation and fair presentation of the financial statements and all accompanying information in conformity with U.S. generally accepted accounting principles, and for compliance with applicable laws and regulations and the provision of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provision of laws, regulations, contracts or grant agreements, or abuse that we report.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities relating to the financial statements and related notes and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and related notes and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

## **Engagement Administration, Fees, and Other**

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to

maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

We will provide copies of our reports to Reach Cyber Charter School; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of SD Associates, P.C. and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the PA Department of Revenue or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of SD Associates, P.C. personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

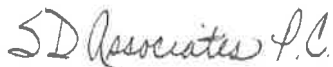
The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the PA Department of Revenue. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Keith Drobnes is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will not exceed \$15,000 for the audit and \$1,000 for the Form 990. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

We appreciate the opportunity to be of service to Reach Cyber Charter School and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



SD Associates, P.C.

RESPONSE:

This letter correctly sets forth the understanding of Reach Cyber Charter School.

Management signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Governance signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



**MONTHLY SCHOOL REPORT**

**Reach Cyber Charter School**

March 2018

EOY 16-17		3/31/2017		2/28/2018		3/31/2018		
Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change

**ENROLLMENT DATA**

**School Enrollment**

	952	100%	940	100%	2120	100%	2210	100%	135 %
Reach Cyber Charter School	952	100%	940	100%	2120	100%	2210	100%	135 %

**Grade Distribution**

<b>Grades PK-2</b>	<b>182</b>	<b>19%</b>	<b>185</b>	<b>20%</b>	<b>338</b>	<b>16%</b>	<b>345</b>	<b>16%</b>	<b>86 %</b>
KG	69	7%	69	7%	125	6%	124	6%	80 %
1	50	5%	51	5%	115	5%	120	5%	135 %
2	63	7%	65	7%	98	5%	101	5%	55 %
<b>Grades 3-5</b>	<b>213</b>	<b>22%</b>	<b>212</b>	<b>23%</b>	<b>391</b>	<b>18%</b>	<b>405</b>	<b>18%</b>	<b>91 %</b>
3	55	6%	58	6%	127	6%	133	6%	129 %
4	70	7%	69	7%	106	5%	112	5%	62 %
5	88	9%	85	9%	158	7%	160	7%	88 %
<b>Grades 6-8</b>	<b>400</b>	<b>42%</b>	<b>385</b>	<b>41%</b>	<b>677</b>	<b>32%</b>	<b>707</b>	<b>32%</b>	<b>84 %</b>
6	97	10%	90	10%	182	9%	190	9%	111 %
7	165	17%	155	16%	212	10%	224	10%	45 %
8	138	14%	140	15%	283	13%	293	13%	109 %
<b>Grades 9-12</b>	<b>156</b>	<b>16%</b>	<b>158</b>	<b>17%</b>	<b>713</b>	<b>34%</b>	<b>753</b>	<b>34%</b>	<b>377 %</b>
9	156	16%	158	17%	373	18%	374	17%	137 %
10	0	0%	0	0%	216	10%	236	11%	0 %
11	0	0%	0	0%	124	6%	143	6%	0 %

**New/Returning to CE**

New	952	100%	940	100%	1631	77%	1726	78%	84%
Returning	0	0%	0	0%	489	23%	484	22%	0%

**Total YTD Enrollment**

Enrolled, not Grad	952	75%	940	77%	2137	77%	2227	76%	137%
Prior To Engagement	44	3%	38	3%	77	3%	85	3%	124%
Withdrawal During School Year	281	22%	242	20%	554	20%	630	21%	160%
Graduate	0	0%	0	0%	0	0%	0	0%	0%

<b>Total YTD Enrollment</b>	<b>1277</b>	<b>100%</b>	<b>1220</b>	<b>100%</b>	<b>2768</b>	<b>100%</b>	<b>2942</b>	<b>100%</b>	<b>141 %</b>
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**Withdrawal Reason**

Different/Better Schooling Option (Not related to socialization)	242	86%	209	87%	275	50%	301	48%	44%
Life Change	13	5%	12	5%	84	15%	94	15%	683%
Mismatch Academic	4	1%	4	2%	15	3%	15	2%	275%
Getting started with the school was too difficult	1	0%	1	0%	3	1%	3	0%	200%
Mismatch Family Schedule	6	2%	6	2%	4	1%	4	1%	-33%
Regulation	0	0%	0	0%	0	0%	0	0%	0%
Student wants more socialization	4	1%	4	2%	12	2%	13	2%	225%
Unhappy with the school (teachers, leadership)	1	0%	1	0%	4	1%	6	1%	500%
Applying for next school year	1	0%	0	0%	0	0%	0	0%	0%
Deceased	0	0%	0	0%	0	0%	0	0%	0%
Inactivity	6	2%	1	0%	119	22%	150	24%	14900%
Missed Deadline	0	0%	0	0%	0	0%	0	0%	0%
Required Documentation Incomplete	0	0%	0	0%	1	0%	1	0%	0%
No Reason Given	0	0%	0	0%	0	0%	0	0%	0%





# MONTHLY SCHOOL REPORT

Reach Cyber Charter School

March 2018

EOY 16-17		3/31/2017		2/28/2018		3/31/2018		
Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change

## HOUSEHOLD DATA

Household Data									
Active Households	779	N/A	764	N/A	1691	N/A	1771	N/A	132 %
Graduated	0	N/A	0	N/A	0	N/A	0	N/A	0%
WD Prior To Engagement	38	N/A	33	N/A	70	N/A	78	N/A	136 %
WD During School Year	237	N/A	209	N/A	442	N/A	510	N/A	144 %
Students Per Active HH	1.22	N/A	1.23	N/A	1.26	N/A	1.26	N/A	2%

## STUDENT DEMOGRAPHICS

Ethnicity									
Hispanic or Latino	133	14%	138	15%	294	14%	302	14%	119%
Not Hispanic or Latino	819	86%	802	85%	1824	86%	1906	86%	138%
Race									
Asian	19	2%	19	2%	39	2%	39	2%	105%
Black/African American	281	30%	277	29%	636	30%	648	29%	134%
Native Hawaiian or Other Pacific Islander	10	1%	9	1%	25	1%	27	1%	200%
American Indian or Alaskan Native	30	3%	32	3%	86	4%	88	4%	175%
White	686	72%	675	72%	1537	73%	1616	73%	139%
Distinct Race/Ethnicity									
Hispanic or Latino	133	14%	138	15%	294	14%	302	14%	119%
Multiple Races	56	6%	55	6%	154	7%	157	7%	185%
Black/African American	200	21%	198	21%	439	21%	446	20%	125%
White	552	58%	539	57%	1198	57%	1268	57%	135%
Asian	6	1%	6	1%	18	1%	18	1%	200%
American Indian or Alaskan Native	3	0%	2	0%	13	1%	14	1%	600%
Native Hawaiian or Other Pacific Islander	2	0%	2	0%	1	0%	2	0%	0%
Gender									
F	533	56%	529	56%	1190	56%	1235	56%	133%
M	419	44%	411	44%	930	44%	975	44%	137%
FARM Eligibility									
Qualifies for free	533	56%	531	56%	931	44%	976	44%	84%
Qualifies for reduced	106	11%	99	11%	231	11%	237	11%	139%
Refused to report	107	11%	106	11%	403	19%	420	19%	296%
Prior Schooling									
Charter School (Public)	62	7%	64	7%	148	7%	155	7%	142%
Home School	57	6%	59	6%	125	6%	125	6%	112%
No Prior School	97	10%	99	11%	213	10%	215	10%	117%
Online (Virtual) Public School	69	7%	70	7%	137	6%	140	6%	100%
Private/Parochial School	69	7%	66	7%	117	6%	132	6%	100%
Public School	598	63%	582	62%	1299	61%	1364	62%	134%
Prior Schooling Not Reported	37	4%	38	4%	81	4%	79	4%	108%
Special Populations									
Gifted	23	2%	24	3%	34	2%	34	2%	42%
504	20	2%	22	2%	53	3%	57	3%	159%
IEP	170	18%	140	15%	403	19%	421	19%	201%
None	749	79%	763	81%	1652	78%	1719	78%	125%



# MONTHLY SCHOOL REPORT

Reach Cyber Charter School

March 2018

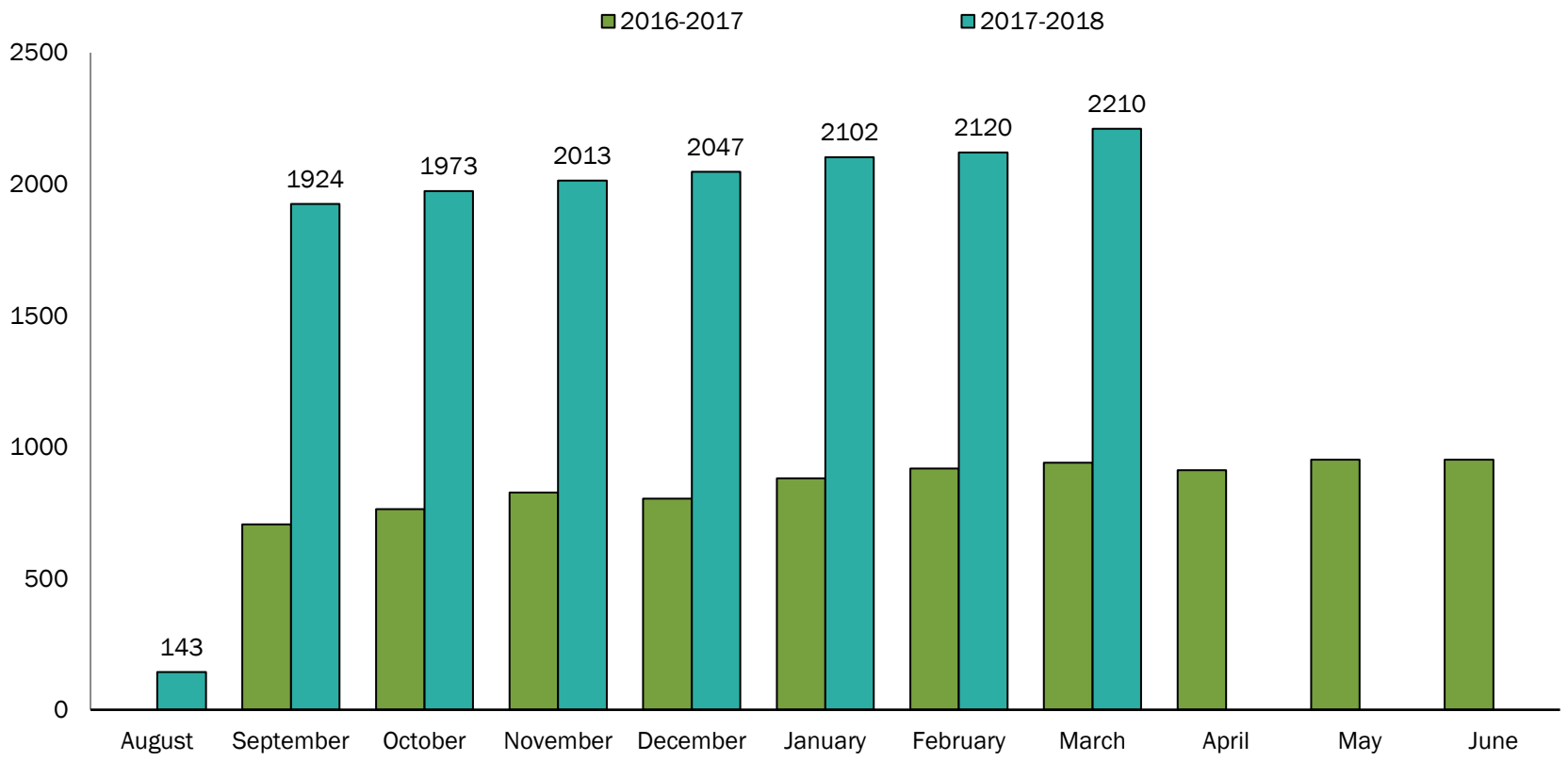
		EOY 16-17		3/31/2017		2/28/2018		3/31/2018		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	%Change
<b>Disability</b>										
	Autism	15	9%	13	10%	37	10%	39	10%	200%
	Cognitive Disability	7	4%	5	4%	16	4%	16	4%	220%
	Developmentally Delayed	0	0%	0	0%	1	0%	1	0%	0%
	Emotionally Impaired	20	12%	20	15%	56	15%	64	16%	220%
	Hearing Impaired	1	1%	2	1%	0	0%	0	0%	-100%
	Multiple Disabilities	0	0%	0	0%	1	0%	1	0%	0%
	Other Health Impaired	32	19%	20	15%	61	17%	68	17%	240%
	Physical Disability	0	0%	0	0%	1	0%	1	0%	0%
	Specific Learning Disability	72	44%	59	44%	166	45%	178	45%	202%
	Speech/Language Impaired	18	11%	16	12%	25	7%	23	6%	44%
	Visually Impaired	0	0%	0	0%	1	0%	1	0%	0%
<b>Primary Language</b>										
	English	1	0%	0	0%	1911	90%	1994	90%	0%
	Another Language	0	0%	0	0%	185	9%	192	9%	0%
	Spanish	0	0%	0	0%	16	1%	16	1%	0%
	Arabic	0	0%	0	0%	5	0%	5	0%	0%
	Russian	0	0%	0	0%	2	0%	2	0%	0%
	No Language Reported	951	100%	940	100%	1	0%	1	0%	-100%

## PERFORMANCE DATA

<b>Contacts Per Week</b>										
	Met	739	78%	756	80%	1718	81%	1779	80%	135%
	Not Met	213	22%	184	20%	402	19%	431	20%	134%
<b>Escalation Status</b>										
	Alarm	0	0%	116	12%	163	8%	183	8%	58%
	Approaching Alarm	0	0%	110	12%	174	8%	215	10%	95%
	Exempt	0	0%	5	1%	23	1%	25	1%	400%
	On Track	952	100%	709	75%	1760	83%	1787	81%	152%
<b>Performance Metrics</b>										
<b>Grades PK-2</b>										
	Average Performance	87 %		84 %		81 %		85 %		1%
	Average Participation	97 %		97 %		103 %		103 %		6%
	Average Attendance	103 %		98 %		102 %		102 %		4%
<b>Grades 3-5</b>										
	Average Performance	78 %		78 %		72 %		72 %		-7%
	Average Participation	96 %		99 %		98 %		100 %		0%
	Average Attendance	106 %		103 %		105 %		104 %		0%
<b>Grades 6-8</b>										
	Average Performance	68 %		65 %		68 %		68 %		3%
	Average Participation	91 %		100 %		100 %		97 %		-3%
	Average Attendance	102 %		96 %		100 %		99 %		3%
<b>Grades 9-12</b>										
	Average Performance	62 %		64 %		67 %		65 %		2%
	Average Participation	82 %		93 %		99 %		98 %		6%
	Average Attendance	97 %		93 %		97 %		95 %		3%
<b>Total Average Performance</b>		<b>73 %</b>		<b>71 %</b>		<b>70 %</b>		<b>70 %</b>		<b>-2%</b>
<b>Total Average Participation</b>		<b>92 %</b>		<b>98 %</b>		<b>100 %</b>		<b>99 %</b>		<b>1%</b>
<b>Total Average Attendance</b>		<b>102 %</b>		<b>97 %</b>		<b>100 %</b>		<b>99 %</b>		<b>2%</b>



## Monthly Student Current Enrollment Comparison



**REACH Connections Academy**  
**Revenue and Expense Statement Fiscal Year 2018**  
**Period Ended March 31, 2018**

	February-18 Actual	March-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Variance - Favorable (unfavorable)
<b>Forecasted Enrollment</b>						
Funded Enrollment				1,997	1,700	297
<b>Revenue</b>						
Regular Ed Funding	212,993.59	1,626,206.91	13,309,426.92	16,855,304	14,039,678	2,815,626
Special Ed Funding	-	675,647.51	5,876,901.13	8,083,293	7,063,623	1,019,670
Subtotal	212,993.59	2,301,854.42	19,186,328.05	24,938,597.28	21,103,301.33	3,835,296
Title I	-	-	-	617,265	398,000	219,265
Title II-A	-	-	-	72,867	56,000	16,867
Title VI - IDEA B	-	-	-	137,095	213,000	(75,905)
Title IV	-	-	-	10,000	-	10,000
Miscellaneous Income	88.97	-	88.97	129	-	129
Subtotal	88.97	-	88.97	837,356	667,000	170,356
<b>Total Revenue</b>	<b>213,082.56</b>	<b>2,301,854.42</b>	<b>19,186,417.02</b>	<b>25,775,953</b>	<b>21,770,301</b>	<b>4,005,652</b>
<b>Compensation Expense</b>						
Salaries - Administration	84,677.94	93,585.24	669,660.47	1,070,538	937,036	(133,502)
Benefits - Administration	18,629.15	20,588.75	143,706.31	231,899	206,148	(25,751)
Pension - Administration	3,948.96	4,679.26	32,330.10	52,374	93,704	41,330
Taxes - Administration	7,871.03	7,401.61	52,106.67	84,177	84,333	156
Subtotal Administration	115,127.08	126,254.86	897,803.55	1,438,988	1,321,221	(117,767)
Salaries - Teachers	365,981.23	390,731.34	2,503,850.38	4,478,609	3,511,944	(966,664)
Benefits - Teachers	80,515.87	85,960.89	557,563.09	992,010	772,628	(219,382)
Pension - Teachers	18,583.96	19,536.57	115,491.74	214,230	351,194	136,965
Taxes - Teachers	40,421.22	38,716.93	239,822.70	417,551	316,075	(101,476)
Subtotal Instructional Staff	505,502.28	534,945.73	3,416,727.91	6,102,399	4,951,841	(1,150,558)
<b>Total Compensation Expense</b>	<b>620,629.36</b>	<b>661,200.60</b>	<b>4,314,531.45</b>	<b>7,541,387</b>	<b>6,273,062</b>	<b>(1,268,325)</b>
<b>Connections Products and Services</b>						
Curriculum and Instructional Support Services	365,894.48	352,850.61	2,290,086.39	3,733,520	3,063,370	(670,150)
Student Connexus License	162,540.00	154,700.00	890,400.00	1,297,730	1,084,889	(212,841)
Student Technology Assistance Services	206,553.75	200,924.69	1,400,406.01	2,413,557	1,963,295	(450,262)
Enrollment/Placement/Student Support Services	148,761.41	147,274.28	1,167,847.87	2,191,020	1,760,251	(430,769)
School Operations Support Services	188,082.00	179,010.00	899,312.00	1,205,035	1,007,397	(197,638)
School Business Support Services	-	-	131,008.00	296,624	247,975	(48,649)
Special Ed Oversight	188,625.00	181,125.00	906,750.00	1,248,000	870,585	(377,415)
Professional Development Services	17,625.00	21,625.00	92,250.00	122,500	95,293	(27,207)
School Staff Support Services/Human Resources Support	66,975.00	82,175.00	350,550.00	465,500	331,620	(133,880)
Facilities Support Services	2,083.34	2,083.33	18,749.99	25,000	25,000	-
Short Term Substitute Teachers	-	7,500.00	7,500.00	7,500	-	(7,500)
Direct Course Instruction Support	10,639.62	12,070.17	63,828.54	73,125	-	(73,125)
<b>Total Connections Products and Services Fees</b>	<b>1,357,779.60</b>	<b>1,341,338.08</b>	<b>8,218,688.80</b>	<b>13,079,111</b>	<b>10,449,675</b>	<b>(2,629,436)</b>

**REACH Connections Academy**  
**Revenue and Expense Statement Fiscal Year 2018**  
**Period Ended March 31, 2018**

	February-18 Actual	March-18 Actual	YTD Actual	Annual Forecast	Annual Budget	Variance - Favorable (unfavorable)
<b><u>Pass-Through Expenses</u></b>						
Office Supplies	1,783.51	3,551.49	22,041.25	46,000	46,000	-
Copiers/Reproduction	-	967.58	3,980.12	16,000	16,000	-
Office Postage	274.14	1,541.25	5,297.50	21,000	21,000	-
Student Testing & Assessment	16,551.79	7,645.90	43,187.44	205,275	170,000	(35,275)
Staff Recruiting/Background Checks	886.27	465.67	5,730.52	84,000	84,000	-
Staff Training/Prof. Dvlpmt.	1,076.88	799.93	43,579.23	84,500	65,000	(19,500)
Travel and Conferences	2,819.67	3,592.87	17,308.57	78,000	60,000	(18,000)
Travel- School Nurse	-	-	-	5,000	5,000	-
Maintenance & Repair	85.00	4,410.13	8,398.70	20,000	20,000	-
High Speed Internet	509.57	509.57	3,802.13	10,000	10,000	-
Telephone	10.43	13.40	313.69	2,000	2,000	-
Office Rent (including utilities)	15,061.93	15,062.00	129,412.23	174,598	272,101	97,503
Rent Operating Expense	-	-	-	-	19,200	19,200
Expensed Equipment	-	650.00	749.09	20,000	20,000	-
Expenses Pending Allocation	(3,002.24)	3,946.58	45,877.43	-	-	-
Student Technology Support Stipend	-	176,258.14	348,703.03	554,243	459,000	(95,243)
Student Printers	-	-	-	90,563	75,000	(15,563)
Special Education Direct Services	136,804.61	126,410.30	388,922.85	500,000	262,000	(238,000)
Contracted Pupil Health Support	-	-	-	10,000	10,000	-
STEM Programmatic Expenses	5,479.11	16,667.71	42,023.54	149,000	149,000	-
Extracurricular Activities	-	-	3,117.10	42,500	42,500	-
Team building	-	-	46.36	46	-	(46)
<b>Total Pass-Through Expenses</b>	<b>178,340.67</b>	<b>362,492.52</b>	<b>1,112,490.78</b>	<b>2,112,725</b>	<b>1,807,801</b>	<b>(304,924)</b>
<b><u>Other School Expenses</u></b>						
Banking fees	286.75	212.05	1,869.35	2,500	1,000	(1,500)
External Audit	7,000.00	8,000.00	15,000.00	22,000	22,000	-
Dues	-	-	6,465.65	7,000	5,000	(2,000)
D&O Insurance	-	-	2,269.00	2,269	6,000	3,731
Legal Services	-	-	1,362.67	20,000	20,000	-
Board Related Expense	1,004.48	918.45	3,246.09	20,000	20,000	-
Graduation Expense	-	-	-	-	-	-
Student Activities	-	728.13	2,442.85	2,443	1,500	(943)
Community Coordinators	-	-	-	7,000	-	(7,000)
Other School Expense	47.58	-	351.73	1,500	1,500	-
Accounting Services	56,985.24	1,638.74	132,026.20	161,486	136,486	(25,000)
<b>Total Other School Expenses</b>	<b>65,324.05</b>	<b>11,497.37</b>	<b>165,033.54</b>	<b>246,198</b>	<b>213,486</b>	<b>(32,712)</b>
<b>Total Program Expenses Before Capital Outlay</b>	<b>2,222,073.68</b>	<b>2,376,528.57</b>	<b>13,810,744.57</b>	<b>22,979,421</b>	<b>18,744,024</b>	<b>(4,235,397)</b>
Capital Outlay	-	9,813.55	142,317.88	142,318	-	(142,318)
<b>Total Program Expenses Including Capital Outlay</b>	<b>2,222,073.68</b>	<b>2,386,342.12</b>	<b>13,953,062.45</b>	<b>23,121,739</b>	<b>18,744,024</b>	<b>(4,377,715)</b>
<b>Net Increase (Decrease)</b>	<b>(2,008,991.12)</b>	<b>(84,487.70)</b>	<b>5,233,354.57</b>	<b>2,654,214</b>	<b>3,026,277</b>	<b>(372,063)</b>
<b>Beginning fund balance</b>	<b>9,386,730.56</b>	<b>7,377,739.44</b>	<b>2,059,897.18</b>	<b>2,059,897</b>	<b>-</b>	<b>-</b>
<b>Ending fund balance</b>	<b>7,377,739.44</b>	<b>7,293,251.74</b>	<b>7,293,251.74</b>	<b>4,714,111</b>	<b>-</b>	<b>(372,063)</b>

**REACH Connections Academy**  
**Balance Sheet**  
**March 31, 2018**

**ASSETS**

<b>Cash and Short Term Investments:</b>	
Cash:Checking	\$ 15,247,010.62
Cash: Money Market Account	2,500.00
	-----
<b>Total Cash and Short Term Investments</b>	<b>15,249,510.62</b>
 <b>Other Current Assets:</b>	
Pupil SPED Funding Receivable	494,940.93
Allowance for Doubtful Accounts	(95,000.00)
Federal Program Receivable	188,891.58
Prepaid Rent	15,061.93
	-----
<b>Total Other Current Assets</b>	<b>603,894.44</b>
	-----
<b>Total Current Assets</b>	<b>15,853,405.06</b>
	-----
<b>Other Current Assets:</b>	
Security Deposit	8,916.65
	-----
<b>Total Other Assets</b>	<b>8,916.65</b>
 <b>Fixed Assets:</b>	
<b>Property Plant &amp; Equipment:</b>	
Computer Hardware	53,423.06
Leasehold Improvements	98,774.39
Furniture	101,373.97
Accum Depr:Computer Hardware	(10,986.61)
Accum Depr:Leasehold Improvements	(28,818.16)
Accum Depr: Furniture	(8,696.55)
	-----
<b>Net Fixed Assets</b>	<b>205,070.10</b>
	-----
<b>Total Assets</b>	<b>\$ 16,067,391.81</b>
	=====

**LIABILITIES**

<b>Current Liabilities:</b>	
Accrued Expenses	\$ 50,119.93
Due to (from) Connections Academy	8,470,518.46
Pension Payable	48,431.58
	-----
<b>Total Current Liabilities</b>	<b>8,569,069.97</b>
	-----
<b>Total Liabilities</b>	<b>8,569,069.97</b>
	-----

**FUND BALANCE**

Beginning Fund Balance	2,059,897.18
Invested in Capital	205,070.10
Change in Fund Balance	5,233,354.57
	-----
<b>Ending Fund Balance</b>	<b>7,498,321.84</b>
	-----
<b>Total Liabilities and Fund Balance</b>	<b>\$ 16,067,391.81</b>
	=====



Reach Cyber Charter School  
MINUTES OF THE BOARD OF DIRECTORS MEETING  
Wednesday, February 21, 2018 at 9:00 a.m.

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

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

Mr. Taylor called the meeting to order at 9:03 a.m. when all participants were present and able to hear each other.

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

Board Members Absent: Gail Hawkins-Bush and Alex Schuh;

Guests: Jane Swan, School Leader; John McMurray, Karen Yeselavage, Scott Stuccio, LeeAnn Richie and Nancy Wagner, School staff; Kevin Corcoran, Charter Choices, Financial Consultant (in person); Andrew Pasquinilli, Amanda Jay, Tina Blair, Mindy Whisman, TraKisha McNeil, Vickie Vermeire and Laura Coleman, Pearson Online & Blended Learning (POBL) 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. The Board requested to discuss the Business Manager's bank signatory permissions. There being no additional changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the February 21, 2018 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 (MSR) and most up-to-date enrollment numbers with the Board.

i. State Testing Update

Ms. Swan updated the Board on staff preparations for upcoming state testing, including the anticipated participation rates.

ii. Winter Leadership Retreat Update

Ms. Swan reported to the Board on the Winter Leadership Retreat that she recently attended, including professional development initiatives and networking opportunities.

b. Financial Report

Ms. Whisman reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Whisman further noted that all financial documents had been reviewed with the school's financial consultants prior to the meeting.

Business Manager's Bank Signatory Permissions

The Board reviewed the school Business Manager's current permissions regarding online banking and authorized signatory functions. Board members confirmed their support of the Business Manager having signatory authority similar to the School Leader in day-to-day operations for the school's accounts.

**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 17, 2018 Board Meeting;
- b. Approval of Staffing Report;
- c. Approval of Connections Education Invoice(s) for January; and
- d. Approval of LiveSpeech Invoice(s); are hereby approved.

The motion passed unanimously.

**VI. Action Items**

a. Approval of Math Time to Talk Proposal and Contract for Reach

Mr. Pasquinilli presented this item to the Board. He reviewed the proposal, as included in the Board materials, including estimated costs. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, the Math Time to Talk Proposal and Contract for Reach, as presented, is hereby approved.

The motion passed unanimously.



## **VII. Information Items**

### a. State Relations Update

Ms. Jay provided the Board with an update on recent legislative activities in the state, which may impact the school. She further provided the Board with an update on the Charter renewal process and timeline.

### b. Partner School Leadership Team (PSLT) Update

Mr. Pasquinilli presented to the Board on behalf of Pearson Online & Blended Learning's (POBL) School Leadership Team. He provided the Board with additional background on the recent Winter School Leaders' Conference.

### c. Outreach Plan for the 2018-2019 School Year

Mr. Stuccio presented this item to the Board. He reviewed the school's proposed Outreach Plan for the upcoming school year, as included in the Board materials. Mr. Stuccio highlighted current and projected enrollment numbers, as well as planned activities for student recruitment.

### d. Curriculum and Outreach Additional Planning Tools for 2018-2019 School Year

Ms. Coleman reminded the Board of the additional information recently sent on the Outreach plans for the upcoming school year via email. She further reminded the Board of the timing of the upcoming Curriculum Town Hall presentation as part of the annual review process. She advised the Board that additional information on the presentation would be sent via email.

### e. Board Professional Development Opportunities Discussion

Mr. Taylor reminded Board members of the Professional Development opportunities available to Board members, including state and national conferences as well as an upcoming on-site strategic planning workshop and governance training.

## **VIII. Adjournment and Confirmation of Next Meeting - Wednesday, April 18, 2018 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 will be held on Wednesday, April 18, 2018 at 9:00 a.m. The Board being at the end of its agenda, the meeting was adjourned at 9:51 a.m.

Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Blockberger, Michelle	Teacher- Special Ed	\$45,500.00	0.04	3/12/18
Carr, Sarah	Teacher- Special Ed	\$45,000.00	0.04	3/19/18
Cruz, Marisol	School Counselor	\$43,000.00	0.05	4/23/18
Finnegan, Jessica	School Nurse	\$41,000.00	0.04	3/19/18
Johnson, Jessica	School Counselor	\$42,000.00	0.04	4/16/18
Pierce, James	Teacher- Elementary	\$43,500.00	0.04	3/28/18
Repka, Royce	Teacher- Secondary	\$47,500.00	0.04	2/26/18
Stevens, Abigail	School Administrative Assistant I	\$14.50	0.04	3/8/18
Swidorski, Sara	Teacher- Secondary	\$45,000.00	0.05	4/11/18
Testa, Bradley	Assistant Principal I	\$80,000.00	0.12	2/26/18
Villafane, Tiayra	School Administrative Assistant I	\$14.60	0.05	4/10/18
Wentzel, Nicole	Teacher- Special Ed	\$45,000.00	0.05	5/14/18

Departing Employees

Name	Area	Last Day of Work	Reason for leaving
Smith, Michelle	School Counselor	03/15/2018	Not Good Fit for Online Environment

Position Change/Promotion

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date in new position
Trostle, Jeremy	Teacher – Special Ed	Teacher - Secondary	\$ 41,000.04	0.05	1/26/2018

2 weeks  
45 now

208 Spring Hill Road

Honesdale, PA 18431

570-240-0015

Mblockberger411@gmail.com

# Michelle Blockberger

Objective- to obtain a full time teaching position

## Education and Credentials

- Masters in Autism- (2012-Aug. 2013) Saint Josephs University
- Special Education Certification- (2009-2010) Saint Josephs University
- Bachelor's degree in Elementary Education (2004-2008) Keystone College
- Other certifications- \*Mid Level Mathematics \* Program Specialist ESL
- In progress- Supervisor in Special Education - finish in December 2018

## Job Experience

- **NHS- Middle School Autistic Teacher (December 2017-present)-** Develop and implement education plans (IEP, Re-evaluations, FBA, PBSP) for each student. Identify and implement goals tailored to the student's individual needs and abilities. Coordinate with parents, teachers, and various service providers. Actively involved in student's behavioral, social, and academic development.

- **New Story School- Director of Education (July 2015- August 2017)-**  
Maintain financial budget, ensure compliance with Department of Education. Main communication with parents and district, project training needs and present training to staff. Participate in IEP process and meetings. Manage employee performance.
- **New Story School- Assistant Director of Education (March 2013- December 2014)-** Assisted in the development of individualized lesson plans, education levels, goals, and success criteria for specially designed instruction. Administered educational tests. Observed potential students in their home school district for possible enrollment. Monitored employee performance and conducts employee performance evaluations. Substitute taught as necessary.
- **New Story School- Special Education teacher (September 2011-March 2013)-** Developed and implemented education plans for each student. Identified and implemented goals tailored to the student's individual needs and abilities. Coordinated with parents, teachers, and various service providers. Was actively involved in student's behavioral, social, and academic development.
- **Wayne Highlands School District- Substitute teacher (August 2008- June 2011)-** Followed teaching programs set by teachers I covered. Set and corrected homework assignments and projects. Fostered a safe, positive, and supportive learning environment. Ensured good order and behavior in and out of class.

### **Professional Development Initiatives**

- \* CPR & First Aid
- \* Mandated Reporter (trainer)
- \* NVCI training
- \* Trained to give medications
- \* Smart Board Trainer
- \* IEP writer trainer

**\*References Available Upon Request\***

# SARAH M. CARR

(814) 359-9513 ♦ scarr428@comcast.net

## EDUCATION

**Lock Haven University of Pennsylvania**, Lock Haven, PA  
Bachelor of Science/Special Education

May 2011  
GPA: 3.823/4.0

## WORK EXPERIENCE

**Commonwealth Charter Academy**, Williamsport, PA

October 2011 - Present

*Learning Support teacher, grades 9-12*

- Utilize Reading Mastery, Connecting Math Concepts, Read 180 and System 44 programs; additionally the Life-Centered Education curriculum (transition) and Executive Functions curriculum (Rush Neurobehavioral Center)
- Utilize multiple interactive online supplemental support programs
- Write annual IEPs, revise IEPs, write progress reports and follow through with regular legal paperwork in a timely manner and as required by law
- Lead IEP team meetings and ensure efficiency in creating appropriate goals and accommodations for students
- Collaborate with all appropriate team members to ensure efficacy of the student IEP: related service personnel, transition personnel, teachers, administrators, guardian(s) and student
- Mentor new teachers on staff
- Review IEP goal data and make recommendations to teachers/administrators for additional testing; complete placement testing as necessary

**BLAST IU #17**, Williamsport, PA

June 2011 – August 2013

*Autistic Support teacher, Secondary (Extended School Year – summers only)*

- Wrote and implemented lesson plans with a summer theme (variable by week); focus on student IEP goals in regards to recoupment
- Chose music and brainstormed with staff and students to create a theme for the end of session talent show; assisted students in making back drops, costumes and practicing for the event
- Wrote progress reports at the end of ESY
- Led staff meetings to ensure collaborative effort for both safety and instructional supports to all students
- Supervised classroom aides within classroom setting; assigned critical duties for 1:1 student support
- Wrote end of session progress reports/reviews on support staff and met with each to discuss strengths and capacity to build on areas of need

## LEADERSHIP ACTIVITIES, HONORS, AND AWARDS

**Commonwealth Charter Academy**

*Career Ladder – Math Curriculum Coordinator, K-12*

September 2017 – Present

- Lead PLCs - assist teachers with student engagement, attendance and generalization (for which supplements or extensions to the curriculum may be warranted)

*Diversity & Inclusion Council Member*

May 2017-Present

- Participate in council meetings to discuss areas of need for staff development; send out informational materials to staff; meet with administrators and report back to the council findings; assist at trainings

*Contributor for Disability Awareness*

November 2016

- Accepted offer to create a quick guide/brochure for general educators to learn more about ADHD and OHI; disability category detailed; SDIs, best methods for engagement displayed

*Teacher Spotlight (CCA Website)*

September 2016

- Accepted an interview with our school's public relations group
- Discussed my role, the evolution of LRE and curriculum and individual support(s) provided to our students

**Lock Haven University**

- Graduated Summa Cum Laude and earned Dean's List honors each semester of enrollment

## REFERENCES

Available upon request.

**Marisol Cruz**  
**128 South 4<sup>th</sup> Street**  
**Lebanon, PA 17042**  
**717-273-1410**  
**717-383-0933**  
**gabbysmommy00@hotmail.com**

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**Education:**

Messiah College, Grantham, PA  
Certificate of Advanced Graduate Studies in School Counseling  
May 2016

Messiah College, Grantham, PA  
Master of Arts in Clinical Mental Health Counseling  
December 2014

Pennsylvania State University, University Park, PA  
Bachelor of Arts in Psychology  
May 2012

**Capabilities:**

- Spanish language proficiency
- Excellent interpersonal skills
- Strong organizational, oral, and written skills
- Ability to work under direct supervision and/or alone
- Quick study
- Team player
- Proficient in Microsoft Excel, Word, and Power Point

**Internship Experience:**

Group Therapy Co-Counselor, January 2014 to May 2014

Philhaven Adult Day Hospital, Mt. Gretna, PA

Outpatient Therapist, May 2014 to December 2014

T.W. Ponessa & Associates Counseling Services, Inc., Lebanon, PA

**Work Experience:**

Allied Mental Health Professional, May 2016 to present

Philhaven, Lebanon, PA

- Responsible for providing outpatient psychotherapy to patients experiencing mental, emotional, behavioral, or relationship distress or dysfunction.
- Provides Psychotherapy to Patients and Their Families.
- Provide Case Management Services.
- Completes and Maintains Thorough Clinical and Administrative Documentation.

Outpatient Therapist/Intake Specialist, December 2014 to May 2016

T.W. Ponessa & Associates Counseling, Lancaster, PA

- Conduct therapeutic, goal oriented treatment sessions with clients on a consistent treatment schedule.
- Complete medical record documentation on each client at each visit.
- Complete and document services authorizations, treatment plan updates, releases of information, case management responsibilities and other required documentation as dictated by State Licensing Regulations.
- Attend trainings, supervisions, and staff meetings. Report to supervisor on a regular basis to insure consistency and quality of care.
- Maintain professional boundaries and behavior, as specified by the TW Ponessa & Associates Code of Ethics/Conduct, during interactions with all staff and clients.
- Maintain strict confidentiality and clients rights in accordance with TW Ponessa & Associates Policy Procedure Manual, the Health Insurance

Portability Accountability Act (HIPAA) Regulations, the Americans with Disabilities Act and the Non-Discrimination Policy.

- Comply with all expectations and obligations regarding Mandated Reporting of Sexual and Physical Abuse, Harm to self, or Harm to others.
- Adhere to the Child Adolescent System Services Program (CASSP) Model of service delivery which specifies the following core principles: Child centered, family Focused, Community based, Multi-System, Culturally competent, and least restrictive/intrusive.
- Other duties as assigned by the Outpatient Services Director.

Academic Advisor, December 2012 to December 2014

Harrisburg Area Community College, Lebanon, PA

- Provide academic advising, inform students of available College services, and refer students to appropriate campus resources
- Assist incoming students with developing educational plans, understanding College policies, procedures and resources
- Assist students with academic planning and course selection via Walk-In and Drop/Add registration periods
- Advise students on general transfer information and refer students to available resources
- Use an on-line student system to research students' transcripts, availability of classes, and other pertinent student information
- Assist with registration planning and problem-solving and New Student Orientation as needed
- Participate in various student retention efforts
- Participate in training sessions

Therapeutic Staff Support, August 2012 to December 2012

T.W. Ponessa & Associates Counseling Services, Inc., Lebanon, PA

- Assisted clients in developing age-appropriate daily living skills and social/cultural interaction skills



- Supported parents/teachers in their efforts to provide direct supervision to the client
- Assisted parents by providing therapeutic structure and limits for the client
- Assisted in implementing a behavioral intervention plan
- Assisted in implementing alternative activities to redirect challenging behavior
- Assisted in providing individualized, supervised recreational opportunities

Cafeteria Monitor, August 2010 to October 2010

Lebanon School District, Lebanon PA

- Monitored students while in cafeteria
- Ensured that rules were followed
- Followed precautions in order to ensure the safety of all students

Court Clerk, July 2008 to April 2010

Clerk of Courts Department, County of Lebanon, Lebanon, PA

- Filed documents
- Performed Data Entry
- Scanned documents into AS400 system
- Docketed documents into CPCMS
- Answered phones

Receptionist, January 2004 to December 2007

The Patriot-News Co., Harrisburg, PA

- Answered phones
- Handled all correspondence
- Ordered supplies
- Processed payments
- Data entry
- Generated end of the month reports
- Spanish/English interpreting responsibilities
- Scheduled meetings

Clerk Typist/Interpreter, November 1999 to December 2003

District Justice Office, County of Lebanon, Lebanon, PA

- Spanish/English interpreting responsibilities
- Processed and scheduling hearings
- Processed customer payments and answered customer questions
- Processed office correspondence
- Provided some employee training

Clerk Typist/Interpreter, May 1995 to November 1999

Public Safety Department, City of Lebanon, Lebanon, PA

- Spanish/English interpreting responsibilities
- Processed permits and department correspondence
- Answered multi-line phone system
- Responsible for some employee training
- Processed citations, invoices and violation notices
- Bookkeeping duties
- Scheduled meetings and testing dates
- Provided answers to customer questions

## References:

Dr. Gene Nelson  
Psychologist/Internship Director  
T.W. Ponessa & Associates Counseling Services, Inc.  
410 N. Prince St.  
Lancaster, PA 17603  
717-560-7917

Carol Z.A. McGinnis, PhD, LCPC, NCC  
Assistant Professor, Graduate Counseling Program  
Messiah College  
Mechanicsburg, Pennsylvania 17055  
Office 717-796-1800 x2011  
cmcginnis@messiah.edu

Anne Detter  
Director of Marketing  
Shippensburg University Foundation  
717-477-1377

Rev. Stephen J. Sabol  
921 Maple Lane  
Lebanon, PA 17046  
717-272-5375

Shelly Shultz  
South 16<sup>th</sup> Street  
Lebanon, PA 17042  
717-222-7467

# Jessica A. Finnegan, BSN, RN, CSN

175 Wertz Street  
Manns Choice, PA 15550  
[jessica.finnegan@berks.edu](mailto:jessica.finnegan@berks.edu)  
814-285-7040

## OBJECTIVE

Highly organized, motivated, and skilled nurse seeking to obtain a position as a School Nurse.

## EDUCATION

**Eastern University**  
School Nurse Certificate  
2017

**Drexel University**  
Bachelor of Science in Nursing  
2012

**Conemaugh School of Nursing**  
Diploma of Nursing  
2006

## EXPERIENCE

### School Nurse- HOPE for Hyndman Charter School

08/2016- present

Responsible for care of approximately 225 students in grades K-12. Duties include state mandated health screenings, monitoring immunization compliance, medication administration, interdisciplinary collaboration within the school as well with outside agencies, record keeping and daily documentation using PowerSchool and completion of 504 plans as needed, SAP team leader

### RN Supervisor- Donahoe Manor

01/2015- 07/2016

Responsible for daily supervision of CNAs and LPNs, medication administration, wound care, daily documentation and medication ordering via OmniView, interdisciplinary collaboration within the nursing home setting, as well as with outside agencies, to ensure the best outcome for residents.

**Pediatric Private Duty RN- Interim Healthcare**

02/2011-05/2011

Responsible for care of one child in the home setting, responsibilities included medication administration, cardiac monitoring, and other duties as required by family.

**Staff Nurse- Conemaugh Memorial Medical Center**

08/2006- 12/2010

Responsible for care of patients on a medical/surgical/telemetry floor as well as pediatrics and gynecology. Daily medication administration, blood draws and IV starts as needed, IV medication administration, administration of tube feelings, cardiac monitoring of both adult and pediatric patients, post-op care of pediatric and adult patients, assist with gynecologic exams as needed.

**SKILLS AND ABILITIES**

Excellent supervisory and training skills, great multitasker and planner

Administrative skills including telephone etiquette, filing, mail correspondence, medical terminology, and data entry

Proficient in Word, PowerPoint, and PowerSchool

Clinical skills including medication administration, IV therapy, tube feeds, diabetes management, catheter care, and tracheostomy care.

**CERTIFICATIONS / CLEARANCES**

CPR certification- expires 4/19

Pennsylvania Nursing License RN574561, expires 10/2019

Pennsylvania School Nurse Certification

Pennsylvania Student Assistance Team(SAP) trained

Pennsylvania Child Abuse Clearance

FBI Fingerprint Clearance

Pennsylvania Criminal Background Check

**LEADERSHIP**

Cub Scout Pack 4482 Treasurer/Committee Member, Past Den Leader

Boy Scout Troop 4482 Treasurer

Fort Bedford District Cub Scout Day Camp- Camp Nurse

SAP Team leader

**REFERENCES**

**Dr. Thomas Otis, retired Superintendent**  
**814-285-2561**

**Mrs. Sharron Baer, Certified School Nurse**  
**724-562-4334**

**Mrs. Julia Evans, High School Guidance Counselor**  
**814-977-2163**

2005 Eland Downe  
Phoenixville, PA 19460

**Ms. Jessica M. Johnson**

(484) 336-3247

[jjohn2602@gmail.com](mailto:jjohn2602@gmail.com)

### **Career Objective**

Seeking a position in the field of education that will allow me to display my abilities acquired through professional experience and coursework.

### **Education**

#### **Kutztown University of Pennsylvania**

Kutztown, PA  
PK-12 Certification in School Counseling  
Master's Degree in Education  
Graduated May 2012

#### **Lock Haven University of Pennsylvania**

Lock Haven, PA  
Bachelor of Arts in Psychology  
Graduated May 2009

### **Work Experience**

#### **Connections Education-Family Connections Coordinator**

Baltimore, MD  
April 2017-Present

- Assists families with enrolling their students
- Advises of documents missing for enrollment
- Completes welcome calls and monthly check-ins with new and existing families
- Participates in live lessons with families and students

#### **Valley Creek Crisis Center – Crisis Counselor**

Exton, PA  
August 2011-December 2017

- Conducts crisis evaluations
- Provides the appropriate recommendations for clients
- Initiates involuntary and voluntary hospitalizations
- Manages crisis situations

#### **Agora Cyber Charter School – Family Coach**

Wayne, PA  
August 2013-February 2016

- Monitored student attendance and completed Truancy Elimination Plans
- Administered tests to students, including PSSA's, Aims Web Tests, and Keystone Exams
- Conducted home visits to students' homes so that they understand the expectations of Agora and their role as a student

Community Services of Devereux – Case manager

Phoenixville, PA

December 2010-July 2011

- Managed crisis situations
- Advocated for clients
- Found resources for clients to prevent hospitalization

Reading Hospital - Psychiatric Technician

Reading, PA

June 2009-December 2010

- Helped run and organize group therapy
- Provided one to one sessions with patients
- Various nursing aide duties
- Completed behavioral assessments with patients
- Referred patients to various community resources

**Internships/Practicum**

Downingtown West High School - Graduate Student School Counselor

Downingtown, PA

August 2011-June 2012

- Participated in group and individual counseling
- Presented classroom lessons on different topics
- Worked with students for classroom scheduling
- Helped students during their college selection process

South Brandywine Middle School - Graduate Student School Counselor

Coatesville, PA

Jan-April 2011

- Participated in group and individual counseling
- Participated in SAP team meetings
- Presented lessons on various topics including bullying and etiquette

Clinton County Women's Center - Intern

Lock Haven, PA

Spring 2009-Summer 2009

- Provided support for survivors of domestic violence and sexual assault
- Participated in community outreach to make Clinton County residents more aware of the Women's Center and the services it provides

**Computer Program Experience**

Windows XP & Vista, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Publisher, ESchools Plus, Blackboard, Athena.

**References Available Upon Request**



# JAMES PIERCE

18 Oxford Drive, Morgantown, PA 19543 | (C) 4844106654 | jimierce486@gmail.com

## Work Experience

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Director of Educational Technology 07/2016 to Current

YSC Academy - Wayne, PA

- Conceptualized, developed academy's virtual school (YSC Academy Virtual)
- Introduced the school's first learning management system (Canvas)
- Managed all technology for the school including student computers, iPads, and workstations.
- Launched the schools Mobile Device Management system to manage school-wide devices.
- Provided primary academic software and web services support to all faculty, staff, and students
- Collaborated with instructional staff for instructional planning, co-teaching, and modeling of strategies for effectively integrating technology into the classroom.

Head of Education 07/2016 to Current

The Philadelphia Union - Chester, PA

- Spearheaded an integrated academic and athletic program for student-athletes aspiring to become professional soccer players
- Coordinated the continuing education program for athletes playing for the Philadelphia Union and Bethlehem Steel FC.

Director Of Operations 07/2013 to 06/2016

YSC Academy - Wayne, PA

- Supervised daily operations of the school, directed and organized the work of the finance, admissions, and technology teams.
- Mentored and developed teachers using a supportive and collaborative approach; set objectives for professional development plans, established priorities; and monitored and evaluated results.
- Led the development of a "niche" school concept, serving elite student-athletes

Assistant Head of School 06/2010 to 06/2013

The Meadowbrook School - Meadowbrook, PA

- Supervised the school-wide pedagogy and curriculum initiatives
- Oversaw the integration of instructional technology into the school-wide curriculum
- Implemented the school's Technology Plan
- Launched and maintained the school's website
- Led professional development in technology

Dean of Students

07/2009 to 06/2010

The Meadowbrook School – Meadowbrook, PA

- Launched new preschool program to complement Kindergarten and Pre-Kindergarten classes
- Coordinated student discipline and behavior modification plans
- Worked with the Head of School to ensure that technology was being implemented across grades and divisions

Fourth Grade Teacher

07/2000 to 06/2009

The Meadowbrook School – Meadowbrook, PA

- Adapted teaching methods and materials to meet students' varying needs and interests.
- Encouraged interactive learning by incorporating educational software and the Internet.
- Observed and evaluated students' performance, behavior, social development and physical health.

## Education

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Master of Science: Instructional Technology

2007

Drexel University - Philadelphia, PA

Bachelor of Arts: Psychology

1999

Lycoming College - Williamsport, PA

## Conference Presenter

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February 2018

Empowering Student-Athletes To Pursue Their Passion,  
Mid-Atlantic Conference on Personalized Learning

January 2018

Launching Schools For Elite Student-Athletes,  
The United States Soccer Coaches Convention

October 2016

Blended Learning To Build A Better Messi,  
2016 PAIS Bi-Annual Conference

# Royce Repka

102 Brookwood Road  
Lansdale, PA 19446  
(267)645-9498  
royce\_repka@yahoo.com

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## PROFILE

An accomplished secondary Mathematics teacher with a Masters degree and Certification in K-12 Administration seeking to apply educational philosophies, leadership skills and values expected of a military veteran as a Secondary Math teacher for Reach Cyber School

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## PROFESSIONAL CERTIFICATIONS

Pennsylvania Principal Certificate (K-12), Code 75  
Pennsylvania Secondary Mathematics Teaching Certificate, Level II (7-12), Code 62

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## EDUCATION

- 2010-2011                    **Masters of Education (MA), Education Administration**  
California Univeristy of Pennsylvania, California, PA; 30 credits
- 2004-2009                   **Masters of Arts (MBA), Business Administration**  
Webster University, St. Louis, MO; 42 credits
- 1994-1998                   **Bachelors of Science (BS), Secondary Mathematics Education**  
The Pennsylvania State Univeristy, Univeristy Park, PA; 131 credits
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## PROFESSIONAL EXPERIENCE

- 2017-Present                **Math Teacher; Integrated Math, Geometry, Pre-Algebra**  
Valley Forge Military Academy & College, Media, PA
- Responsible for creating and implementing course curriculums aligned with Middle States Association of Colleges and School
  - Adapted lessons, assignments and exams to accommodate IEPs and students with social & behavior disorders
  - Utilized technology such as PowerSchool, Google classroom, Smart boards and graphing calculators
- 2016-2017                   **Math Teacher; Algebra 2 & Probabilty/Statistics**  
Hatboro-Horsham High School, Horsham, PA
- Created custom modules allowing Honors students to progress through units self-paced; thus increasing autonomy, responsibility and time-management
  - Implemented CANVAS software to aid in the submission, grading and feedback of student homework, notes and exams
  - Used math puzzle/riddle problems and timed non-calculator problems to challenge Honors students in higher level Math thinking
- 2015-2016                   **Substitute Teacher**  
Substitute Teacher Service, Aston, PA
- Performed substitute duties for all secondary subject areas
  - Seamlessly enacted lesson plans and maintained discipline
  - Instructed lessons, assisted students, proctored exams, performed extra duties

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## EXPERIENCE CONTINUED

- 2014 **Math Teacher; 6th grade & Algebra 2**  
Morrisville School District, Morrisville, PA
- Created and adapted lesson plans based on student ability and IEPs
  - Assisted high school students who were using the self-taught APEX curriculum
  - Performed daily state assessment review as warm-up exercises
- 2009-2013 **Math Teacher; Pre-Algebra & Algebra 2 Teacher**  
Commonwealth Connections Academy, Bryn Mawr, PA
- Instructed Pre-Algebra & Algebra 2 remotely as part of a complete cyber school
  - Incorporated technology such as Google docs, dropbox and screencast software
  - Implemented daily practice for state testing
- 2011 **Elementary Principal, Intern**  
Commonwealth Connections Academy, Bryn Mawr, PA
- Focused on successful management, coaching and leadership strategies to create a positive atmosphere between teachers and administrators
  - Performed and analyzed teacher evaluation techniques
  - Screened incoming applications for available teaching positions
- 2011 **High School Principal, Intern**  
Calvary Baptist School, Lansdale, PA
- Conducted teacher observations utilizing various evaluation techniques
  - Established positive relationships with teachers during pre and post observation meetings in order to improve instruction based on observation results
- 2001-2002 **Math Teacher; 6th grade**  
Belle Vernon Area School District, Belle Vernon, PA
- Created and implemented the Math curriculum for all 6th grade students
  - Designed curriculum to align with state standards and administrative goals
  - Volunteered by chaperoning school functions/sporting events
- 1998-2001 **Math Teacher; Algebra 1 & Algebra 2**  
Clark County School District, Las Vegas, NV
- Worked on a team to create an Algebra 1A/1B curriculum
  - Created a collaborative learning environment in the classroom
  - Performed daily assessment review to maximize student performance

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## OTHER EXPERIENCES

- 2013-2014 **Police Officer**  
Lower Pottsgrove Police Department, Pottstown, PA
- 2003-2009 **Staff Sergeant, Counter-Intelligence Agent**  
United States Army, Fort Bragg, NC



**Abigail Stevens**  
115 Hollow Lane  
Dillsburg, PA 17019  
Cell: 717-802-5004  
[abbystevens115@gmail.com](mailto:abbystevens115@gmail.com)

9:00

9/26/18

**EDUCATION:**

Gardner-Webb University – Boiling Springs, NC  
Bachelor of Arts Degree, December 2015  
Major: American Sign Language  
Concentration: ASL Interpreting

**PROFESSIONAL EXPERIENCE:**

- July 2017 –  
Dec 2017 **Office Assistant, Bible Baptist Church** – Shiremanstown, Pennsylvania
- Design bulletins, announcement slides, and handouts
  - Prepare deposits and reconcile bank accounts
  - Provide administrative support to pastors, staff, and volunteers
- August 2016 –  
June 2017 **Interpreter, Sign Language Specialists** – Johnstown, Pennsylvania
- Facilitate communication daily in a 7<sup>th</sup> grade classroom
  - Interpret various college classes
  - Interpret for miscellaneous community events
- January 2016 –  
May 2016 **Teacher, Christian School and Chapel for the Deaf** – Luquillo, Puerto Rico
- Develop lesson plans for multiple students and subjects
  - Teach multiple classes to students of varying ages and levels
  - Plan and oversee after-school activities
- August 2015 –  
Dec 2015 **Intern, Fluent Language Solutions** – Charlotte, NC
- Observe certified interpreters in a wide variety of settings
  - Interpret interactions with supervision
- June 2013 –  
August 2015 **Summer Camp, West Shore YMCA** – Camp Hill, PA
- Assistant Director** (June 2015 – August 2015)
- Responsible for the well-being of sixty 1<sup>st</sup> – 5<sup>th</sup> grade children
  - Oversee 13 staff members
  - Plan, prepare, and execute a variety of daily activities
  - Notify parents of camp happenings, both positive and negative
- Counselor** (June 2013 – August 2014)
- Responsible for the well-being of fifty K – 2<sup>nd</sup> grade children
  - Explain daily activities

# Sara L. Swidorski

5012 Sundance Court • Doylestown, Pennsylvania • (860) 869-8594 • smonsere@yahoo.com

## CERTIFICATION

### **Pennsylvania Instructional I Certificate**

Endorsements: Chemistry (8420)

## EDUCATION

### **M.S., Secondary Education, Chemistry**

University of Bridgeport  
2015

### **B.A., Elementary Education**

Alma College  
2003

## TEACHING EXPERIENCE

### **Long Term Substitute Chemistry Teacher, Central Bucks High School South**

WARRINGTON, PENNSYLVANIA – OCT. 2017 – JAN. 2018

- Taught academic chemistry courses.

### **Chemistry Teacher, Bristol Central High School**

BRISTOL, CONNECTICUT – 2016-2017

- Facilitated learning of accelerated and academic chemistry by differentiating instruction to meet the needs of all learners.
- Utilized many student-centered learning techniques, including demonstrations and interactive science notebooks.
- Participated in the development of the new science curriculum, with a focus on NGSS teaching practices.

### **Science Teacher, Bristol Eastern High School**

BRISTOL, CONNECTICUT – 2016

- Taught chemistry and physical science courses.

### **Student Teaching Placement, Southington High School**

SOUTHINGTON, CONNECTICUT - 2015

- Facilitated learning of honors and CCP chemistry by differentiating instruction to meet the needs of all learners.
- Taught strategies to improve content literacy and data analysis.

### **Intern, Southington High School**

SOUTHINGTON, CONNECTICUT - 2014 - 2015

- Efficiently executed lesson plans left by the teacher and maintained order in the classroom while substitute teaching.

### **Spanish Teacher, St. Dominic Catholic School**

SOUTHINGTON, CONNECTICUT - 2008 - 2009

- Prepared and delivered Spanish language lesson plans for children in kindergarten through fifth grade.
- Incorporated technology by designing Smart Board games to review vocabulary.

# Bradley C. Testa

## Current Contact Information

74 Countryside Lane  
Leola, PA 17540  
(717) 572-6583  
btesta81@gmail.com

## Education:

**Temple University**, Philadelphia, PA. **(4.0/4.0) Graduated in May 2015**

Doctor of Education in Educational Administration.

**Dissertation Title:** Principals' Perceptions of the Relationship between Teacher Leader Positions and Success as a Head School Administrator in Pennsylvania.

**Temple University**, Philadelphia, PA. **(4.0/4.0) Graduated in May 2008**

Masters of Education in Educational Administration, with PA Principal Certification.

**Dickinson College**, Carlisle, PA. **(3.1/4.0) Graduated in May 2003**

Bachelor of Arts in History, with Pennsylvania Teaching Certification.

## Professional Experience:

### **Cocalico Middle School, Cocalico School District, Principal (2016-2018)**

- Serve as the Instructional Leader of Cocalico Middle School
- Create and present professional development and in-service for faculty
- Create master schedule for students and teachers each year
- Supervise and evaluate approximately forty teachers and staff members on a yearly basis
- Conduct interviews and hire candidates for available positions in school building
- Communicate with parents and family members on a daily basis
- Create and Execute Budget for entire building
- Make decisions in order to maximize the instructional capacity of each teacher and student in the building

### **Cocalico Middle School, Cocalico School District, Assistant Principal (2009-2016)**

- Speak with students on a daily basis regarding attendance and discipline issues
- School Safety Officer for Cocalico School District

- Created an updated All-Hazards Plan for Cocalico School District
- Attended ALICE Training for School Safety
- Sit on Cocalico School District Wellness Committee
- Sit on Cocalico School District Curriculum Council
- Member of Cocalico Middle School Faculty Planning Committee
- Create master schedule for students and teachers each year
- Meet with Police and community members on a monthly basis
- Attend all department chair meetings and team leader meetings
- Supervise and evaluate approximately forty teachers and staff members on a yearly basis
- Determine technology needs across the school and work with Technology Director
- Implemented online discipline referrals and SAP reporting mechanism
- Chair the Student Assistance Program Team
- Create and operate Evacuation Drills, Lock-Down Drills and Fire Drills
- Oversee the CMS Gifted Program

**Wheatland Middle School, School District of Lancaster, Social Studies Teacher (2003-2009)**

- Implemented and developed curriculum in social studies classes
- Served as network coordinator for all district social studies teachers
- Advised student council
- Coached athletics- basketball, track, cross country
- Proctored PSSA and 4Sight exams
- Grade-level facilitator as needed
- Served on Faculty Council
- Attended PTO Meetings as Faculty Representative

**Temple University, Philadelphia PA, Adjunct Professor (Summer 2015)**

- Taught a doctorate level educational leadership course entitled, “Change Leadership.”
- Worked with students over a span of seven weeks.
- Created course assignments, modules, projects and assessments.
- Provided positive and constructive feedback to students on a consistent basis.



## **References:**

**Dr. Ella Musser**, Superintendent. Cocalico School District- - 800 South 4th Street, P.O. Box 800 Denver, PA 17517 **Phone:** 717-336-1401

**Dr. Stephen Melnyk**, Assistant to the Superintendent, Cocalico School District- 800 S. Fourth Street, PO Box 800 Denver, PA 17517 **Phone:** 717-336-1403

**Mr. David Harris**, Principal, Mechanicsburg Area High School. 500 S. Broad Street. Mechanicsburg, PA 17055 **Phone:** 717-691-4530

**Dr. Bruce Sensenig**, Retired Superintendent, Cocalico School District. 717-471-8350.

## **Professional Organizations:**

- Member of National Association of Secondary School Principals
- Member of Pennsylvania Association of Elementary and Secondary School Principals
- Member of Association for Supervision and Curriculum Development
- Member of Association for Middle Level Education

## **Awards:**

- **2015 Excellence in Educational Administration Award-** University Council of Educational Administration.
- Nominated for **Assistant Principal of the Year- 2015/16-** National Association of Secondary School Principals.

## **Presentations:**

- Presented Dissertation at **The New DEEL (Democratic Ethical Educational Leadership) Conference** at Temple University, May 2015.

# Tiayra Pressley-Gonzalez

Specialist in customer services, cosmetology, and human services.

3911 Carlisle Rd  
Dover, PA 17315  
(717) 736-1917

tiayrag@gmail.com

## EXPERIENCE

## SKILLS

### Keystone Human Services, Hummelstown, PA — *Intensive*

#### *Case Manager*

Aug. 2017 – November 2017

Assisted individuals in gaining access to needed medical, social, and educational services with outcomes focused on independent living.

Contacted individuals bi-weekly to determine progress and any needs they may have.

Met with and transported individuals to required places to ensure appointments were being followed up on.

Communication skills working with the general public in a face-to-face retail and telephony environment.

Computer skills: Microsoft Windows, Microsoft Office, and Adobe Acrobat.

Licensed Cosmetologist

### Central Dauphin County, Harrisburg, PA — *Multiple*

#### *Disability Paraprofessional*

Feb. 2017 - Aug. 2017

Assisted students with special needs with everyday activities. Assisted teachers with curriculum subjects and guided students with class work.

## AWARDS

**Certification of Recognition for Work Experience 2011-2012 Scholarship**

Winner - Empire Beauty School

### Comcast, Harrisburg, PA— *Billing Representative*

Jun. 2014 - Feb. 2017

Answered calls in the phone queue and assisted customers with billing questions; as well as, provide deals with Comcast packaged services including: Cable TV, High Speed Internet, and telephone services.

Leaded in peer mentoring: a program to train and assist newly employed agents to prepare them for their expected job duties.

Worked as a learning advocate: a program similar to peer mentoring, but deals with more of the analytical details of the jobs and how to use provided resources and tools.

## EDUCATION

**Colorado Technical Univ.**

***Criminal Justice, MS***

Nov. 2017 - PRESENT

**Colorado Technical Univ.**

***Psychology, Bs***

May 2014 - Aug. 2017

**Empire Beauty School**

***Cosmetology License***

Jun. 2012 - Jun. 2013

**Central Dauphin E. HS.**

***High School Diploma***

Aug. 2008 - Jun. 2012

### Sally's Beauty Supply, Harrisburg, PA — *Sales Associate*

Feb. 2013 - Jun. 2014

Assisted customers in purchasing decisions, answered any questions and/or concerns, assisted customers to merchandise as well as provide product recommendations.

Stocked shelves, performed inventory functions and maintained store cleanliness.

Lisa - Bilingual  
Qualified, good for front desk  
meticulous.  
- initiative  
- positive.

(-)  
Dist. to work  
college pursuit.

References:

**Ana Perez**

Connections Education

Administration Assistant

Email: [a.kperez@hotmail.com](mailto:a.kperez@hotmail.com)

Phone: 717-592-0205

Years Acquainted: 4

**Malorie Sirb**

Central Dauphin School District

Transition Coordinator

Email: [msirb@cdschools.org](mailto:msirb@cdschools.org)

Cell 717-571-9888

Years acquainted 6

**Mark Deary**

Title – Retention Supervisor

Dates of employment - 10/2013 – current

Contact information – 717-404-6506 or [Mark.Deary@Hotmail.com](mailto:Mark.Deary@Hotmail.com)

**Lynda Torres**

Commonwealth of Pennsylvania, Accounting Assistant 1, 14 yrs.

Cell 717.686.5824 work 717.425.6669 home 717.964.7895.

Email home - [VeteranLife01@gmail.com](mailto:VeteranLife01@gmail.com)

60 days

# Nicole Wentzel

1501 Cleveland Ave, Wyomissing, Pa. 19610  
Phone: (610)223-8985 E-Mail: nicolewentzel@yahoo.com

## Objective

To obtain a teaching position that will enable me to utilize my organizational skills, ability to collaborate well with others, and utilize my experiences to best support student learning.

## Experience

### Learning Support Mathematics Teacher

January 2017-Present

Lionville Middle School- Exton, PA

Co-teach with different general education mathematics teachers to provide both special and regular education students additional support in the area of mathematics

Collaborate with team members, including parents, to evaluate students and design/implement individualized education plans and reevaluations for students within the special education program.

Deliver special education programming to students within the learning support setting as well as students in regular education co-taught classes.

Maintain records and reports on each student on my caseload and within my classes.

Maintain a safe and positive learning environment.

Work with students individually and group settings to reinforce and enhance their abilities in all subject areas.

Use of positive behavior supports to assist students within my classroom.

### Autistic Support/ Learning Support Teacher

July 2011- January 2017

Wyomissing Area Jr/Sr High School Wyomissing, PA

Evaluate students and design/implement individualized education plans and reevaluations for students within the autistic support program.

Deliver instruction to students within the autistic support setting.

Maintain a safe and positive learning environment.

Work with students individually and group settings to reinforce and enhance their abilities in all areas.

Use of positive behavior supports to assist students throughout the school day, while providing resources for families to use within their homes.

Develop plans for work within the community, and support students in these positions.

Collaborate with team members to evaluate students and design/implement individualized education plans and reevaluations for students within the special education program.

Deliver special education programming to students within the learning support setting as well as students in regular education co-taught classes.

Maintain records and reports on each student on my caseload and within my classes.

**Learning Support Teacher**  
Exeter Township School District

**February 2010-June 2010**

Design and implement IEP's and reevaluations for students within the high school learning support program.  
Collaborate with special education staff to deliver math supports within the learning support setting.  
Maintain ongoing communication with parents of students within my classes and caseload.

**Education**

**Bachelors degree in Special Education**

**December 2010**

**Highlights**

Level II Teaching certificate for Special Education and Middle Level Mathematics

Safety Care certified

CPR Certified

24 additional CPE credits through local Intermediate Units



10960 Grantchester Way  
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Invoice	146526
Date	3/12/2018
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# Invoice

Reach Cyber Charter School  
 Dave Biondo, Treasurer  
 750 East Park Drive  
 Suite 204  
 Harrisburg PA 17111

Purchase Order No.	Customer ID	Payment Terms
2228460	0001124	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	February Service	\$99,145.01	\$99,145.01
1.00	ENROLLMENT BASED	February Service	\$1,357,779.60	\$1,357,779.60
1.00	OTHER CA CREDIT	February Service	(\$4,960.61)	(\$4,960.61)

*Please note invoice number 146526 on remittance. Thank you.*

Discount	\$0.00
<b>Total</b>	<b>\$1,451,964.00</b>

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



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Columbia, MD 21044  
Phone: (443)-873-1779

Invoice	146527
Date	3/12/2018
Page	1

## Invoice

Reach Cyber Charter School-REIMB  
Dave Biondo, Treasurer  
750 East Park Drive  
Suite 204  
Harrisburg PA 17111

Purchase Order No.		Customer ID	Payment Terms	
2228460		0001124R	NET30	
QTY	Item	Description	Unit Price	Ext. Price
1.00	PASS THROUGH	February Service	\$289,552.51	\$289,552.51
1.00	WITHHOLDINGS	February Service	\$28,448.51	\$28,448.51

*Please note invoice number 146527 on remittance. Thank you.*

Discount	\$0.00
<b>Total</b>	<b>\$318,001.02</b>

**Make all 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 2018**

---

**Compensation Expenses**

Benefits - Administration	\$	17,375.42
Benefits - Instructional		81,769.59
		<u>99,145.01</u>

**Enrollment/Unit Based Charges**

Student Technology Assistance Services	60,267.75
Student Technology Assistance Services	146,286.00
Student Connexus License	162,540.00
Curriculum and Instructional Support Services	64,034.48
Curriculum and Instructional Support Services	301,860.00
Enrollment/Placement/Student Support Services	79,101.41
Enrollment/Placement/Student Support Services 1	69,660.00
School Operations Support Services	150,930.00
Direct Course Instruction Support	10,639.62
Professional Development Services	17,625.00
School Staff Support Services	66,975.00
School Business Support Services 1	37,152.00
Special Ed Administration Services	188,625.00
Facilities Support Services	2,083.34
	<u>1,357,779.60</u>

**Pass Through Expenses** 289,552.51

**Credit for Non-Billable Earnings Paid By the Schools** (4,960.61)

**Withholdings** 28,448.51

***Total Amount Due*** \$ 1,769,965.02





10960 Grantchester Way  
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 Phone: (443)-873-1779

Invoice	146836
Date	4/9/2018
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## Invoice

Reach Cyber Charter School  
 Dave Biondo, Treasurer  
 750 East Park Drive  
 Suite 204  
 Harrisburg PA 17111

Purchase Order No.	Customer ID	Payment Terms
2228460	0001124	NET30

QTY	Item	Description	Unit Price	Ext. Price
1.00	BENEFITS	March Service	\$106,549.64	\$106,549.64
1.00	ENROLLMENT BASED	March Service	\$1,333,838.08	\$1,333,838.08
1.00	OTHER CA CHARGE	March Service	\$7,500.00	\$7,500.00
1.00	OTHER CA CREDIT	March Service	(\$16,596.60)	(\$16,596.60)

*Please note invoice number 146836 on remittance. Thank you.*

Discount	\$0.00
<b>Total</b>	<b>\$1,431,291.12</b>

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Invoice	146837
Date	4/9/2018
Page	1

## Invoice

Reach Cyber Charter School-REIMB  
Dave Biondo, Treasurer  
750 East Park Drive  
Suite 204  
Harrisburg PA 17111

Purchase Order No.		Customer ID	Payment Terms	
2228460		0001124R	NET30	
QTY	Item	Description	Unit Price	Ext. Price
1.00	PASS THROUGH	March Service	\$249,339.94	\$249,339.94
1.00	OTHER CA CHARGE	March Service	\$176,258.14	\$176,258.14
1.00	WITHHOLDINGS	March Service	\$28,995.03	\$28,995.03

*Please note invoice number 146837 on remittance. Thank you.*

Discount	\$0.00
<b>Total</b>	<b>\$454,593.11</b>

**Make all checks payable to Connections Education and send to:**  
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Chicago, IL 60693-0323



**REACH CYBER  
CHARTER  
SCHOOL**

---

Charges for the Following Period:

March 2018

---

**Compensation Expenses**

Benefits - Administration	\$	20,588.75
Benefits - Instructional		85,960.89
		<u>106,549.64</u>

**Enrollment/Unit Based Charges**

Student Technology Assistance Services	61,694.69
Student Technology Assistance Services	139,230.00
Student Connexus License	154,700.00
Curriculum and Instructional Support Services	65,550.61
Curriculum and Instructional Support Services	287,300.00
Enrollment/Placement/Student Support Services	80,974.28
Enrollment/Placement/Student Support Services 1	66,300.00
School Operations Support Services	143,650.00
Direct Course Instruction Support	12,070.17
Professional Development Services	21,625.00
School Staff Support Services	82,175.00
School Business Support Services 1	35,360.00
Special Ed Administration Services	181,125.00
Facilities Support Services	2,083.33
	<u>1,333,838.08</u>

**ISP Payment Reimbursement** 176,258.14

---

**Pass Through Expenses** 249,339.94

---

**Short Term Substitute Teaching Services** 7,500.00

---

**Credit for Non-Billable Earnings Paid By the Schools** (16,596.60)

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**Withholdings** 28,995.03

---

**Total Amount Due** \$ 1,885,884.23



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Invoice	146126
Date	2/8/2018
Page	1

## Invoice

Reach Cyber Charter School  
 Dave Biondo, Treasurer  
 750 East Park Drive  
 Suite 204  
 Harrisburg PA 17111

Purchase Order No.		Customer ID	Payment Terms	
2221572		0001124	NET30	
QTY	Item	Description	Unit Price	Ext. Price
2.00	REACH LIVESPEECH	Assessment - Initial Assessment - January 2018	\$350.00	\$700.00
5.00	REACH LIVESPEECH	Assessment - Reevaluation Assessment - January 2018	\$350.00	\$1,750.00
2.00	REACH LIVESPEECH	Assessment - Screening - January 2018	\$75.00	\$150.00
16.00	REACH LIVESPEECH	Cancellation < 24 hours - Excused - 30 minutes - January 2018	\$37.35	\$597.60
1.00	REACH LIVESPEECH	Cancellation < 24 hours - Excused - 45 minutes - January 2018	\$56.03	\$56.03
5.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 15 Minutes - January 2018	\$18.68	\$93.40
77.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 30 Minutes - January 2018	\$37.35	\$2,875.95
5.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 45 Minutes - January 2018	\$56.03	\$280.15
2.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 60 Minutes - January 2018	\$74.70	\$149.40
4.00	REACH LIVESPEECH	Consult - 15 minutes - January 2018	\$18.68	\$74.72
2.00	REACH LIVESPEECH	Consult - 30 minutes - January 2018	\$37.35	\$74.70
1.00	REACH LIVESPEECH	Consult - 45 minutes - January 2018	\$56.03	\$56.03
1.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 15 minutes - January 2018	\$15.08	\$15.08
21.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 30 minutes - January 2018	\$30.15	\$633.15
2.00	REACH LIVESPEECH	Group Therapy (1 student) - 15 Minutes - January 2018	\$15.08	\$30.16
70.00	REACH LIVESPEECH	Group Therapy (1 student) - 30 Minutes - January 2018	\$30.15	\$2,110.50
1.00	REACH LIVESPEECH	IEP Conference - 15 Minutes - January 2018	\$18.68	\$18.68
4.00	REACH LIVESPEECH	IEP Conference - 30 minutes - January 2018	\$37.35	\$149.40
2.00	REACH LIVESPEECH	IEP Conference - 45 minutes - January 2018	\$56.03	\$112.06
7.00	REACH LIVESPEECH	IEP Conference - 60 minutes - January 2018	\$74.70	\$522.90
1.00	REACH LIVESPEECH	Individual Therapy - 15 minutes - January 2018	\$18.68	\$18.68
95.00	REACH LIVESPEECH	Individual Therapy - 30 minutes - January 2018	\$37.35	\$3,548.25
2.00	REACH LIVESPEECH	Individual Therapy - 45 minutes - January 2018	\$56.03	\$112.06
3.00	REACH LIVESPEECH	Individual Therapy - 60 minutes - January 2018	\$74.70	\$224.10
4.00	REACH LIVESPEECH	Initial Meeting - Initial Conference - January 2018	\$60.00	\$240.00
67.00	REACH LIVESPEECH	Progress Notes - LiveSpeech & Secondary System - January 2018	\$37.50	\$2,512.50

**Please note invoice number 146126 on remittance. Thank you.**

Discount	\$0.00
<b>Total</b>	<b>\$17,105.50</b>

**Make all checks payable to Connections Education and send to:**  
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 Chicago, IL 60693-0323



10960 Grantchester Way  
 Columbia, MD 21044  
 Phone: (443)-873-1779

Invoice	146574
Date	3/14/2018
Page	1

## Invoice

Reach Cyber Charter School  
 Dave Biondo, Treasurer  
 750 East Park Drive  
 Suite 204  
 Harrisburg PA 17111

Purchase Order No.		Customer ID	Payment Terms		
2221572		0001124	NET30		
QTY	Item	Description	Unit Price	Ext. Price	
6.00	REACH LIVESPEECH	Assessment - Initial Assessment - February	\$350.00	\$2,100.00	
2.00	REACH LIVESPEECH	Assessment - Reevaluation Assessment - February	\$350.00	\$700.00	
4.00	REACH LIVESPEECH	Assessment - Screening - February	\$75.00	\$300.00	
19.00	REACH LIVESPEECH	Cancellation < 24 hours - Excused - 30 minutes - February	\$37.35	\$709.65	
1.00	REACH LIVESPEECH	Cancellation < 24 hours - Excused - 60 minutes - February	\$74.70	\$74.70	
5.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 15 Minutes - February	\$18.68	\$93.40	
82.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 30 Minutes - February	\$37.35	\$3,062.70	
3.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 45 Minutes - February	\$56.03	\$168.09	
7.00	REACH LIVESPEECH	Cancellation < 24 hours - Unexcused - 60 Minutes - February	\$74.70	\$522.90	
2.00	REACH LIVESPEECH	Consult - 15 minutes - February	\$18.68	\$37.36	
2.00	REACH LIVESPEECH	Consult - 30 minutes - February	\$37.35	\$74.70	
4.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 15 minutes - February	\$15.08	\$60.32	
37.00	REACH LIVESPEECH	Group Speech Therapy (2 students) - 30 minutes - February	\$30.15	\$1,115.55	
3.00	REACH LIVESPEECH	Group Speech Therapy (3 students) - 30 minutes - February	\$30.15	\$90.45	
68.00	REACH LIVESPEECH	Group Therapy (1 student) - 30 Minutes - February	\$30.15	\$2,050.20	
1.00	REACH LIVESPEECH	Group Therapy (1 student) - 60 Minutes - February	\$60.30	\$60.30	
9.00	REACH LIVESPEECH	IEP Conference - 15 Minutes - February	\$18.68	\$168.12	
7.00	REACH LIVESPEECH	IEP Conference - 30 minutes - February	\$37.35	\$261.45	
6.00	REACH LIVESPEECH	IEP Conference - 60 minutes - February	\$74.70	\$448.20	
7.00	REACH LIVESPEECH	Individual Therapy - 15 minutes - February	\$18.68	\$130.76	
82.00	REACH LIVESPEECH	Individual Therapy - 30 minutes - February	\$37.35	\$3,062.70	
3.00	REACH LIVESPEECH	Individual Therapy - 60 minutes - February	\$74.70	\$224.10	
12.00	REACH LIVESPEECH	Initial Meeting - Initial Conference - February	\$60.00	\$720.00	

**Please note invoice number 146574 on remittance. Thank you.**

Discount	\$0.00
<b>Total</b>	<b>\$16,235.65</b>

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

## 2018-2019 Total Compensation Plan for Teachers

<b>Base Salary*</b>	<ul style="list-style-type: none"> <li>● A <u>starting</u> base salary for new teachers will be determined by the point system described below.</li> <li>● Teachers may receive an annual salary increase based on their performance rating.</li> <li>● For this school year, the Reach Cyber Charter School starting base will be \$37,000.</li> <li>● Each point will be valued at \$1,000.</li> </ul>
<b>Payroll Schedule</b>	<ul style="list-style-type: none"> <li>● Teachers will receive twenty-four (24) pays of an equal gross amount, assuming they remain employed throughout the school year.</li> <li>● Teachers will be given the option to have their final four (4) “summer” paychecks paid out in one lump sum during the month of May.</li> <li>● Teachers’ annual salaries may 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.</li> </ul>
<b>Career Ladder Positions</b>	<p>Teachers can apply for the following career ladder opportunities and assume additional responsibilities in order to earn additional compensation as follows:</p> <ul style="list-style-type: none"> <li>● Coordinator Teacher – base plus 4%</li> <li>● Lead Teacher – base plus 9%</li> <li>● Specialist Teacher – base plus 12%</li> <li>● Master Teacher – base plus 15%</li> </ul>
<b>Bonus Incentive</b>	<ul style="list-style-type: none"> <li>● Teachers are eligible for a bonus incentive of 4-10% of their compensation, which is paid in the fall and is based on their end-of-year overall Individual Performance Rating, the achievement of school goals, and years of service. The school leadership team determines goals, in compliance with any applicable state regulations, and may include student achievement metrics, parent feedback, LiveLesson observation scores, or other approved metrics. The schedule of years of service and bonus incentive is as follows: <ul style="list-style-type: none"> <li>▪ 1<sup>st</sup> year of service – 4% bonus incentive</li> <li>▪ 2<sup>nd</sup> year of service through 4<sup>th</sup> year of service – 5% bonus incentive</li> <li>▪ 5<sup>th</sup> year of service through 9<sup>th</sup> year of service – 8% bonus incentive</li> <li>▪ 10<sup>th</sup> year of service on – 10% bonus incentive</li> </ul> </li> <li>● If the teacher notifies their principal they will not be returning for the next following school year, they are eligible to receive 50% of the calculated bonus incentive payment.</li> </ul>
<b>Benefits</b>	<p>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, life insurance, a 401(k) plan (with discretionary employer match), flexible spending accounts, employee assistance program, and tuition reimbursement for eligible courses/expenses.</p>
<b>Paid Time Off</b>	<p>Teachers earn four (4) sick days per school year which can be carried over from year to year up to a maximum of eight (8) sick days. Teachers also earn at least two (2) personal days. 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. Teachers receive additional personal days for additional years of service up to a maximum of twelve (12) days.</p>
<b>Work-at-home Days</b>	<p>Teachers may be eligible to earn work-at-home days based on their performance.</p>

\*Both salary increases and bonus payouts are contingent on the fiscal and academic performance of the school and the bonus is tied to teacher’s intent to return for the next school year. The Board/Sponsor will have the ability to adjust the percentages in the event that the school does not meet expectations.

\*\*Performance Compensation and Paid Time Off are subject to Board Approval.

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.

Starting base salary + Relevant work experience points + Relevant degree points + Special skill points = New Hire Base Salary Offer

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

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

## MEMO

**To:** Reach Connections Academy Board of Directors

**From:** Sarah Savage

**Re:** 2018-2019 Employee Handbook

---

Please see the attached 2018-2019 Employee Handbook. We wanted to highlight several revisions of note to assist in the review process. The following policies have updated language:

- Compensation and Benefits Policies (Page 19)
  - Under “Categories of Employment” provided definition of Term of Project (TOP) employees, and further explained throughout the handbook the various benefits that TOP employees receive.
- Compensation and Benefits Policies (Page 20)
  - Under the “Paydays/Paychecks” section, language was added to clarify that the standard work week for all employees runs from Sunday morning through the following Saturday evening.
- Jury Duty (Page 34)
  - Updated language to provide more detail of what information/documentation needs to be provided to management when an employee is called upon for jury duty.

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.





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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:

- **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.
- **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.
- **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.
- **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 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 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 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 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, 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 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 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.

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## 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.

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## 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.

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## 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.

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## 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 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.
- **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, 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 > School Handbook > 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 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 are conducted at the time of hire and every two years thereafter, or as required by law, for school-based employees.

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.

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## 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.

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## 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. 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.

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## INTERNAL APPLICATIONS, PROMOTIONS, AND TRANSFERS

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### 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.

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### 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.

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### TIMING

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.

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## 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.

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## 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.

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## 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.

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## 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 shared financial accounts or 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 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 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.
- **Full-Time Term of Project:** A full-time term of project employee is an employee regularly scheduled for 30 hours or more per week, but for a limited period of time, longer than 6 months but shorter than 24 months, for the purpose of working on a specific, defined-term project, with the understanding that employment will terminate when the project is completed (subject to the employment-at-will policy). In certain limited, extraordinary situations, a term of project assignment can be extended for additional periods of time not to exceed 6 months; however, such extensions must be approved by HR before the end of the 24<sup>th</sup> month, and before the extension has been communicated to the term of project employee. Term of project employees are not eligible for incentive compensation.
  - **School Administrative:** A school administrative term of project employee is a term of project employee who works on a twelve month calendar. For the purposes of paid time off, school administrative term of project employees will receive pro-rated time off benefits available to regular full time school administrative employees for holiday, sick, vacation and personal paid time off.
  - **School Non-Administrative:** A school non-administrative term of project employee is a term of project employee who works a ten month school calendar. For the purposes of paid time off, school non-administrative term of project employees will receive pro-rated time off benefits available to regular full time school non-administrative employees for holiday, sick, vacation and personal paid time off.
- **Part-Time Term of Project:** A part-time term of project employee is an employee regularly scheduled for fewer than 30 hours per week, but for a limited period of time, longer than 6 months but shorter than 24 months, for the purpose of working on a specific, defined-term project, with the understanding that employment will terminate when the project is completed (subject to the -employment-at-will policy). In certain limited, extraordinary situations, a term of project assignment can be extended for additional periods of time not to exceed 6 months; however, such extensions must be approved by HR before the end of the 24<sup>th</sup> month, and before the extension has been communicated to the term of project employee. Term of project employees are not eligible for incentive compensation. Term of Project employees with a work week of less than twenty (20) hours are not considered part-time employees for purposes of part-time sick, vacation and personal paid time off policies.

- School Administrative: A school administrative term of project employee is a term of project employee who works on a twelve month calendar. For the purposes of paid time off, part-time school administrative term of project employees will receive the pro-rated time off benefits available to regular full time school administrative employees for holiday, sick, vacation and personal paid time off.
- School Non-Administrative: A school non-administrative term of project employee is a term of project employee who works a ten month school calendar. For the purposes of paid time off, part-time school non-administrative term of project employees will receive pro-rated time off benefits available to regular part-time school non-administrative employees for holiday, sick, vacation and personal paid time off.

## 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

For payroll calculation purposes, the standard work week for all employees runs from Sunday morning through the following Saturday evening. 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 1<sup>st</sup> 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 31<sup>st</sup> of the following school year. School staff must be employed on the date in which bonuses are paid to receive the bonus incentive.

School ten month educators who intend not to return the following school year, and who indicate their intent not to return by April 1<sup>st</sup> 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, 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~~ Certain 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~~ Eligible 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 an ~~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. [Please contact your manager for further information.](#)

## 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.

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## 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.

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## 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.

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## 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 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.

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## 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.

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## 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.

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## PAID TIME OFF - HOLIDAY

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### 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.

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## SCHOOL NON-ADMINISTRATIVE EMPLOYEES

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

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## 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 it 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)

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## 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.

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## 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.

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## 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.

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## PAID TIME OFF – VACATION

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## 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.

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**VACATION SCHEDULE – REGULAR FULL-TIME EMPLOYEES**

<b>Years of Service</b>	<b>Max # of Vacation Days Per Year</b>
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**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 1 <sup>st</sup> anniversary through the year of the 2 <sup>nd</sup> anniversary	10
In the calendar year of the 3 <sup>rd</sup> anniversary through the year of the 6 <sup>th</sup> anniversary	15
In the calendar year of the 7 <sup>th</sup> anniversary through the year of the 9 <sup>th</sup> anniversary	17
In the calendar year of the 10 <sup>th</sup> anniversary and thereafter	20

When employees attain their 15<sup>th</sup> 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 1<sup>st</sup> 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.

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**VACATION SCHEDULE – REGULAR PART-TIME EMPLOYEES**

<b>Years of Service</b>	<b>Max # of Vacation Hours Per Year</b>
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**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 1 <sup>st</sup> anniversary through the year of the 2 <sup>nd</sup> anniversary	40
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In the calendar year of the 3 <sup>rd</sup> anniversary through the year of the 6 <sup>th</sup> anniversary	60
In the calendar year of the 7 <sup>th</sup> anniversary through the year of the 9 <sup>th</sup> anniversary	68
In the calendar year of the 10 <sup>th</sup> anniversary And thereafter	80

When employees attain their 15<sup>th</sup> 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 1<sup>st</sup> of each year. However, for payment of accrued vacation time upon termination of employment see “Termination of Employment” section below.

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### TERM OF PROJECT EMPLOYEES

Term of project employees are granted vacation based on their regularly scheduled hours, and may be pro-rated based on the length of the project or the pre-determined start and end dates.

Employees transferring to a term of project position will follow this guideline as well, subject to their work schedule as defined above.

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### 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.

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### 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.

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### 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.

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## 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.

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## 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.

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## VACATION AND ADJUSTED SERVICE DATES

Twelve month employees who 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. However, the service credit will be prorated based upon the rehire date.

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## 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.

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

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## 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

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## 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 1<sup>st</sup> 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

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## 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.

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## 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.

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## 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.

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## 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.

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## UNREPORTED ABSENCE

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

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## 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

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### SCHOOL ADMINISTRATIVE EMPLOYEES

School administrative employees are eligible to receive personal days each calendar year. [Personal days for regular part-time and term of project employees are pro-rated](#). 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 31<sup>st</sup>. 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.

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### OVERTIME FOR NON-EXEMPT EMPLOYEES

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

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### 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 1<sup>st</sup> and December 31<sup>st</sup> and one (1) personal day if hired between January 1<sup>st</sup> and April 30<sup>th</sup>. If a school non-administrative employee is hired on or after May 1<sup>st</sup> 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 days
Upon completion of 3 years of service	8 days



Upon completion of 7 years of service	10 days
Upon completion of 10 years of service	12 days

Ten month employees who 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 1<sup>st</sup> and December 31<sup>st</sup> and four (4) hours of personal time if hired between January 1<sup>st</sup> and April 30<sup>th</sup>. If a regular part-time school non-administrative employee is hired on or after May 1<sup>st</sup> 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

Ten month employees who 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 or term of project 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 1<sup>st</sup> 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 or term of project 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 1<sup>st</sup> 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

Bereavement leave is available to all regular full-time employees regardless of their tenure with the employer. Full-Time Term of project employees are eligible for bereavement leave if they have been on project for six (6) months or more.

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. Full-time regular and full-time term of project 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~~To be eligible for paid leave under this policy, an employee must submit a copy of his-~~er~~/ her jury summons to Human Resources upon receipt and must inform his-~~er~~/ her manager on a daily basis when he-~~er~~/ 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. Upon being excused from jury duty, employees are required to submit either the stamped jury duty summons or a certificate of attendance to Human Resources.

## 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 [and full-time term of project 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.

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## 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 [full-time](#) 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 ;
- 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; 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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](http://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, or the school's interests. The Policy provides standards for employees who choose to contribute blogs, wikis, social networks (Facebook, MySpace, 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 employees from participating in one-on-one communication or sharing personal information with students through social 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 media sites, they should log the interaction, and use filters 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.

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## 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 the 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. 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.

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## 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. 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.

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## 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.

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### 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.

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### 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.



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## 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.

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## 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

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## 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.

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## 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.

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## 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.

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## 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.

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## SANCTIONS

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

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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 of 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.

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## 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.

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## 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 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 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.

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## TECHNOLOGY

1. 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.
2. **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.

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## 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.

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## WORK AT HOME CLASSIFICATIONS

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### 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.

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## 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.

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## 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.

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## 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.

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## 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.

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### 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.

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### THREATENING E-MAIL

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

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### 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.

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### 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.



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## 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.

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## 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.

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## 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.

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## 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.

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## 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).

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## ELECTRONIC COMMUNICATIONS, TELEPHONE COMMUNICATIONS AND ACCESS CONTROL SECURITY POLICY

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### ORGANIZATION PROPERTY

As a productivity enhancement tool, the organization 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 third party provider, and are not the property of users of the electronic communications services.

Employees may be required to use the phone number provided to them by Connections for any telecommunication with students, families or work related tasks.

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### AUTHORIZED USAGE

The organization'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 business activity.
2. Your supervisor is aware of your intended non-business usage.
3. It does not consume more than a trivial amount of time and/or resources.
4. It does not interfere with productivity.

Users are prohibited from using the organization's electronic communications and telecommunications systems for charitable endeavors, private business activities, or amusement/entertainment purposes unless expressly approved by the VP of Human

Resources. Employees are reminded that the use of organization resources, including electronic communications and telecommunications systems, should never create either the appearance or the reality of inappropriate use.

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## SPECIFIC COMMUNICATION SYSTEMS REQUIREMENTS

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### MESSAGE BOARDS

Postings by staff, 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.

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### 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 and could not be viewed as being detrimental to the school. Statements regarding school policy such as comments that are political (except for any specific legislative activity related to the operation of the school) or religious in nature are discouraged. 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.

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### EMAIL

Another important reminder concerns the use of the organization's email. Any emails that are sent using the organization's email system, whether or not the users are employees, are the property of the third party provider and may be viewed by members of management or others with administrative rights to the system. Furthermore, MIS is instructed to forward to management any emails that violate the Internet usage policy or represent activities that could be detrimental to the organization's operations. It is essential that all email correspondence be able to pass the same common sense test as described for webmail of being able to be printed in a public newspaper without any embarrassment to the sender, recipient, or the organization.

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### TELEPHONES

Phones provided for business purposes may be monitored or recorded to ensure quality service. Depending on the nature of work being performed, business phones may not be used for personal calls. In certain employment settings, personal cell phones may only be used in break areas during employees' scheduled breaks and lunches.

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## GENERAL ELECTRONIC COMMUNICATIONS PROVISIONS

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### 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 or school leader has been obtained.

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### USER ACCOUNTABILITY

Regardless of the circumstances, your individual user account passwords must never be shared or revealed to anyone else. This includes logging into an organizational resource as yourself 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 EMS. 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 organization'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 practices, 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 or school leader. Blanket forwarding of messages to parties outside of the organization is prohibited unless prior permission of the VP of Human Resources has been obtained.

## PURGING ELECTRONIC MESSAGES

Sent and received emails should also regularly be purged from your personal electronic message storage areas. As your organization is responsible for public education, you 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.

### 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.



## 3<sup>RD</sup> QUARTER OPERATIONS METRICS

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Connections Academy (CA) works with the leadership, teachers, and other staff of the schools it supports to continually improve student achievement. The Partner School Leadership Team (PSLT) focuses its work with schools through School Improvement Plans (SIPs), Focus Goals and Professional Learning Communities (PLCs) through which teachers and others work through the daily challenges of meeting those goals.

Common operational threads in these school-based efforts are monitored across all schools and are used as a focus to support operations and improve student achievement. The priorities monitored vary by time of year, and now align to the Core Standards for Facilitating Student Learning; a guide of best practices and recommendations for school operations provided to all teachers and school leaders. What is reported here is as follows:

- **Personalize & Monitor Student Learning:** first semester “final” core course passing rates, second semester “current” core course passing rates, HS students “on track” for graduation, RTI tier status, formative assessment “mid-test” completion and SPED document compliance (IEP required reviews).
- **Ensure High Levels of Student Engagement:** on time and completed welcome calls, start up tasks completed on-time, CBA completion, student and learning coach contacts, escalation status, notification of preliminary retention status and during school year withdrawals.
- **Develop & Collaborate Professionally:** PLCs “on track” to meet SMART Goal, and teachers completing Connections-offered professional learning sessions.
- **School Operations:** metrics generally focus on teacher hiring, retention and student enrollment (late vs. on-time, new vs. returning). Due to the timing of quarter three, metrics will not be reported in this category.

The data behind these metrics was pulled from Connexus and the other operational systems that support the schools on April 2, 2018. Much of this data changes constantly, so please see these metrics as 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. There are no truly “comparable schools” but we have grouped them by student start date, and in rough groupings of size. Additionally, due to the re-alignment of metrics some are new for this year and do not have a year over year comparison provided; others may have been reported last year but not in this quarter so no comparison data is available. Your school is highlighted along with the start date and size groupings to which it belongs, and the totals across all Connections-supported schools are also shown. 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.

## Personalize & Monitor Student Learning

### 1<sup>st</sup> Semester “Final” Core Course Completion

	ELA Course Pass Rate			Math Course Pass Rate		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 2017	82%	69%	73%	84%	70%	66%
Medium Avg.	87%	75%	74%	89%	75%	68%
Group 3 Avg.	90%	82%	79%	92%	80%	75%
Connections Avg.	89%	81%	79%	90%	79%	72%
	Science Course Pass Rate			Social Studies Course Pass Rate		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 2017	84%	72%	79%	81%	71%	85%
Medium Avg.	89%	75%	75%	87%	76%	79%
Group 3 Avg.	93%	82%	83%	91%	82%	85%
Connections Avg.	91%	80%	81%	90%	80%	81%

### 2<sup>nd</sup> Semester “Current” Core Course Completion

	ELA Course Pass Rate			Math Course Pass Rate		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 2017	81%	64%	56%	72%	56%	59%
Medium Avg.	86%	66%	64%	81%	64%	53%
Group 3 Avg.	84%	73%	68%	82%	68%	63%
Connections Avg.	87%	73%	68%	84%	68%	60%
	Science Course Pass Rate			Social Studies Course Pass Rate		
	K-5	6-8	9-12	K-5	6-8	9-12
Reach 2017	82%	68%	56%	78%	63%	63%
Medium Avg.	87%	74%	68%	84%	70%	65%
Group 3 Avg.	87%	74%	72%	83%	73%	76%
Connections Avg.	89%	75%	72%	86%	74%	71%

- **% of 1<sup>st</sup> semester “final” core course completion and % of 2<sup>nd</sup> semester “current” core courses on track for successful completion** – This shows the % of 1<sup>st</sup> semester core courses marked as successfully completed (those with a passing score) and the status of the second semester core courses (those in progress with a passing score) who are still working towards completion. The “final” grades reported for semester one reflect increases over the “in progress” course completion rates reported in quarter 2 in all course/grade band combinations except K-5 Science (which remains the same). Although semester 2 “in progress” courses have lower than anticipated passing rates, we do realize these rates tend to fluctuate throughout the semester with different school policies handling missing assignment and reteach/relearn policies. We expect rates to show improvement as we continue to progress through the semester.

	Mid-Test Completion	HS On Track	Compliant IEP Review	Tier I	Tier II	Tier III
Reach 2017	66%	68%	92%	77%	12%	0%
Medium Avg.	71%	65%	96%	88%	4%	0%
Group 3 Avg.	72%	69%	96%	84%	7%	1%
Connections Avg.	68%	70%	97%	89%	3%	0%

- **% of students assigned a “formative” Mid-Test who completed it** – This metric emphasizes the importance of getting test results for students so that schools can identify who is in need of academic interventions. Across all Connections supported schools the average participation rate for the Reading and Math assessments is 68% which represents a decrease from the pre-test participation reported earlier this year (72%). Mid-test completion tends to be lower across all schools, historically, when compared to pre- and post-test rates.
- **% 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 2017-2018 school year, based on complete and potential credits earned (this remains an approximation due to the use of “potential credits and other state specific factors). This number does remain lower than we prefer and represents a decline since the quarter two report (6%); due to continuous enrollment in many of our schools, we recognize an increase in the number of mid-year enrollments who join our schools already credit deficient. Schools continue to work diligently to identify areas of need for these newer students and support their efforts to recover credit and re-join their cohort.
- **% of special education students with a compliant IEP review** – Special education students are required to have an annual review of their Individual Education Plan (IEP) at or before their current IEP due date. Additionally, at least every three years, special education students are required to have a re-evaluation meeting that is at or before their current re-evaluation due date. This metric reports on the average of both compliant reviews and re-evaluations across schools and will continue to be reported quarterly due to the variation in review dates of incoming and existing IEPs.
- **% of students identified for Response to Intervention (RTI) tiers** – RTI is a systematic way of connecting instructional components that are already in place in a class. It integrates assessment data and resources efficiently to provide more support options for every type of learner. Based on the RTI framework, a percentage of students (approximately) will be identified at each tier level to receive increasingly structured and frequent interventions. The Three-Tiered Pyramid of Interventions estimates the percent of students at each tier should be: Tier I – 80-90%, Tier II – 5-10%, and Tier III – 1-5%. Tier III here does not include students with an active IEP in ELA or Math. While the trend across all CA schools shows that we do not tend to fall within the framework recommendations, we do recognize that RTI continues to be a process that varies widely by state and was developed for brick and mortar programs rather than virtual. Connections departments dedicated to the RTI process continue to work with school leaders, teachers and RTI support representatives to make modifications.

## Ensure High Levels of Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	Start Up Done On Time	Student Contacts Met	LC Contacts Met
Reach 2017	91%	99%	99%	80%	91%
Medium Avg.	93%	99%	99%	86%	80%
Group 3 Avg.	93%	99%	97%	91%	73%
Connections Avg.	93%	99%	98%	86%	77%

- **% of students receiving a “Welcome Call” on time, and % receiving one so far** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with student retention and parent satisfaction; a welcome call is “on time” if completed within 7 calendar days of enrollment. We continue to focus on successful welcome call completion throughout the year as many Connections schools do continuously enroll. Schools that do not have open enrollment may see fluctuations in their reported rate due to student withdrawals. On time completion and total completions across all schools remains consistent at 93% and 99%.
- **% of students enrolled 21 or more days who have completed Start-Up Tasks** – Students are monitored and encouraged to complete a set of “start-up tasks within the first 21 days of enrollment. Across all Connections schools, 98% of students enrolled 21+ days as of April 2 had completed their start-up tasks. This is up from first quarter’s 97% completion rate.
- **Student & Learning Coach Contacts Met** – Although much contact happens in other ways (webmail, LiveLesson, etc.), Connections recommends a phone (or individual synchronous) contact between teachers and students every 14 days. Additionally, an expectation of at least three annual contacts with the Learning Coach is considered a Core Standard. The metrics here are reporting the % of students with an individual synchronous contact within the last 14 days for the student and at least 3 phone contacts with the Learning Coach during this school year. While student contact rates declined 4% between quarters, learning coach contacts “met” show a 3% increase from the second quarter this year.

	CBA “Met” K-8	CBA “Met” 9-12	“On Track” Escalation	Prelim Retention Notification	DSY Withdrawal
Reach 2017	79%	80%	81%	62%	21%
Medium Avg.	84%	82%	69%	70%	23%
Group 3 Avg.	90%	80%	61%	71%	21%
Connections Avg.	88%	82%	64%	74%	23%

- **% of students with CBAs Met** – Connections-supported schools ensure student learning is authentic partly through a minimum number of “curriculum-based assessments” (CBAs) – usually 1:1 phone calls during which a teacher probes the student’s understanding of a specific part of the curriculum. This metrics is the % of students at the school meeting this criteria by the end of the third quarter. Consistent with quarter two data, CBA completion does show a decline across the Connections average as teachers continue to work with scheduling challenges due to school vacation time and the start of state testing.

- **Escalation “On Track”** – Escalation measurements include school-set thresholds of concern for areas such as attendance, participation, performance, etc. and are a way for a school to monitor student engagement and intervene when concerns arise. This metric shows the % of students “on track” or deemed to have no current areas of engagement concern. Consistent with the CBA decrease explanation, school vacations and now state testing tend to disrupt this metric.
- **Preliminary Retention Notification** – As part of the continuous monitoring and communication process at each school, teachers are asked to complete a “preliminary” promotion/retention recommendation for all K-7<sup>th</sup> grade students in the early spring. The resulting call and written follow-up for those students who are indicated as “in danger of being retained” allows for a critical (and documented) intervention with each impacted family. Warning of possible retention status is a required contact when a student is marked “retain” or “unsure” and this resulting metric is the % of students across all school marked as “retain” or “unsure” who have had a successfully logged retention call.
- **“During school year” Withdrawals** – 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 vary among Connections-supported schools. The during school year withdrawal rate does tend to increase more quickly throughout the first-third quarters with a realized slowing of withdrawals later in the school year.

### Develop and Collaborate Professionally

	PLCs	% PL completion by session								
	% “on track” to meet goal	104	105	106	204	205	206	300 - Jan	300 - Feb	300 - Mar
Reach 2017	88%	100%	100%	100%	33%	33%	0%	50%	25%	25%
Medium Avg.	68%	69%	63%	63%	63%	46%	39%	58%	31%	12%
Group 3 Avg.	83%	70%	67%	65%	55%	47%	25%	50%	31%	15%
Connections Avg.	73%	64%	57%	50%	55%	41%	26%	55%	29%	12%

- **PLCs “on track” to meet SMART goal** – To continue the revised SMART goal monitoring system, this metric indicates the % of PLCs at each school that are on track to meet or have already met the goal established for their group. Using a rubric that ranged from “PLC meets regularly, but discussions are not focused on strategies and/or data to support meeting goal” to “Goal set by PLC is easily measured and data analysis indicates goal has already been met,” school leaders reviewed each PLC’s progress to determine progress and then provide support as needed.
- **Teachers participating in Professional Learning** – Connections has an extensive professional learning program designed as an integrated part of the school-specific professional development agenda. Shown here are the % of eligible teachers who completed the required 100, 200 and 300-level sessions in January, February and March. We recognize that providing teachers the ability to watch the recorded session in the event of a scheduling conflict does tend to be reflected in the lower participation rates for March as they have not yet had significant time to view the session and complete the required follow-up tasks.

**To:** Connections Academy School Boards  
State/District Partners

**From:** Patricia Hoge, Ph.D.  
Chief Academic Officer

**Subject:** Introduction to the 2018–2019 Curriculum and Instructional Program

**Date:** April 5, 2018

**Cc:** Tom ap Simon, Managing Director, Pearson Online and Blended Learning  
Holly Atwell, EVP of School Services  
VP and Senior Directors of Schools  
Connections Academy School Leaders

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It is hard to believe it is already spring and we are two-thirds of the way through the 2017–2018 school year. At this time of the year, your schools are deeply focused on students’ successful completion of the second semester and school year, state testing participation and performance, and initial planning for the upcoming school year. To support this work, it is essential that we provide them and you with the most up-to-date information on overall student academic performance; the new products, programs, and initiatives that were implemented this year; and an introduction to the new products, services, and initiatives that are planned for 2018–2019. These yearly enhancements continue to be made as a direct response to the needs and requests of 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. In keeping with tradition, this annual Curriculum Memo is being presented to you as a formal update on the enhancements to the Connections Academy curriculum, instructional programs, and offerings for the upcoming school year, as well as an update on the effectiveness of our Core Educational Model. As you read this memo as well as attend or review the 2018 Curriculum Town Hall presentation and explore the new 2018–2019 *Program Guide*, I hope our commitment to the efficacy and comprehensiveness of our offerings and the advancement of your students along with their personal paths to success are as evident as ever. This year’s memo includes the following areas of focus:

- Academic Performance Results and Efficacy Studies
- 2017–2018 Core Education Model Enhancements and Initiatives
- 2018–2019 Core Education Model Enhancements and Initiatives
- Historical Perspective: 2002–2003 through 2017–2018

## Academic Performance Results and Efficacy Studies

In support of our collective mission to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program, we conduct a rigorous analysis of student performance results on the latest annual state and national assessments your schools participate in. The analysis of the 2016–2017 state test results indicates that, once again, there is much to celebrate regarding the academic performance of your highly mobile, unique student population when compared to student performance within your states and across the nation. Similar to last year, we asked the following question: *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 Academy-supported schools outperformed students in other schools in the state.

I am very pleased to share that 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. On average, the performance of students in Connections Academy-supported schools:

- Exceeded the performance of students from the same states in Reading (103% of state average)
  - Seventeen of 30 schools performed at 100% or higher than state averages.
  - The top of the range was 133%.
- Was equal to performance of students from the same states in Science (99% of state average)
  - Nine of 29 schools performed at 100% or higher than state averages.
  - The top of the range was 126%.
- Was below the performance of students from the same states in Math (72% of state average)
  - Five of the 30 schools performed at 88–90% of state average.
  - Significant movement continues to be seen in math in moving the "hardest to serve" students (those who previously performed at Below Basic and Basic levels of non-proficiency) up a proficiency level even in students' first year of

enrollment at a Connections Academy school. While it typically takes more than one year to realize gains on state tests, half of the Connections Academy supported schools moved 20% or more of their lowest performing students up at least one proficiency level.

Below Basic who moved up one or more levels	All students who moved up one or more levels	Below Proficient who moved to Proficient
21%	16%	9%

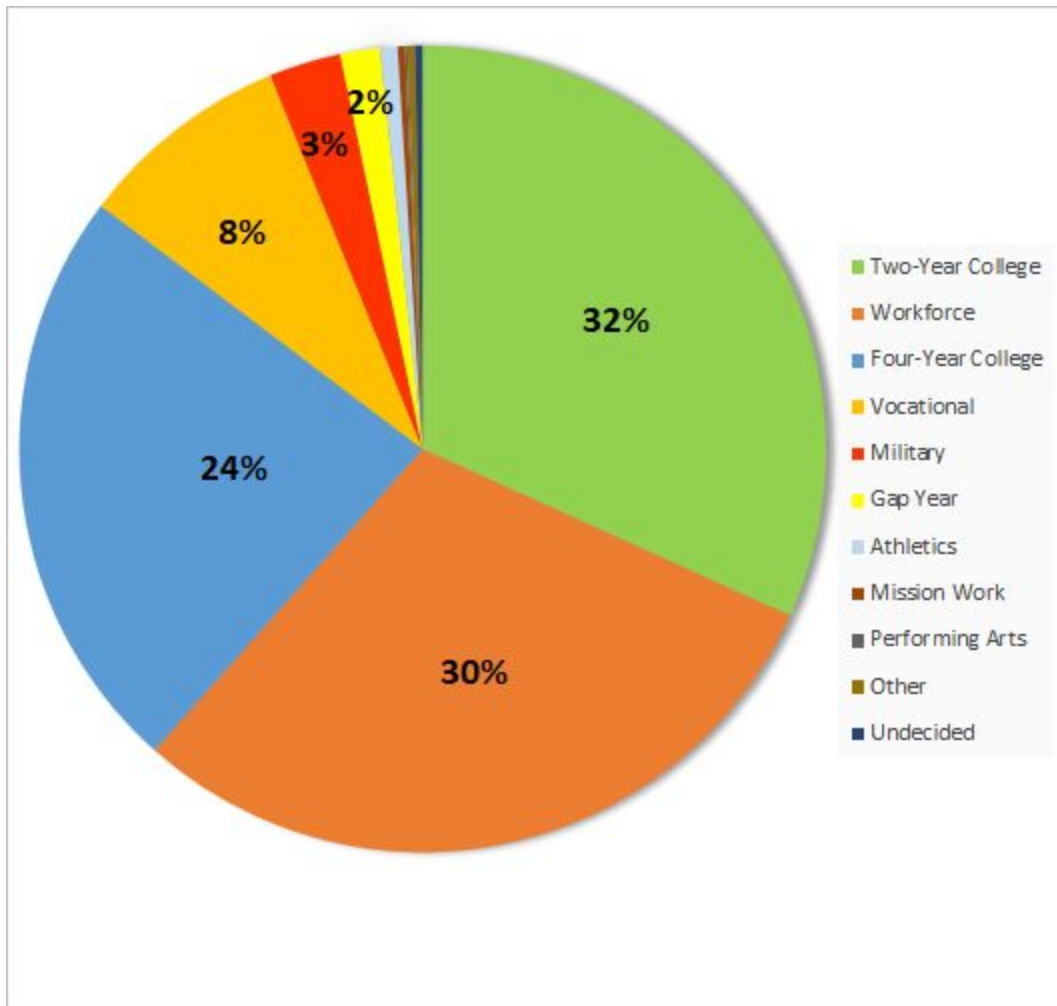
While this information reflects the overall performance of Connections Academy-supported schools, it is important to also review, analyze, and reflect on the performance of individual schools. I am extremely pleased to share that there were numerous examples across Connections Academy schools where performance met or exceeded statewide levels at extremely high levels. These results are an improvement over the schools’ 2015–2016 performance.

- Reading
  - One school exceeded the state in all tested grade levels.
  - Eight schools met or exceeded the state in all tested grade levels.
  - Five schools met or exceeded all tested grade levels except for one.
- Science
  - One school exceeded the state in all tested grade levels.
  - Ten schools met or exceeded the state in all tested grade levels.
- Math
  - Nine schools met or exceeded the state in two or more grade levels.

Equally important is the performance of high school students related to college and career readiness. As illustrated, not all Connections Academy students intend to attend two or four year colleges. It is essential that we support all students in their post secondary plans, and that we continue to focus on expanding and refining our offerings to best meet their needs.



### Class of 2016–2017 Post Secondary Plans



For the graduating class of 2016–2017, I am pleased to share the following highlights and performance outcomes:

- Of the students who enrolled in Connections Academy-supported schools for all four years of high school, 93% graduated in four years or less (represents 24% of graduates).
- Of the 24% of students intending to attend a four-year college, 91% were accepted (a 19% increase over 2016).
- Of the students accepted into four-year colleges, 15% (177 students) had originally planned to pursue other plans.
- Connections Academy graduates were awarded a total of \$38,381,663 in scholarship awards (a \$13 million increase over 2016).

- Connections Academy students exceeded College and Career Readiness benchmarks for SAT and ACT (75% chance of earning a C in the first semester of college).
- Connections Academy students exceeded the national ACT average score in reading, English, science, and math.

### *Efficacy Studies*

An important component of analyzing students’ academic performance is understanding the population of students who are served by Connections Academy-supported schools and determining how well they are served. Over the past few years, with the support of the Pearson Efficacy & Research team and the Pearson Impact & Evaluation team, we have engaged in a series of robust research projects to understand more about the types of students who seek out Connections Academy schools and then, after accounting for those specific factors, determine if Connections Academy schools can serve these students as well or better than other public school options. The findings of these studies have just been released and are presented on the Pearson Efficacy & Research webpage (<https://www.pearson.com/corporate/efficacy-and-research.html>). Our Public Relations (PR) team has a comprehensive and ongoing public relations plan in place to communicate the findings and implications of this efficacy research. Over the next few weeks, the team will share a collection of resources with your school leaders to help talk about the research on the local level. Additionally, local PR teams are in the loop and will coordinate related outreach efforts with your schools directly.

Knowing that virtual school students are extremely mobile, the efficacy studies were designed, in part, to understand the drivers of mobility and its impact on performance. While there is no common definition or measure of mobility across your states, *Education Week* (2016)<sup>1</sup> indicated that student mobility in K–12 education can include “any time a student changes schools for reasons other than grade promotion [transitioning from elementary to middle school or middle to high school], but in general it refers to students changing schools during a school year.” By this definition, any student who enrolls in a Connections Academy school at a time other than an expected school transition could be considered a mobile or highly mobile student. Various studies have found that the more that students move the greater the impact on student performance. Even one nonpromotional school move was shown to reduce student achievement in reading and particularly math and increase the risk of dropping out of high school.<sup>2</sup>

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<sup>1</sup> <https://www.edweek.org/ew/issues/student-mobility/index.html>

<sup>2</sup> Rumberger, Russell W. (2015). *Student Mobility: Causes, Consequences, and Solutions*. Boulder, CO: National Education Policy Center. Retrieved 10/16/17 from <http://nepc.colorado.edu/publication/student-mobility>.

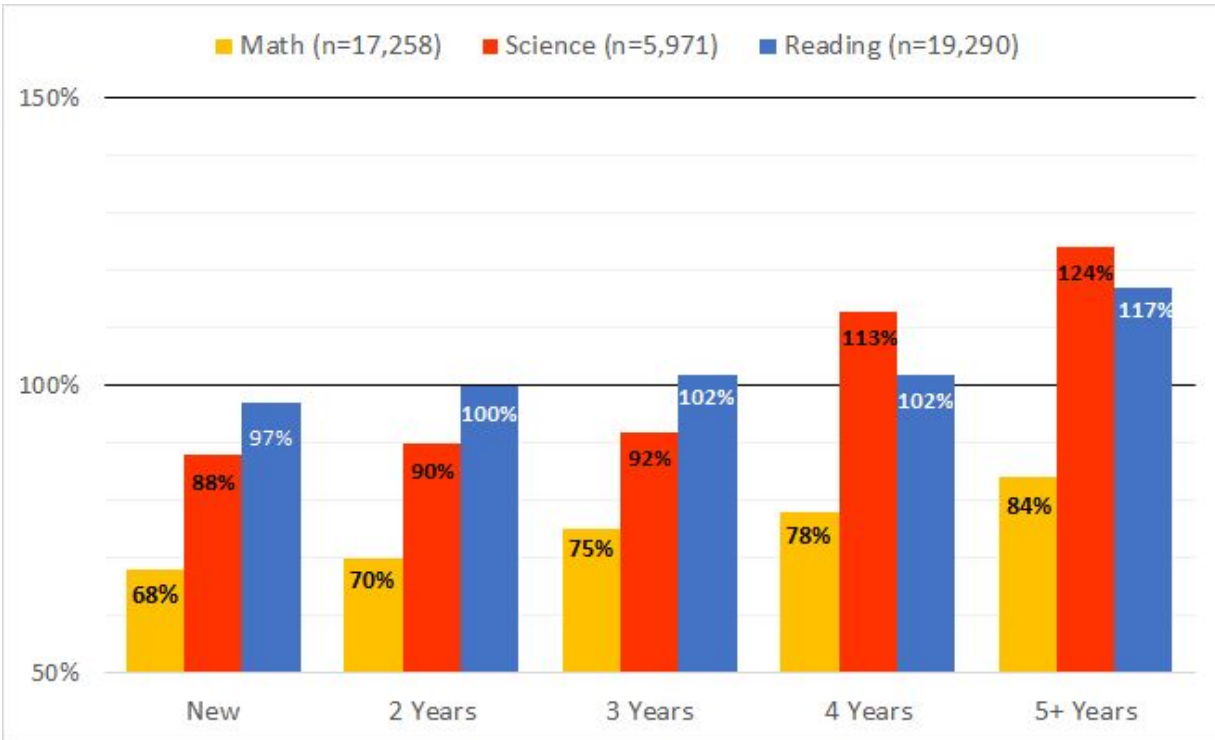
Collectively, our efficacy research and the existing research on student mobility is helping us better understand the population of students your schools serve. In the first phase of our efficacy research project, we found that Connections Academy schools serve highly mobile students with complex needs known to impact academic performance. These students' needs include, among others, health concerns, bullying and safety, looking to be challenged, trying to catch up, and flexible scheduling. These characteristics create a unique student population that differs from traditional bricks-and-mortar schools.

Taking this high level of mobility into account, it important to understand how students perform when they stay enrolled with a Connections Academy school for more than one year. As illustrated with the 2016–2017 state test results, significant improvement is seen in reading, science, and math based on years of enrollment at a Connections Academy-supported school. In addition, there are notable closures in the gaps between the states' performance (indicated as 100%), and the Connections Academy-supported schools' as the years of enrollment increase. This pattern is consistent with research on the negative transition effect students experience in the first year at a virtual school followed by consistent progress with three or more years of enrollment (Leuken, Ritter, and Beck, 2016).<sup>3</sup>

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<sup>3</sup> Lueken, M., Ritter, G. & Beck, D. (2015). Value-added in a Virtual Learning Environment: An Evaluation of a Virtual Charter School. *Journal of Online Learning Research*, 1(3), 305-335. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Retrieved March 29, 2018 from <https://www.learntechlib.org/p/150993/>.

## 2016–2017 State Test Results: Consecutive Years of Enrollment



An additional component of the efficacy study was to compare the performance of students in Connections Academy-supported schools to matched non-charter bricks-and-mortar and virtual schools. A quasi-experimental matched comparison study was conducted, and we are able to make the following comparative statements about the efficacy of Connections Academy schools in the context of the study:

- There was no statistical difference in percentage scoring proficient in math and reading between student cohorts in Connections Academy schools and cohorts in bricks-and-mortar schools that were matched on prior achievement; and after adjusting for district-mean student mobility and school-mean student SES and other demographic factors.
- Student cohorts in Connections Academy schools statistically outperformed (by 7.9 percentage points) cohorts in other virtual schools (matched on prior achievement) in terms of the percentage scoring proficient in reading on state assessments.
- There was no statistical difference in percentage scoring proficient in math between student cohorts in Connections Academy schools and cohorts in other virtual schools that were matched on prior achievement.

These results provide evidence that Connections Academy students can receive the same quality of education as that offered at their local public school, while simultaneously taking advantage of

the benefits offered to them by virtual schools; and that students may be better positioned in Connections Academy schools than other virtual schools.

This work and these findings are extremely significant in advancing our understanding of the students who seek out Connections Academy schools and the impact these schools have on student learning outcomes. This work will continue as we move into the next phase of our efficacy project. We will continue to be engaged with Pearson’s Research & Efficacy team in this collaborative effort and will engage in additional studies that examine the Connections Academy Core Model, its associated products and services, and the impact these products and services have on students’ learning needs and performance. Particularly important is understanding the variations that are demonstrated between schools and the effective practices that are resulting in the highest learner outcomes so that all students and schools can benefit from this knowledge.

## 2017–2018 Core Education Model Enhancements and Initiatives

As part our ongoing efforts to ensure our curriculum and instructional products and services are meeting your school’s needs and are current, engaging, and efficacious, we introduced a number of new courses, programs, and services for the 2017–2018 school year. Highlighted below and in the Historical Perspectives section of this memo, this year’s enhancements included the following:

- **Elementary Language Arts and Math Courses** – As part of a multiyear effort to rebuild and update our elementary course offerings, new elementary language arts and math courses for grades 1–5 were introduced at all levels (standard, gifted and talented, and essential). The new language arts courses focus on the five literacy components of reading, writing, language, speaking, and listening; are organized based on thematic units driven by common themes or topics; and provide a balance of informational and literary text as informed by current state reading standards. The key features in the math courses 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. These courses also formally introduced next generation assessments that mirror how students are asked to demonstrate their knowledge on your state assessments, as well as Learning Buddies who guide students through lessons, review key concepts, and encourage students to apply their new knowledge in a variety of ways.



- **Middle and High School Electives** – Elective course updates included 2-D Animation, 3-D Computer Modeling, Career Planning and Skill Development, Concepts of Engineering and Technology, Digital Photography I and II, Entrepreneurship: Starting Your Own Business, Game Design I and II, Introduction to Game Design, Middle School Digital Art and Design, and Web Design.
- **Annual Course Customizations** – In response to specific requests from schools, 205 units were reranked (reordered) in courses, and an additional 200 individual courses were customized to meet unique state requirements or school needs.
- **Clubs and Activities** – In addition to the annual updates that were made to the more than 20 national K–12 clubs and activities offerings, a dedicated science focus resulted in the 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 was launched 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, including recorded tutorials, presentations, guides, and links to key resources.
- **Mathematics** – Our *Math, We've Got This!* initiative continued with a major focus on student-to-student discourse and teacher support and professional learning. The strong results from the previous year's math discourse pilot related to math mindset and final math course scores resulted in two math discourse (Time to Talk) options for schools; a school-based teacher model and the math specialist model for grades 3–5. In addition, the Teacher Professional Learning program was expanded to include the Elementary 1, Elementary 2, and Secondary series, as well as the following new additional optional sessions for teachers.
  - Creating a Culture for Math Practices and Mindset (K–5 teachers)
  - Building Conceptual Understanding in Math (K–5 teachers)
  - Fostering Effective Mathematical Practices for Secondary Students (6–12)

teachers)

As the school year continues, we continue to receive feedback from students, teachers, and families on the new course offerings and resources. The StarTrack rating system continues to be a valuable source of feedback on new courses, in addition to the teacher and Learning Coach information and feedback sessions that have been conducted throughout the year. We greatly appreciate this feedback and are using it to inform many of our efforts for the upcoming school year.

## 2018–2019 Core Education Model Enhancements and Initiatives

Our products and services roadmap for 2018–2019 has been driven and prioritized by our commitment to providing a viable, desirable, and highly effective education program. As such, our areas of focus continue to be on increased student learning and achievement, responsiveness to feedback and requested customizations, and incremental and breakthrough innovation. I am pleased to share that the following enhancements to our curriculum, academic services, and technology platform for the 2018–2019 school year.

### Curriculum

- **Course Life Cycle**

- **Elementary Science** – As part of our multiyear effort to rebuild and update our elementary course offerings, new elementary science courses will be offered in grades 3–5 for the states that have adopted the Next Generation Science Standards (NGSS). A phased approach will follow in the upcoming school years for grades 1–2 and for states with modified NGSS standards and non-NGSS standards.
- **Elementary Social Studies** – As part of the multiyear elementary rebuild and as part of a resource update, elementary social studies courses for grades 1–5 will be modified and updated to incorporate a new foundational text for students and teachers. These courses will be further enhanced over the coming years to fully incorporate new features and resources, including Learning Buddies and next generation assessments.
- **Middle School Social Studies** – To complete the middle school social studies course updates previously initiated, new courses for grades 6–7 will be offered.
- **Advanced Placement** - As part of a multiyear effort to refresh and enhance our Advanced Placement courses and to align with the College Board’s advances in their AP program, a number of our current course offerings will be newly developed and released for the 2018–2019 school year. Following the College Board’s guidance, these course changes are being made to promote deeper

understanding and retention through sustained focus on the content areas key concepts and essential skills.

- **Middle and High School Electives** – As a continuation of the middle and high school elective initiative implemented this school year, additional elective course updates will be made across multiple subject areas to include Algebra with Finance, High School Health, Introduction to Online Learning, Marine Science, Middle School Careers, Personal Fitness, Honors Physics, Reading and Writing for Purpose, and Statistics.
- **Course Customizations and Maintenance** – In response to school-based requests, the following course customization and maintenance updates will be implemented for the upcoming school year.
  - **Elementary English Language Arts (ELA) and Math** – Incremental updates and enhancements will be implemented to the new elementary language arts and math courses based on feedback provided from students, teachers, and Learning Coaches, and a result of analysis of student learning performance and outcomes.
  - **Middle School Math** – To support improved math performance, the math discourse initiative is being expanded to include a grade 6 pilot. The Math 6 course will be enhanced to include the Math Time to Talk component and will be available for participating schools at the start of the school year.
  - **Course Unit Rerankings** – School-based requests for reordering of units within courses will be completed as part of the annual reranking request project.
  - **Course Customizations/Standards Alignment Updates** – School-based requests for course modifications will be completed as part of the annual course customization/standards alignment updates project.
  - **Chromebook/iPad Compatibility** – As part of our multiyear effort to provide courses and content that are compatible with multiple devices, updates and enhancements will continue to course content and resources to increase Chromebook and iPad compatibility.

### Academic Services

- **Professional Learning (PL) 300 Series** – Annual enhancements to our award-winning professional learning program include new topics and sessions for teachers who have completed the PL 100 and PL 200 series and are participating in the 300 series.
- **Orientation Courses** – Updates to student, teacher, and Learning Coach orientation courses, and other supporting resources, will reflect changes, or new features, made to Connexus EMS.
- **Math Time to Talk Grade 6 Pilot** – Resources and trainings will be developed and implemented to support school-based teachers and the math specialists who will participate in the Grade 6 Math Time to Talk pilot.
- **School-based Needs** – Efforts are underway to support individual schools' needs in areas



such as proficiency-based diplomas, support for alternatively assessed students, Career Technical Education (CTE) programming, and management of state testing.

### **Technology Platform**

- **Overall Areas of Focus** – We will continue to serve and support your schools on the current version of Connexus as we simultaneously lay the groundwork on Pearson Connexus EMS (PCx) for the eventual migration of the schools. Our initial areas of focus include features and components such as the student information system, enrollment system, LiveLesson® session replacement, and identity and access management. Your teachers and school leaders continue to be active participants in the discussions and planning related to these important projects.
- **School-based Connexus Needs** – Efforts are underway to strengthen and enhance core Connexus functionality to support individual schools’ needs and requests in areas such standards-based grading scales, attendance measures needed for audits, and enhanced access to student metrics.

In addition to the collaborative efforts that resulted in the near term updates presented within this memo, it is also important that we collectively share in the development of a longer term products and services roadmap. This effort is already underway through the active participation of school leaders in the Curriculum Advisory Committee, the school improvement planning (SIP) efforts of your schools’ leadership teams, efficacy research and action planning, and the ideas and suggestions that have been shared by teachers, staff, and school leaders in the Idea Jam! portal, which is a portal for ideas and suggestions for the future. The following themes are driving our collective thinking and will help us to identify the projects of greatest impact in the areas of student learning, responsiveness, and innovation.

- **Improve the efficacy** of offerings so students perform at or above their peers in all measures
- **Improve the student academic experience** so it is more engaging, delightful, and leads to increased student retention
- **Improve the teacher experience** so it leads to more effective and efficient teaching on our platforms
- **Improve our underlying technology** so it is more reliable, scalable, and modern, and leads to better customer experiences all around
- **Improve data and analytics capabilities** to improve our knowledge of and influence over student and business/school outcomes
- **Innovate new models of learning** that help personalize education for schools’ diverse population of learners and their needs
- **Improve the extracurricular experiences** available to students in order to further engage them and improve their overall school experience

As we work to successfully complete the 2017–2018 school year and plan for 2018–2019, I hope you are as excited as I am about the academic results and accomplishments of your students and

schools; the new efficacy studies, reports, and findings; the upcoming core education model enhancements; and our collaborative product and services multiyear roadmapping efforts. In addition to this memo, I hope you also have time to review the Curriculum Town Hall recording and the new 2018–2019 *Program Guide*. Through these communications, I hope you continue to see our strong and dedicated commitment to teaching and learning, and to your individual schools' state requirements, priorities, and programming considerations.

In keeping with tradition, this year's Curriculum Memo incorporates an update to the Historical Perspective that is included in each annual memo. We use this as an opportunity to reflect on where we started, where you started, and be reminded of the numerous enhancements that have been made to the curriculum and instruction offerings over the years. 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, 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 Education Core Education Model or any of the upcoming curriculum and instructional offerings and initiatives.

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## Historical Perspective: 2002–2003 through 2017–2018

Pearson Online and Blended Learning 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 grades 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 etext (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 offerings. 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 ebooks (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 ebook 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 grades 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<sup>3</sup>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 ebook software. SuccessMaker® Reading, SuccessMaker® Math, MathXL®, Study Island's AP Test Prep, Reading Eggs, 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 Literacy 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 ebook 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 ebooks, audiobooks, and videos. Along with the many Connections Education-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 Education's 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 Education-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 Education 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.

**2017–2018:** As part of a multiyear effort to rebuild and update our elementary course offerings, new elementary language arts and math courses were developed for grades 1–5 for 2017–2018. These new courses included all levels (standard, gifted and talented, and essential) and focused on four major design and pedagogical principles; an engaging learning environment for students, the opportunity to practice, review, and revisit concepts, assessments that were varied, relevant, and frequent, and a course and lesson structure that facilitates optimal student learning. Learning Buddies were introduced to guide students through lessons, review key concepts, and encourage students to apply their new knowledge in a variety of ways. Next Generation Assessments (NGAs) were included to provide students with media-rich, tech enhanced items to assess their learning and mastery of key subject area skills and concepts in ways that mirror how students are

asked to demonstrate their learning and proficiency on state accountability assessments. A multiyear initiative to update middle and high school elective courses was also launched and included updates to 2-D Animation, 3-D Computer Modeling, Career Planning and Skill Development, Concepts of Engineering and Technology, Digital Photography I and II, Entrepreneurship: Starting Your Own Business, Game Design I and II, Introduction to Game Design, Middle School Digital Art and Design, and Web Design. In addition, 205 units were reranked and over 200 courses were customized to meet updates to state standards and school-based requests. Annual updates were also made to the more than 20 national K–12 clubs and activities offerings. A dedicated science focus resulted in the 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. Modeled after the award-winning Learning Coach Central, the Teacher Central website was launched to serve as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources and access a variety of recorded tutorials, presentations, guides, and links to resources. We continued to implement our multiyear, multidimensional math initiative, *Math, We've Got This!*, which included a robust research agenda, the launch of the new elementary math courses (grades 1–5), two models of the Math Time to Talk discourse initiative (the school-based Teacher Model and the centrally supported Math Specialist Model), and new and enhanced math professional learning sessions and series for elementary and secondary teachers. We continued to offer GradPoint credit recovery courses to support students who had failed a high school course and needed to recover the credit. An impact evaluation study was conducted to study the impact of GradPoint credit recovery courses on learner outcomes, relative to repeating a failed base course. The results indicated that Connections Academy offers successful intervention solutions for recovering credits to struggling students as evidenced by its high success rate of 85% for GradPoint online credit recovery course completion. Additional efficacy studies examined the profiles of students who enrolled in Connections Academy schools and compared their performance to that of bricks-and-mortar and virtual schools that serve similar student cohorts. These studies were reported in the Pearson's Connections Academy: Full-Time virtual schools for grades K–12 Efficacy Research Report (April 3, 2018) and concluded that the results provide evidence that Connections Academy students can receive the same quality of education as that offered at their local public school, while simultaneously taking advantage of the benefits offered to them by virtual schools; and that students may be better positioned in Connections Academy schools than other virtual schools. In keeping with past recognition of the Connections Academy curriculum and instructional offerings, the 2017–2018 offerings achieved the following industry awards: BESSIE Award winners (Best Middle School Social Studies Website: Texas State History; Best Online High School Social Studies Course: World History, and Best Online High School Math Course: Precalculus), and Codie Award Finalist: World History.



To: Reach Cyber Charter School Board  
From: Claudia Burns  
Re: 2018-19 School Calendar  
Date: April 16, 2018

Attached is a draft calendar for the 2018-19 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 2018-19 and will be added to the State-Specific School Handbook Supplement.

### 3.4.1 REACH School Calendar

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

Event	School Status	Date
<b>Labor Day</b>	School Closed	September 3, 2018
<i>First Day of School</i>	School in Session	September 4, 2018
<b>Veterans' Day</b>	School Closed	November 12, 2018
<b>Thanksgiving Break</b>	School Closed	November 22-26, 2018
<b>Winter Break</b>	School Closed	December 24, 2018 - January 1, 2019
<b>Martin Luther King, Jr. Day</b>	School Closed	January 21, 2019
<i>First Semester End Date</i>	NA	January 24, 2019
<b>Teacher In-Service</b>	Staff Work Day	January 25, 2019
<i>Second Semester Start Date</i>	NA	January 28, 2019
<b>Presidents' Day</b>	School Closed	February 18, 2019
<b>Spring Break</b>	School Closed	April 18-19, 2019
	Staff Work Day	April 22, 2019
<b>Memorial Day</b>	School Closed	May 27, 2019
<i>Last Day of School</i>	School in Session	June 6, 2019
<b><i>School Closed - Additional Administrator/12 Month Employee Days: November 12, 2018, November 26, 2018, February 18, 2019, April 18-19, 2019</i></b>		

#### School Status Legend:

No School in Session = Students and Teachers are NOT in school but Administrators ARE

School Closed = Students, Teachers, and Administrators are NOT in school

School In Session = Students, Teachers, and Administrators ARE in school

Staff Professional Development Day = Students are NOT in school but Teachers and Administrators ARE

Staff Work Day = Students are NOT in school but Teachers and Administrators ARE



# Reach Cyber Charter School Initiatives

The following non-staffing related initiatives are being requested to be funded by a fund balance allocation of \$250,000. Staffing has already been accounted for in 2017-2018 and further changes will be addressed in the 2018-2019 budget.

## Staffing

### Current School Year

- Reduction in elementary teacher ratios from 40:1 to 35:1
- Reduction in secondary teacher ratios from 35:1 to 30:1
- Reduction in special education teacher ratios from 20:1 to 18:1
- Additional positions including:
  - 1 Social worker
  - 1 Additional EL teacher
  - 1 Additional gifted teacher
  - 4 Content area intervention specialists
  - 3 Additional Counselors
  - 1 Additional School Nurse
  - 1 Additional assistant principal
  - 1 Special education administrative assistant
  - 10 additional Career Ladder points

### 18-19 School Year Staffing Proposals

- Lead Principal
- Ratio driven grade-band principals
- Additional supervision support for special education and counseling
- School-based regional family outreach support
- Ratio-driven nurse growth
- 504 Coordinator
- Ratio-driven intervention specialists to include Stem Education Specialists
- School-based elective teachers for Family and Consumer Science and Business CTE pathways
- 2 School Psychologists
- Additional Career Ladder points

## Multitouch Tablets

### Background

Teachers expressed a need for additional technology to enhance instruction during Live Lessons. Teachers requested a tablet that could be used in addition to current technology to screencast during Live Lesson sessions.

## **Progress**

Reach teachers tried iPad Pros as the preferred device. After teacher demos, the iPad didn't have the capability to serve in the role desired. Teachers have since been working with Microsoft Surface Pros. The results are better, but there are some unresolved issues that the team is hoping may be mitigated with using the Microsoft Pen. Those pens have been ordered and a final decision will be made once the pens have been tested.

## **Next Steps**

Pending the outcome of the current pen pilot, the school would like to purchase Surface Pros and Microsoft Pens for all teachers in the math department, as well as Intervention Specialists. It is expected that this purchase will take place during this school year, allowing teachers to become familiar with the devices over the summer for use in the 1819 school year. If the math team piloting the devices demonstrate positive learning outcomes with students, the school plans to roll these out to all elementary teachers during the 1819 school year.

# Supplemental Support Programs

## **Background**

During the SWOT analysis, the school team identified a number of tools to support academic intervention, differentiation, and skill-building. The team requested tools to supplement what is currently available.

## **Progress**

School leadership met with the POBL product management team to review the requests. The team determined whether the school's needs can be met by available supports, and which supplemental programs the school would like to move forward with, or request additional research into.

## **Next Steps**

Research continues on the math tools. The school plans to move forward with the addition of a high school Reading/ELA supplemental program and with expanding access to a currently available supplemental program for EL students. The target is to have contracts in place for any additional supplemental programs prior to June 30, with roll-out plans for their use in the 1819 school year.

# Additional Hands-On Learning Materials

## **Background**

Reach's is a STEM-focused cyber academy as defined by its charter. This year, the Stem Coordinator has made great strides in engaging students in face to face STEM activities throughout the state and in supporting teachers K-12 to engage students in STEM learning and STEM activities across content areas. This spring a small group has piloted a "STEM in a Box" initiative, sending additional hands-on materials to students aligned to targeted lessons and standards. The desire is to develop sets of materials at each grade-band to be shipped to students with their curriculum materials. These materials will provide students with what they need to participate in hands-on STEM activities throughout the year.

Additionally, the school has requested Reach branded hands-on STEM items to use during outreach events.

### **Progress**

School leadership and POBL staff have met to determine what can be implemented for the 18-19 school year and beyond. A vendor has been identified who can provide both pre-packaged STEM materials for 18-19 and custom boxes for 19-20 and beyond.

The school team has met with the POBL marketing team to provide suggestions for possible outreach items. The Marketing team is researching possible items and gathering cost estimates.

### **Next Steps**

The school will be meeting with the vendor to select boxes for each grade-band with a target to have the items delivered to the fulfillment warehouse prior to June 15, for inclusion in the materials shipping out to students in the 18-19 school year.

Marketing will work with the school to complete the purchase of the STEM outreach items to have at 18-19 outreach events starting in August.



## **TRAVEL EXPENSE GUIDELINES**

**Date of Approval:**

### **Purpose**

This policy sets forth the rules, responsibilities, and guidelines for travel expenses from proceeds from federal grants to ensure that (a) adequate cost controls are in place, (b) travel and other related expenditures are appropriate, and (c) to provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by personnel.

### **Policy**

All travel expenses for events, meetings, trainings, or professional development funded with federal grants shall be purchased and accounted for in accordance with the federal regulations that govern travel costs, otherwise known as Code of Federal Regulations Section 200.474. Our policy is to reimburse only reasonable and necessary expenses actually incurred by personnel.

### **Scope**

This Policy applies to all full-time, part-time, and temporary teaching and administrative staff of Reach Cyber Charter School.

### **General Principles**

- Travel expenses to be reimbursed with federal funds must be included in the related federal grant budget and approved by the granting agency prior to expenses being incurred.
- Travel expenses must be generated for a business or educational purpose.
- Employees should be cost conscious and spend money as carefully and judiciously as the individual would spend his or her own funds.
- Expenses should be reported, supported by required documentation, as they were actually spent and in a timely manner following completion of the travel.
- This document outlines the allowable expenses for each category. Employees who do not comply with these guidelines may be subject to delay or withholding of reimbursement and/or disciplinary action.

### **Responsibilities**

All employees requesting the reimbursement of travel expenses incurred on behalf of Reach Cyber Charter School are responsible for submitting an Expense Report in compliance with this document and related expense report guidelines. The employee's appropriate supervisor must approve all expense reports. No employee is authorized to approve his/her own, a peer's or a manager's travel expense report.

The School Leader (or employee performing this function) is responsible for knowing the current travel policy and informing school staff of school policy and procedures. The School Leader will verify and approve expenses in accordance with school policy by approving the expense report via Concur and/or giving written authorization.

The Finance Department is responsible for ensuring travel related expenses are properly authorized, accurately recorded, and reimbursed to employees in a timely manner. The Finance Department will also

monitor policy compliance, perform audits on travel expenses, and update policies and procedure, as required.

### **Expense Reporting**

- Expenditures not documented under these guidelines are not reimbursable.
- All expense reports must be approved by the employee's appropriate supervisor and School Leader prior to initiating payment processing.
- Employee must submit approved expense reports and supporting documentation via Concur.

### **Documentation Requirements**

#### **Business Purpose**

The following details must be included in the business purpose of the expense report to provide proof of the business expense:

- Names of individuals present, their titles and company name
- Location or description of the expense
- Exact amount and date of the expense

#### **Receipts**

- The school requires all charges \$25.00 and greater include a receipt attached to the expense report.
- Certain items that require detailed information must have a receipt to be eligible for reimbursement, such as supplies purchased from a department store and meals.
- When a receipt or other proof of payment is not available, the employee must complete a Lost or Destroyed Receipt form. Details about the payee, date, location, business purpose and amount of the expense must be identified on the form. The form must be signed by the employee and their immediate supervisor.
- The employee is responsible for maintaining a copy of their expense report and receipts until reimbursement has been made.

### **Reimbursable Expenses**

#### **Personal Car Use**

- Employees using their personal cars for business purposes are entitled to reimbursement for expenses incurred. Certain expenses such as parking tickets, fines, accidents, tows, theft and wear and tear will not be reimbursed and are the responsibility of the employee.
- If employees use their personal car on school business, it is mandatory that they have minimum Bodily Injury and Property Damage insurance protection as required by applicable state laws. The company will not reimburse employees for personal property damage or injury, including deductible amounts, incurred while using a personal auto. Third party injury/property damage incurred while an employee is using their personal automobile should be covered by the employee's personal auto insurance policy (as required above).
- To receive reimbursement for mileage the employee must specify the purpose of the trip, trip origin and destination, and number of miles traveled (total miles less normal business commute) and the total dollar amount. You may be required to substantiate your business mileage to the Internal Revenue Service and should therefore keep a record of expense claims recording business mileage.
- Employee will be reimbursed using the current IRS standard mileage rate.
- Normal business commute to and from the employee's designated home office are not reimbursable.

### Airfare/Rail

- Employee is to book the lowest available airfares, using reasonable judgment regarding travel times and requirements.
- Travel plans should be made as far in advance as possible to obtain discounted rates.
- It is the responsibility of the employee to ensure that the school is properly credited for refundable tickets when not used.
- If an employee is reimbursed for a ticket and uses it for their personal travel, the employee must reimburse the school.
- When the trip is cancelled after the ticket has been issued, the traveler should inquire about using the same ticket for future travel. Unused tickets should be saved for use with future travel. If a non-refundable ticket is exchanged or used for future travel and was previously submitted and reimbursed on a prior expense report only the difference should be submitted for reimbursement on a future expense report where applicable.
- Stolen tickets should be reported immediately to the travel agency that issued the ticket and to the employee's immediate supervisor.
- Reasonable charges for check baggage fees will be reimbursed.
- Acceptable receipt documentation should include the airline receipt, all boarding passes or the passenger itinerary and/or another type of receipt that proves travel to the locations, i.e. corporate credit card statement.

### Auto Rental

- Rental automobiles may be used when such use is clearly in the best financial interest of the school.
- When traveling alone or with one companion, a compact-sized car should be used. Employees may book a rental class of service one level higher when:
  - The traveler can be upgraded at no extra cost
  - Three or more school employees are traveling together
  - Cars in the authorized category are not available
  - Transporting excess baggage
- Rental cars should never be used for personal use. If a rental car is used for personal use then the employee will not be reimbursed for those costs.
- Gasoline for use in rental cars is reimbursable with proper documentation unless fuel charges are included in the rental rate and are specifically stated as such in the contract.
- Employee is covered under Connections Education's insurance policy and should decline all insurance. Any additional insurance purchased will not be reimbursed.

### Meals

- Meals incurred by the traveler when dining alone on a business-related trip are only reimbursable if the event has not been catered.
- Total meal expenses per day per person should not exceed federal meal and incidental expenses guidelines
- An itemized receipt must be submitted along with credit card receipt. The credit card receipt alone is not sufficient. Also, the expense report must include the following details:
  - Date of meal
  - Name, title and company of attendees
  - Business reason for meal including description of meal (for example lunch, dinner)
  - Cost of meal
- Tips are authorized when confined to reasonable limits as determined by the services required and received.

### Lodging

- Employee is to book the lowest available standard rate at a reasonably priced hotel.
- Employee is responsible for canceling hotel reservations prior to the deadline shown in the itinerary. Employee should request and record the cancellation number and the person accepting the cancellation for future reference should an inappropriate no-show charge be billed.
- Employee will be held responsible and will not be reimbursed for “no-show” charges unless the charge was the result of circumstances beyond the employee’s control.
- Lodging expenses must be substantiated by receipts such as a hotel folio showing the name and address of the establishment, the dates of occupancy, and the daily itemized cost of the accommodation in addition to a credit card receipt or other proof of payment.

### Taxis/Shuttle/Parking Fees

- The cost of taxis or car fare to and from places of business, hotel, airport or railroad stations, relating to school activities is reimbursable.
- Employee should use the most economical and practical mode of transportation.

### Other and Miscellaneous

- Registration and/or membership costs for attending professional development must be for approved professional development only
- When possible, employees should take advantage of early bird pricing.

### **Non-Reimbursable Expenses**

The school will not reimburse expenditures of a personal nature, unreasonable or excessive expenses, or those not specifically related to the business conduct of the school. The following are examples of, but not limited to, expenses that will not be reimbursed.

- Personal Items – clothing, luggage, etc.
- Consumable Goods – cigarettes, toiletries, etc.
- Personal Entertainment – theater, hotel movies, etc.
- Traffic or parking violations, towing charges
- Lost Luggage, money, or personal items
- Airline insurance
- Interest & delinquency charges on credit cards
- Airline membership clubs, Diners Club cards
- Pet care/kennel charges
- Gift cards
- Political contributions
- Charitable contributions
- Costs associated with setting up an office or workspace in your home
- Alcohol

### **Advances**

Travel advances are considered the exception and not the rule when an employee travels on business. If a travel advance is necessary, then a check request must be submitted by the Department Manager to Accounts Payable with sufficient notice prior to the travel date to process the payment in a timely manner.

Employees must submit an expense report in accordance with these guidelines or advance will be recorded as income on the employee’s W-2 (“Wages, tips, and other compensation”).

### **Reimbursement**

Reimbursements are processed in a timely manner and included in the employee's upcoming paycheck.



# Memorandum

**To:** Members, Reach Cyber Charter School Board  
**From:** Amanda Jay, Senior Director, State Relations  
**Cc:** Jane Swan, School Leader  
**Date:** April 10, 2018  
**Re:** State Relations Update

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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.

## Legislature

HB97, the comprehensive charter school reform bill remains in the Rules committee. The bill's sponsor, Rep. Reese, met with charter school advocates this month and remains committed to seeing the bill move forward.

## PDE

As a result of a recent court ruling, PDE rescinded guidance in place since 2012 that empowered PDE to calculate charter school reimbursement rates. This calculation will now be done at the district level. This should have minimal impact on Reach. However, the rescission of guidance will result in higher rates and districts are likely to pushback. There is a potential to see legislation arising out of this decision.