

MODEL FLORIDA VIRTUAL CHARTER SCHOOL APPLICATION

for

Coastal Connections Academy



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1. Application Cover Sheet

NAME OF PROPOSED CHARTER SCHOOL: Coastal Connections Academy

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Florida for Online Education, Inc.

If a non-profit organization, has it been incorporated with Florida's Secretary of State?
Yes

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Dr. Denise Harshbarger

TITLE/RELATIONSHIP TO NON-PROFIT: President of the Board

MAILING ADDRESS: 164 S. Coopers Hawk Way, Palm Cost, FL 32164

PRIMARY TELEPHONE: (386) 916-3790 **ALTERNATE TELEPHONE:** () same

E-MAIL ADDRESS: deniseharshbarger@gmail.com

Name of Approved Virtual Provider: Connections Education of Florida LLC

State Administrative Office Address of Approved Virtual Provider: 2145 Metrocenter Blvd., Suite 400, Orlando, FL 32835

Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider (add lines as necessary):

Full Name	Current Job Title & Employer	Role with Proposed School
Dr. Denise Harshbarger	Associate Dean of General Education, Independence University	Board President
Ms. Michelle Spence	Regional Partnership Manager, Learning.com	Board Treasurer
Dr. Tony Barringer	Associate Provost/Associate Vice President for Academic Affairs, Florida Gulf Coast University	Board Secretary
Donna Hutchison	Vice President, Connections	ESP Support Team Member
Cliff Green	Director, Connections	ESP Support Team Member
Jay Ragley	Vice President, Connections	ESP Support Team Member
Karen Duquette	Director, Connections	ESP Support Team Member

Projected Date of School Opening (Month/Year): August 2021

Do any of the following describe your organization, or the school/campuses proposed in this application?

No Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.

No Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.

Yes Will contract or partner with an Education Service Provider (ESP). *(See definition of an ESP in the Addendum, which applicant must complete if using an ESP.) If yes, include the provider's portfolio in answering the questions below regarding pending applications and school openings.*

Name of ESP: Connections Education of Florida LLC

No Seeks approval to replicate an existing school model. *(See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)*

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here?

Yes X No* *If yes, complete the table below adding lines as needed.*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? Yes X No* *If yes, complete the table below (add lines as necessary).*

**The applicant group comprised of the non-profit organization, Florida for Online Education, Inc., and its ESP, Connections Education of Florida LLC, does not have any applications under consideration or approved applications for schools or campuses scheduled to open in the US in the future. Connections Education, as an ESP supporting other non-profit organizations, has applications under review and approved and can provide information on these as desired.*

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States? Yes X No *If yes, complete DOE Form IEPC-M1A which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment W.*

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award.

I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on

behalf of the applicant.



Signature

Denise Harshbarger

Printed Name

Governing Board Chair

Title

10.10.20

Date

2. Executive Summary

MISSION AND VISION. Mission: The mission of Coastal Connections Academy is to help students maximize their potential and meet the highest academic performance standards through a uniquely individualized learning program, supported by teachers and Learning Coaches. **Vision:** Coastal Connections Academy will offer an innovative and unique public virtual charter school addressing family demand throughout Florida for whom a full-time online education is the best educational fit for their unique needs.

EDUCATIONAL NEED FOR COASTAL CONNECTIONS ACADEMY & ANTICIPATED STUDENT POPULATION. Coastal Connections Academy will offer an innovative and unique virtual school, meet all statutory requirements, and address family demand in Florida to serve students where a full-time online education is the best educational fit for their unique needs. The school will also address the regional need for a virtual charter school in the Panhandle area.

There is strong demand from families in Florida who desire a full-time virtual school using the school model of Connections Education of Florida LLC (referred to in this application as Connections). Coastal Connections Academy was formed by parents and community members seeking innovative education options based on a model with a proven record of success. Through this unique opportunity, Coastal Connections Academy is dedicated to providing a high quality, full-time virtual option to children of all backgrounds. Coastal Connections Academy will utilize the guiding principles and purposes found in section 1002.33(2)(a)(b)(c), F.S.

Students whose instructional needs will be effectively met by Coastal Connections Academy include students whose families seek direct involvement in their education; students who are medically homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; students pursuing artistic or athletic careers; students who require a flexible school schedule; students in group homes or institutions; students who have been bullied; and students at risk of academic failure, who may particularly benefit from intensive, personalized instruction. It is also to be anticipated that in light of COVID, students and families may be interested in additional virtual school options.

In the November 2019 meeting of the Santa Rosa School Board, the board heard information about the opportunity to sponsor a Connections Academy charter school and was interested in learning more. The Coastal Connections Academy Board is also excited about the opportunity to partner with Santa Rosa School District, as Santa Rosa has been a long-time partner of our proposed ESP, Connections. The partnership between the two organizations would create synergy and alignment. For example, Santa Rosa's mission is to prepare students for success by providing a superior, relevant education,¹ and Coastal Connections Academy's mission is likewise student-centric and aligns with the educational philosophy of Santa Rosa County District Schools.

EDUCATION PLAN AND SCHOOL DESIGN. Students will benefit from a top-quality, Florida Department of Education (FDOE)–approved curriculum that meets all Florida Standards. Highly effective, Florida-credentialed teachers will be a key part of the program. Teachers will be in regular contact with students via email, telephone, LiveLesson® sessions, discussion boards,

¹ https://sites.santarosa.k12.fl.us/policy/policy1_10.pdf

message boards, and other channels. Teachers instruct, motivate, monitor, evaluate student progress, personalize the curriculum, intervene as needed to ensure student success, and lead field trips. Instruction at Coastal Connections Academy will be guided by the Personalized Performance Learning process that provides for individualized instruction tailored to each student's learning needs.

SCHOOL CULTURE. More than just online courses, Coastal Connections Academy will provide a full-time school experience with a virtual learning community that connects students, teachers, and families through unique technology tools as well as face-to-face interaction pending local health or safety requirements. Coastal Connections Academy is a whole-school experience for its students with academic, behavioral, emotional, and career support. Students will participate in clubs, activities, and electives to complete the full-school experience. Students will participate in enriching in-person community activities and field trips to round out the comprehensive learning experience.

COMMUNITY ENGAGEMENT. The Board of Coastal Connections Academy (the Board) actively reached out to community organizations to provide real connections for students to the community. We have contacted several community organizations to educate and inform them about this unique school model. These include Pensacola Museum of Art, A-Z Rentals, Captain Ron's Awesome Everglades Adventures, and the South Florida Science Center and Aquarium. Letters of support are provided in Attachment Q.

"Sometimes, a child needs a different way or environment in which to learn. A statewide, full-time virtual school such as Coastal Connections Academy would provide one more educational option for our families, allowing parents to choose time, place and pace of their child's learning, help increase their child's academic performance and increase the chances of success." –Ron Hagerman, Capt. Ron's Awesome Everglades Adventures

"Reaching over 75,000 students per year, the South Florida Science Center and Aquarium (SFSCA) strives to 'open every mind to science.' The Center looks forward to a relationship with the parents, students, and staff of Coastal Connections Academy." –Carla Duhaney, SFSCA

APPLICANT TEAM'S CAPACITY TO SUCCESSFULLY OPEN AND OPERATE Coastal Connections Academy. The Founding Board intends to transition to the Governing Board upon approval of the virtual charter school application. The Board, supported by its partner Connections, will be capable of providing comprehensive learning experiences to all its students as a public virtual charter school. The Board will operate as a non-profit entity. The Board will have real and substantial authority and governance over the school. The Board members are parents, educators, and business and community leaders who are committed to bringing an innovative virtual charter school for students in grades K-12 to Florida. Current Board members have unique skills and expertise in virtual education, technology, social work, higher education and business. These qualifications will help ensure the success of the school and the effective representation of key stakeholders. The Governing Board and its Educational Services Provider, Connections, comprise the applicant team.

APPROVED VIRTUAL PROVIDER. The Founding Board has opted to partner with Connections, a leading virtual provider for curriculum, technology, and school support services, and an Approved Provider for the Virtual Instruction Program with the Florida Department of Education. We have provided a copy of the draft contract in Attachment A.

3. Narrative

I. EDUCATIONAL PLAN

Coastal Connections Academy will implement the proven Connections core virtual school model and incorporate its recognized and award-winning curriculum focusing on and supporting academic achievement for all students. The virtual learning model and the curriculum provided by Connections, as described in this virtual charter school application, are currently implemented at 43 virtual schools in 29 states throughout the country. The curriculum and school model description intentionally echo similar documentation for these schools and similar documentation submitted in support of Connections course approvals through the Florida DOE. The students and families of Coastal Connections Academy will benefit from the best practices created by implementing the proven Connections core model of virtual learning. Since Connections is an existing Educational Service Provider, the organization has affirmed that the language included in this application is its own intellectual property and Connections is allowing the Board to include it without violating the plagiarism provision of the application documents.

The Board is committed to developing a positive working relationship with Santa Rosa County District Schools. As such, we reviewed the related application documents and have organized as a non-profit. We commit to meeting federal requirements including civil rights, ADA, Section 504, and IDEA; employing practices that are nonsectarian; participating in the statewide assessment program; meeting state graduation requirements; and employing certified teachers.

Section 1: Mission, Guiding Principles and Purpose

By implementing its mission and vision with fidelity, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)1, (2)(a)2, (2)(b)1, (2)(b)2, (2)(b)3, (2)(b)4, (2)(c)1, (2)(c)2, and (2)(c)5.

A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

Mission

The mission of Coastal Connections Academy is to help students maximize their potential and meet the highest academic performance standards through a uniquely individualized learning program, supported by teachers and Learning Coaches.

Vision

Coastal Connections Academy will offer an innovative and unique public virtual charter school addressing family demand throughout Florida for whom a full-time online education is the best educational fit for their unique needs.

B. Provide the page number(s) of the materials within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

In accordance with the law, charter schools shall be guided by the following principles:

- (2)(a)1: Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) 1, 3, 7, 44, 51, 60, 61, 69, 73, 84, 92
- (2)(a)2: Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) 1, 7, 14, 31, 34, 36, 40, 44, 57, 60, 61, 69, 73, 92, 94, 103
- (2)(a)3: Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. PAGE(S) 7, 16, 34, 36, 43, 44, 92

C. Provide the page number(s) of the materials within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

In accordance with the law, charter schools shall fulfill the following purposes:

- (2)(b)1: Improve student learning and academic achievement. PAGE(S) 1, 7, 14, 16, 22, 31, 34, 35, 40, 44, 51, 52, 60, 69, 73, 103
- (2)(b)2: Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) 1, 3, 7, 14, 16, 22, 34, 36, 40, 44, 52, 60, 69, 73, 84
- (2)(b)3: Encourage the use of innovative learning methods. PAGE(S) 1, 7, 14, 16, 22, 34, 40, 44, 51, 52, 60, 69, 73
- (2)(b)4: Require the measurement of learning outcomes. PAGE(S) 1, 7, 14, 22, 31, 34, 36, 40, 43, 44, 69, 73

D. Provide the page number(s) of the materials within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". This section is optional.

In accordance with the law, charter schools may fulfill the following purposes:

- (2)(c)1: Create innovative measurement tools. PAGES(S) 1, 7, 14, 31, 34, 36, 40, 43, 44, 69
- (2)(c)2: Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) 1, 3, 7, 31, 40, 44, 51, 52, 60, 61, 69, 73, 79, 84, 92, 103
- (2)(c)3: Expand the capacity of the public school system. PAGE(S) 3, 7, 14, 51, 52, 60, 61, 69, 73, 79, 84, 103
- (2)(c)4: Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) Addendum B pages 14-15
- (2)(c)5: Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S) 1, 7, 40, 42, 51, 52, 60, 69, 73, 79, 103

Note: Page numbers reference the beginning of the application section that describes how the proposed charter school will meet the criteria in those areas listed above for 1002.33(2).

Section 2: Target Population and Student Body

By serving these students, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)1, (2)(b)2, (2)(c)2, and (2)(c)3.

A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S. If the applicant intends to have enrollment preferences, they should be described in Section 14 of the application.

As stated in our mission, Coastal Connections Academy will serve students throughout Florida eligible to enroll under Florida law such as general education students, students with special needs, at-risk students, gifted students, and English language learners.

Pursuant to Florida Rule 6A-6.0334, F.A.C when students who have an Individual Educational Plan (IEP) apply for enrollment with Coastal Connections Academy, families will be asked to provide Coastal Connections Academy with a copy of the student's most recent IEP. For an enrolled student, the IEP team will review the student's IEP from the previous school or school district to determine if a free and appropriate public education, including special education and related services, can be provided in the virtual environment where students are participating more than 80% of the time in the general education environment with their typical peers.

Through this unique opportunity, Coastal Connections Academy is dedicated to providing a high quality, full-time virtual option to children of all backgrounds. Coastal Connections Academy will be tailor-made for a diverse array of students who benefit from a quality option to the traditional brick-and-mortar classroom including:

- Children in rural communities who lack access to challenging classes and Advanced Placement®(AP)/Honors courses within their current existing public school options;
- Students whose families seek more involvement in their child's education;
- Students who are medically homebound due to illness or disability;
- Students who are immunocompromised and are concerned about health conditions outside of the home environment;
- Exceptional students who are far ahead of or far behind their peers in school;
- Students pursuing artistic or athletic interests or career development opportunities requiring a flexible schedule;
- Students who require a flexible school schedule;
- Students with special learning needs;
- Students who have been bullied;
- Students who are at risk of academic failure, who may particularly benefit from intensive, personalized instruction;

- Students who desire a comprehensive, robust full-time virtual school experience; and
- Students who, due to fear and anxiety caused by COVID-19, require a safe, healthy environment in which to learn.

As a public school, Coastal Connections Academy will comply with the Florida *Operating Standards for the Education of Children with Disabilities* and associated memorandums, the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C.A. §§ 1400 et. seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504) and the Americans with Disabilities Act. Coastal Connections Academy will provide a free and appropriate public education (FAPE) to children with disabilities, as identified under such Acts. These supports include, but are not limited to, identifying, evaluating children with disabilities, and planning individualized education programs that meet each student's unique needs, in accordance with state and federal requirements. Coastal Connections Academy special education leaders and intervention specialists will work closely with the general education teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum in the Least Restrictive Environment according to each student's IEP.

Controlled Open Enrollment

Coastal Connections Academy's controlled open enrollment plan is supported by Section 1002.31. The controlled open enrollment plan does not limit enrollment to a certain district, but rather it "allows a parent from any school district in the state whose child is not subject to a current expulsion order to enroll his or her child in and transport his or her child to any public school that has not reached capacity" (F.S. 1002.31(2)(a)). Accordingly, Santa Rosa County District Schools would be fully within its legal right to allow Coastal Connections Academy's school model, which includes a controlled open enrollment plan, to operate and be authorized by Santa Rosa County District Schools, but be open to students in other districts, as long as the controlled open enrollment plan is carefully followed.

Coastal Connections Academy will follow the guidelines of F.S. 1002.31 and F.S. 1002.33 and provide preferential treatment in its controlled open enrollment process to all of the following:

- Dependent children of active duty military personnel of any branch of the United States Armed Forces (including those students whose move resulted from military orders);
- Children relocated due to a foster care placement in a different school zone;
- Children who move due to a court ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent;
- Students who are siblings of a student enrolled in the charter school (Year 2 and beyond);
- Students who are the children of a member of the Governing Board of the charter school;
- Students who are the children of an employee of the charter school;
- Students who attended or are assigned to failing schools pursuant to s. 1002.38(2); and/or
- Students residing in Santa Rosa County District Schools.

The spaces will be reserved until a published date and will be released if not filled. Recruitment and admissions policies and practices will meet all federal requirements. We provide more detail in Section 14 of this application.

B. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

In Figure 1, we provide estimated enrollment by grade level by each year. These are projections and not enrollment caps. We anticipate that the per-grade-level projections may vary.

Figure 1. Enrollment Projections

Grade Level	Number of Students				
	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26
K	113	179	227	275	323
1	63	99	126	153	181
2	76	120	152	185	218
3	72	112	143	174	205
4	92	144	184	223	262
5	109	170	217	264	310
6	183	289	368	446	524
7	204	320	407	496	582
8	245	386	490	596	701
9	172	270	345	417	491
10	196	309	392	477	561
11	156	244	311	377	444
12	69	108	138	167	198
TOTAL	1750	2750	3500	4250	5000

C. Provide a brief explanation of how the enrollment projections were developed.

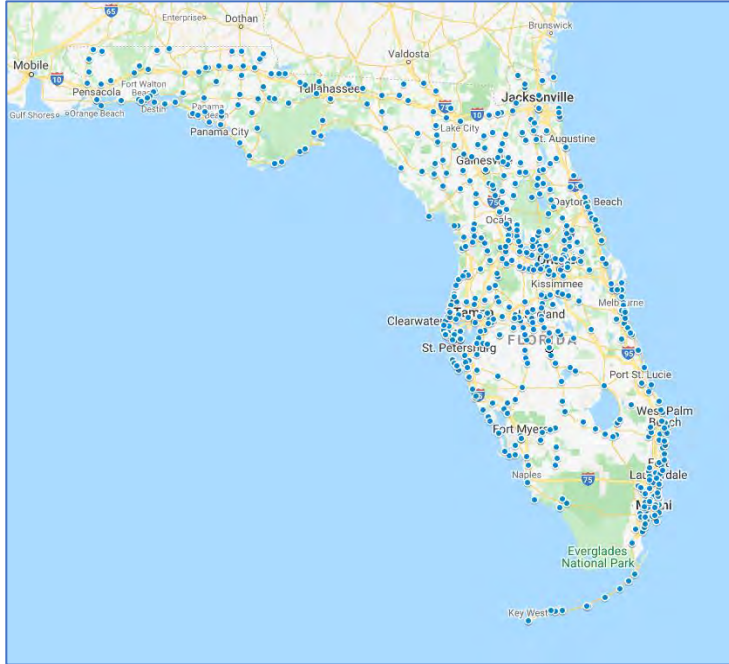
Our Governing Board based our enrollment projections on national data regarding virtual school growth and enrollment and what is feasible to maintain in Florida, based on current virtual school enrollment numbers in the state.

We also worked with our ESP, Connections, using their experience in Florida and throughout the country to determine the appropriate enrollment projections. Connections has shown continued positive enrollment growth since its first supported school opened its virtual doors in 2002 with 400 students. Since that time, enrollment has consistently and responsibly, increased to over 76,000 full-time students in 29 states for the 2019-20 school year. In addition, Connections delivers online courses to over 100,000 students in partnership with districts across the US.

The Governing Board has been tracking the interest in virtual schooling expressed by families throughout Florida. There is great need across Florida for a virtual school option for students.

Since January 2017, there have been 35,148 families who have inquired about a virtual school option in Florida supported by Connections courses or programs. Figure 2 illustrates the location of the families who contacted Connections. The Board also tried to include an estimate of increased demand due to the current health emergency but requests flexibility in adjusting these estimates as the needs of families and students evolves.

Figure 2. Location of Interested Students and Families



D. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

Our anticipated enrollment reflects responsible growth for Coastal Connections Academy allowing the school to provide a quality educational option to students and families while also maintaining fiscal sustainability. Ensuring the school provides for the academic needs of students while also being fiscally viable is an important role of the Board. Based upon virtual learning trends and enrollment predictions, the school could responsibly grow from 1,750 students to 5,000 students over a five-year period. Enrollments may also climb higher than these projections as a result of the pandemic and the related surge in demand for high-quality virtual school options.

E. Provide the projection for the percentage and number of students who will qualify for free equipment pursuant to section 1002.45(3)(d), Florida Statutes.

We estimate that 25% of Coastal Connections Academy enrolled students (approximately 50% of households) may qualify for loaned equipment, as shown in the table below. Please note that households differ from overall enrollments as there may be more than one enrollment from one household.

Figure 3. Estimated Number of Households Receiving Technology

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Estimated Households	1346	2115	2692	3269	3846
Number of Total Enrolled Receiving Technology	673	1057	1345	1633	1921

Section 3: Educational Program Design

The Educational Program of Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)1, (2)(a)2, (2)(a)3, (2)(b)1, (2)(b)2, (2)(b)3, (2)(b)4, (2)(c)1, (2)(c)2, (2)(c)3, and (2)(c)5.

A. Describe the proposed charter school's educational program.

Coastal Connections Academy's instructional methods, educational philosophy, and program will include unique elements from our ESP, Connections. Connections will provide specific educational products and services, always with the oversight and approval of the Board. Connections is committed to continual improvement and accordingly, Connections' systems and techniques are routinely updated to incorporate best practices and lessons learned. Connections will continually improve its offering to ensure the needs of students and families are being met.

- Student Performance Reporting:** Reports provide real-time student performance data on assessments. The reports identify the student score and the performance against each item. For some courses, objective level performance data is also provided. Teachers can use this data to determine which students need more help with a particular concept. Teachers may then participate in individual or small group tutoring virtually with these students targeting specific skills.
- Collaboration Among Students:** Using Adobe® Connect™ for LiveLesson sessions, teachers will group students in break-out rooms to allow collaboration. Teachers then "visit" each room to observe student collaboration, redirect, etc. This audio/video web conferencing tool allows teachers the flexibility to group students, conduct small group instruction, utilize a whiteboard for illustration, and allows students to work together in a collaborative space. Additionally, for each section of students that a teacher teaches in a course, the teacher will create a section message board. On the section message board, teachers will assign additional collaboration opportunities or have students work together in the virtual space to share information, post documents, and respond to one another. Students are graded on both the content of the projects and their participation in collaborative activities.
- Curriculum-Based Assessments:** Teachers conduct curriculum-based assessments (CBAs), via telephone conversation or through one on one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. CBAs are used to validate a student's understanding of concepts against the collected formative data within the EMS and identify areas where they may need additional support or practice. CBAs also assist teachers in verifying that students are doing their own work, pinpoint strengths and weaknesses in student mastery of concepts and verify that student learning.

- **Education Management System (EMS):** The Connections' EMS will be the platform for organizing and supporting Coastal Connections Academy's entire educational environment. This web-based software will deliver assignments and track activities (whether conducted virtually or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. The EMS operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment.

Students, teachers, administrators, and Learning Coaches access the EMS to organize, document, and interact, ensuring a robust level of engagement. The EMS is continually updated and improved upon for the success of schools and families. All new releases and updates of the EMS are automatically provided.

- **Interactive Reviews:** Interactive reviews are additional practice opportunities embedded in the curriculum and serve to give students targeted feedback on concepts and skills.
- **Learning Coach:** A parent, extended family member, or similarly qualified adult designated by the parent/guardian will work in person with the student as a Learning Coach under the guidance of the credentialed teacher. The Learning Coach and student interact with the teacher via telephone, email message, LiveLesson sessions, and in-person meetings. Coastal Connections Academy provides a unique login and ongoing training, support, and resources to help the Learning Coach carry out this important role.
- **LiveLesson® Session:** A real-time, interactive web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect™. LiveLesson sessions are recorded so students can watch or review at their convenience, providing students and families the flexibility they desire.
- **Multi-tiered Instruction:** The school employs a multi-tiered instruction framework based upon the Response to Intervention (RTI) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. Through this model every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Targeted Instructional Supports, and Tier III Intensive Instructional Supports. Student Support teams (SST) meet regularly to develop an intervention plan and strategies for improvement for students who need more frequent, targeted learning support.
- **Personalized Performance Learning™ (PPL):** This instructional process creates a unique learning experience for each student. During enrollment, academic placement advisors and school counselors will review students' past records and performance to properly place them in Coastal Connections Academy.
- **Graduation Plan:** Within the EMS, the Graduation Planning tool assists school staff and families to define and track graduation requirements tailored to the diploma type and student post-graduation goals.

- **Renaissance Star 360®:** The most comprehensive pre-K–12 interim and formative assessment suite available, Renaissance Star 360® delivers the valid, reliable screening, progress monitoring, and student growth data educators need to make informed decisions.² Renaissance Star 360 enables greater student growth as teachers lead students toward mastery of state-specific learning standards for reading, math, and early literacy.
- **State Testing:** As a public school, students will participate in required state testing including summative assessments such as the Florida State Assessments (FSA), the Statewide Science Assessment, and the End-of-Course (EOC) Assessments.
- **Student Engagement Process:** Coastal Connections Academy tracks and reports ongoing student progress based on quantitative data generated by the EMS. Staff members analyze attendance, pace, performance, progress, assessment completion and the rate and frequency of teacher contact. Student status for pace, performance and progress is displayed for teachers in the EMS on the People Page and Teacher Dashboard. Additionally, Learning Coaches have real-time access to their student’s attendance, progress and performance data through the EMS.
- **Synchronous Contact:** In a virtual school setting, synchronous contact is defined as a real-time interaction between teachers and students. Synchronous communication through LiveLesson session is a catalyst for providing interaction and builds relationships between teachers and students. Teachers will schedule LiveLesson sessions, in addition to other synchronous interaction (e.g., phone calls) for students and will document all synchronous contact with a student within the EMS. Coastal Connections Academy will meet the requirements of a virtual provider to maintain synchronous contact with students.
- **Teacher:** Coastal Connections Academy will be comprised of highly qualified, Florida-credentialed teachers, as required by law, who are also specially trained in virtual delivery and personalized instruction, and maintain a one-on-one relationship with each student. Teachers work from either a teaching/learning center or a remote location to deliver instruction to a virtual classroom of students through highly interactive, technology-facilitated communication tools. Moreover, teachers provide quality, timely feedback on assignments and assessments.
- **Tutorials:** Tutorials are interactive, asynchronous graphic/video/audio tutorials, and are incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need in order to master learning objectives and standards.
- **Email:** The email system is securely located within the EMS. Students, and teachers use it to communicate with each other, protecting them from spam, contact from those outside of the EMS, and other mainstream email issues.

Supporting All Learners

Coastal Connections Academy anticipates a variety of students enrolling with different needs and backgrounds.

² <https://www.renaissance.com/products/star-assessments/>

Students who have diverse needs such as those supporting a family, professional athletes and performers, previously home- or private-schooled, medically homebound, those on the spectrum, those who are bullied, or those who simply desire the flexibility online education can provide.

To that end, Coastal Connections Academy will provide student support services to address the various needs of students at different levels. Additionally, Coastal Connections Academy will support students in the general education program as well as in the special education program, including students who are exceeding or struggling academically. Moreover, Coastal Connections Academy will support students who are at-risk, English Learners, and also Gifted & Talented students through a multi-tiered system of supports.

Coastal Connections Academy anticipates that the student body will include a significant portion of students who are academically far ahead of or far behind their peers in school. In an online environment, students working below or above grade level are shielded from the negative social attention that struggling and gifted students often face in a brick-and-mortar environment. Instead, students will be able to concentrate on intensive learning through a more personalized approach to learning.

Coastal Connections Academy also anticipates serving students in rural communities who need access to a rigorous, full-time, high-quality school with certified teachers.

Through technology, Coastal Connections Academy can offer a wide variety of high-quality classes to students who are currently limited in their coursework by geography or ability of local school districts to staff hard to fill positions necessary for a student's successful college admission or entry into the workforce.

Online schools are a good fit for students who have unique scheduling demands due to their desire to accelerate their education, or combine work, internships, and other personal pursuits with their schooling. Students may also be in search of an opportunity to learn in a manner more conducive to their learning preference outside of the traditional classroom.

Instructional Model

An individualized and supported educational program facilitates the development of self-direction and personal responsibility among its students. Through the Connections instructional model, Coastal Connections Academy will develop students who are self-motivated, competent, lifelong learners. The Connections instructional model incorporates key facets including 1) the Learning Triad, 2) Family Connections Coordinators and Counselors, and 3) student motivation.

- 1) The Learning Triad: The Connections instructional model relies on the support of highly qualified teachers, supportive Learning Coaches, and a high quality, standards-aligned curriculum. The Learning Triad, consisting of these three elements, is illustrated in Figure 4. Each student will have a staff of experts, including Florida-certified teachers, working together to leverage the school's myriad of resources — technological, instructional, and interpersonal — for success. Learning Coaches are also encouraged to, and typically function as, an integral part of the student's learning team.

Highly Qualified Teachers - Student learning benefits from committed educators and involved parents who provide total support.

Each student will have one or more certified Florida teachers specially trained in teaching in an online environment, the Connections curriculum and specific instructional methods.

Figure 4. The Learning Triad

OUR LEARNING TRIAD

TEACHERS

personalize lessons, evaluate student progress, provide feedback and assistance, and encourage students. Periodically, teachers facilitate real-time virtual sessions to provide targeted support based on student learning.



• **conneXus**[®] is the technology that makes online learning possible. Students and Learning Coaches use the platform to connect with teachers, curriculum, and a wide range of resources.

LEARNING COACHES

typically support and motivate students and monitor schedules. Parents/Learning Coaches are also encouraged to communicate and collaborate with teachers.



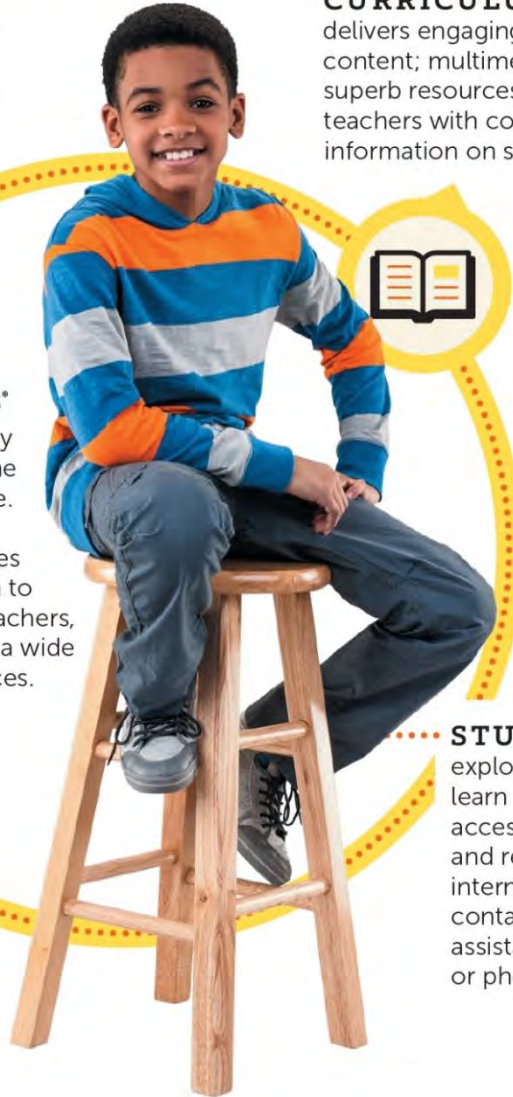
CURRICULUM

delivers engaging, interactive content; multimedia tools; and superb resources. It also provides teachers with continuous information on student progress.



STUDENTS

explore, create, and learn from home, accessing curriculum and resources via the internet. Students can contact teachers for assistance by WebMail or phone.



In each of the elementary grade levels or high school core subjects, students will be taught by a highly qualified and certified teacher with expertise in a particular grade level or content area. Teachers will work closely with each student on a one-on-one basis using innovative technology tools. The teacher will be responsible for teaching, evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the student's performance.

Based on a student's demonstrated mastery of the material, teachers will add, expand, or replace assignments; they will also grade students in each subject, and make promotion or retention decisions. Depending on the needs of the learner, teacher direct contact — via telephone, LiveLesson session, and email — with the student and Learning Coach may be as frequent as several times a day, and at minimum twice per week. Teachers view the student's attendance, participation, and performance on a daily basis via the EMS teacher's dashboard on their home page. Teachers will not wait to be contacted; they will be proactive participants in their students' learning plans. Teachers in virtual schools often comment that they understand their students better in the virtual environment than in a traditional classroom since they work with students one-on-one.

Supportive Learning Coaches - Each student has a Learning Coach (a parent, extended family member, or trusted adult designated by the parent/guardian) who is encouraged to work in person with the student. Typically, a Learning Coach helps keep students motivated and on track and regularly communicates with the students' Florida-certified teachers. At the high school level, the Learning Coach is less involved with daily instruction but is encouraged to continue serving as an important supervisory role for the student.

A High Quality, Standards-Aligned Curriculum - The Connections curriculum is fully aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards in Florida (Florida Standards). The developmentally appropriate curriculum increases its integration of technology as students advance through the grades.

- 2) Counselors: Students in middle school and high school will be assigned a counselor who provides an extra layer of monitoring for the whole student. Teachers will work directly with students via the phone, email, and LiveLesson sessions. Student academic progress will be tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material.
- 3) Student Motivation³: Teachers are trained to apply three engagement strategies to their instruction to create a motivational online learning environment: 1) making instruction fun and engaging, 2) providing a safe way to respond, and 3) helping students succeed.

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

Asynchronous Model with Synchronous Support

The Connections program provides an asynchronous model that uses synchronous support. In synchronous learning, students and teachers work together at the same time in the same virtual place (e.g., LiveLesson rooms).

³ <https://www.connectionsacademy.com/support/resources/article/the-fundamentals-of-online-classroom-motivation>

Typical synchronous instruction involves teacher-facilitated lessons, group projects, and class discussions. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time during asynchronous learning.

Schoolwork that students perform on their own time typically includes:

- Viewing pre-recorded virtual classroom sessions at home;
- Reviewing course materials online or offline;
- Completing assignments; and
- Collaborating with other students via secure message boards.

Some students thrive with one-on-one attention while others crave the space to work through problems independently at their own pace. Offering a combination of the two learning approaches allows cyber/virtual/online schools to create a more personalized learning experience that supports different learning styles.

There are many benefits to asynchronous learning. Through asynchronous instruction and materials, students are provided the flexibility to:

- Learn at their own pace, place, and peak times, unconstrained by others' schedules;
- Work at their own level, moving as quickly or slowly through course materials as needed;
- Review difficult materials as often as needed; and
- Explore resources that may be unavailable in the traditional classroom.

There are also several benefits to synchronous learning. Interactivity is the key to synchronous instruction, allowing students to:

- Demonstrate their knowledge and practice their communication skills;
- Ask questions to deepen their understanding; and
- Build relationships with their teacher and fellow classmates.

And allowing teachers to:

- Engage students in discussions, problem solving, and group projects;
- Focus class time on bridging skills gaps; and
- Build one-on-one relationships with students.

Teachers can record class discussions and instructional sessions, making them available as asynchronous resources to reinforce learning or accommodate student scheduling conflicts. Together, these two approaches provide teachers and students the best of real-time and any-time learning.

Personalized Performance Learning™ (PPL)

The centerpiece of instruction at Coastal Connections Academy will be the Personalized Performance Learning process, which provides for individualized instruction tailored to the learning needs of each student. The PPL is an extensive process that will start at the beginning of the school year by the Florida-credentialed teacher in consultation with the student and the student's Learning Coach (usually the parents/guardians). The PPL process builds from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the Learning Coach, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the process as well. All daily lessons will be provided to students and families online. Learning Coach guides will be provided for grades K-5. Lessons direct students step-by-step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that are shipped to them or provided online.

Research Base

Support for the need to expose students to online learning is evident in the 2015 article, *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons*, when Tuan Nguyen states "... about 92% of all distance and online education studies find that distance and online education is at least as effective, if not better, than traditional education."⁴

High-quality Teaching: Teachers will be equipped with skills and technology to maximize student learning. Research, focusing on online learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a study (Teacher Preparation and Promising Practices in Online Learning⁵) which analyzed effective teacher preparation and practice for the online learning environment.

In the study, "...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

Through Connections' award-winning Professional Learning model,⁶ teachers gain an understanding of their role as facilitator, distinguish changes to the online environment and its impact on student learning, and adapt to those changes while transitioning to their role as an online instructor at Coastal Connections Academy. Throughout each level of professional learning, teachers engage in reflection opportunities and share their reflections with colleagues and school leaders. According to Rick DuFour and Douglas Reeves in their article, Professional Learning

⁴ Nguyen, Tuan (2015). "The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons," MERLOT Journal of Online Learning and Teaching, 11(2). http://jolt.merlot.org/Vol11no2/Nguyen_0615.pdf

⁵ http://centerononlinelearning.org/wp-content/uploads/Superintendent_Topic_7_Summary_November2015.pdf

⁶ In April 2015, the Connections Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). In May 2016 Connections was recognized as a Codie Award finalist for Best Professional Learning Solution for K-20 Faculty and Administrative Staff.

Communities Still Work (If Done Right) (October 2015),⁷ educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied when they are part of a learning community focusing on lesson planning, using data to personalize instruction, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

Timely and Actionable Feedback: The unique ability of a virtual teacher to communicate one-on-one with students and offer timely and actionable feedback is key to student success in a virtual learning environment. According to a 2014 study,⁸ 77% of students view face-to-face comments as "very" or "extremely effective." Whether the teaching is virtual or face-to-face, as described in this study, feedback is a critical element in supporting student learning. Professional learning topics will delve deeply into ways that teachers can reach students individually at Coastal Connections Academy, so that they are receiving timely and actionable feedback. Teachers at Coastal Connections Academy will use collaboration in professional learning to discuss topics such as "...the main purpose of feedback is to improve the student's ability to perform tasks he or she has not yet attempted...In other words, we need to start from where the learner is, not where we would like the learner to be. We need to use the information we obtain from looking at the student's work—even though that information may be less than perfect—and give feedback that will move the student's learning forward."⁹ In his 2012 article, "Seven Keys to Effective Feedback," Grant Wiggins notes, helpful feedback is goal-referenced, tangible and transparent, actionable, user-friendly (specific and personalized), timely, ongoing, and consistent."¹⁰ These qualities and instructional strategies are characteristic of the type of feedback that teachers at Coastal Connections Academy will provide to students.

Personalized Instruction: Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. In a study published in 2016,¹¹ students in a developmental math class experienced between a 13% and 27% increase in course completion using personalized learning in a digital platform. Robert Marzano and Michael D. Toth explain that "Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept, but be unable to utilize that knowledge in meaningful ways."¹² A goal of personalization via virtual instruction is for the student to demonstrate increased content knowledge and critical thinking. Instruction is personalized for every student, every day, and professional learning supports teachers in implementing instructional practices that maximize student performance.

⁷ <http://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html>

⁸ Turnitin.com (2014). Instructor Feedback Writ Large: Student Perceptions on Effective Feedback

⁹ <http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx>

¹⁰ <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

¹¹ "Using personalized learning, a developmental math professor increases her course passing rate". Website blog. Pearson Education Blog. Pearson Education, 2016.

¹² www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf

Students will work together on collaborative projects as well.

Data-Driven Instruction: Research on data-driven decision-making states: "...educators should consult and factor in multiple sources and types of student data to get a more complete view of student progress or achievement. These additional sources of data may be formal (e.g., chapter tests, class projects, or performance assessments) or informal (e.g., class discussions, homework assignments, or formative assessments). Looking at a broader array of data can help teachers avoid putting too much weight on a single measure of student performance and, therefore, reduce the risk of making inaccurate and invalid decisions about student learning and teaching effectiveness."¹³ Training and professional development will guide teachers through this process and continuously seeks ways to ensure teachers are comfortable with the importance of using data to personalize instruction. At Coastal Connections Academy, teachers will be provided tools and clear guidance on how to analyze and use student performance data to provide targeted instruction, intervention, lesson modifications, remediation, and enrichment.

Parent involvement: Decades of research show that parent participation in education is very closely related to student achievement.¹⁴ In an article published in 2010, titled "Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis," in the *Journal of Prevention & Intervention in the Community*, authors David R. Topor, Susan P. Keane, Terri L. Shelton, and Susan D. Calkins noted that, "Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence."¹⁵

Carrie A. Semke and Susan M. Sheridan researched the effects of parental involvement on student academic achievement in their working paper published in 2011, *Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature*, and found, "Parental participation and cooperation in their child's educational affairs is related to several outcomes deemed important in educational arenas: increased student achievement and academic performance, stronger self-regulatory skills, fewer discipline problems, better study habits, more positive attitudes toward school, improved homework habits and work orientation, and higher educational aspirations (Aeby, Thyer, & Carpenter- Aeby, 1999; Galloway & Sheridan, 1994; Grolnick & Slowiaczek, 1994; Ma, 1999; Masten & Coatsworth, 1998; Trusty, 1999)."¹⁶

There are multiple ways for parents to be involved in education. In the virtual learning model, parents often act as the Learning Coach and are therefore directly involved in their child's

¹³ Mertler, Craig A. Introduction to Data-Driven Educational Decision Making (2014), http://www.ascd.org/publications/books/sf114082/chapters/Introduction_to_Data-Driven_Educational_Decision_Making.aspx

¹⁴ Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13, 1, 1-22.

¹⁵ Topor, David R., Keane, Susan P., Shelton, Terri L., & Calkins, Susan D. (2010). Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis, *Journal of Prevention & Intervention in the Community*, 38:3, 183-197 <http://dx.doi.org/10.1080/10852352.2010.486297>

¹⁶ Semke C. A., & Sheridan, S. M. (2011). *Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature* (R2Ed Working Paper No. 2011-1). Retrieved from the National Center for Research on Rural Education website: <http://r2ed.unl.edu>

education. A Stanford study points out one avenue of parent involvement and its impact. The study found that using parents as tutors brought significant and immediate changes in student's I.Q. scores. Another study showed that parental involvement increased students' motivation to learn including school engagement, goal achievement, and even motivation to read.¹⁷ At Coastal Connections Academy, parents will be closely involved in their child's education in partnership with their child's teacher.

B. Explain how the educational program aligns with the school's mission.

By supporting students with a Personalized Performance Learning process, Coastal Connections Academy supports these Guiding Principles and Purposes: (2)(a)2, (2)(b)1, (2)(b)2, (2)(b)3, (2)(b)4, and (2)(c)1.

The mission of Coastal Connections Academy will be to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. The educational program supports and aligns with this mission by providing a uniquely individualized learning program. As mentioned previously, the instruction at Coastal Connections Academy is guided by the Personalized Performance Learning process, which provides for individualized instruction tailored to the learning needs of each student. The Personalized Performance Learning process guides the student's course through the Florida Standards-based Connections curriculum.

C. Describe the process the school will use to ensure that students eligible to receive a computer, monitor, printer (if necessary) or internet access, pursuant to section 1002.45(3)(d), Florida Statutes, receive such equipment and internet services, and how the school will provide, track, and retrieve the necessary equipment (this information should be reflected in the budget section as well).

By providing technology and Internet, Coastal Connections Academy meets this Guiding Principle and Purpose: 2(c)3.

Coastal Connections Academy will contract with Connections, through the Statement of Agreement (the contract with Approved Virtual Provider, provided in Attachment A), to supply and lease technology to students at no cost to qualified students. Technology will be the exclusive property of Connections and will be returned upon termination of Coastal Connections Academy's agreement with Connections or when the student is no longer enrolled at Coastal Connections Academy.

Per F.S. 1002.45, each full-time student who qualifies for free or reduced-price school lunches under the National School Lunch Act, or who is on the direct certification list, and who does not have a computer or Internet access in his or her home, will be sent the equipment necessary

¹⁷ Gonzalez-DeHass, A. R., Willems, P. P., & Doan Holbein, M. F. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17, 2, 99- 123.

(leased) to participate in the virtual instruction program. Eligible households will have the option to receive a subsidy for internet costs.

It is important to the Board that technology and Internet barriers do not prevent families from participating in this school. Families that do not qualify for free or reduced-price school lunches under the National School Lunch Act or via direct certification will be provided information about alternative resources that are available to them, such as computer labs at libraries or low-cost Internet providers. Additionally, Coastal Connections Academy will address specific family situations and provide free technology on a case-by-case basis to families who do not meet the criteria found in F.S. 1002.45.

Supplying Technology

When a student enrolls, and if the student meets the criteria found in F.S. 1002.45, the appropriate equipment and technology will be ordered through the EMS. For eligible students, a leased computer with preloaded software, necessary to fully access and support the Connections curriculum, will be sent to the student's home, along with a Computer Setup Guide with instructions, contact information for technical support, and detailed information regarding the equipment.

A friendly technical representative is available to assist the student with setting up the equipment and provide any required logistical support. The computers will be equipped with Internet security features.

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

Refreshing Student Technology

Connections has extensive experience supplying and refreshing technology for thousands of students in the schools they support throughout the country. Connections will complete an annual student technology refresh campaign where student computers that have been with the same student/household for three or more years are eligible to be refreshed. Connections will process all returns from students as well. They work with families to coordinate the return including arranging for pick up from students' homes. There is no cost to the families for participating in the refresh process (all shipping and handling is paid for by Connections).

Repairing and Replacing Technology

Computer risk assumption is covered through the Statement of Agreement with Connections on a limited basis. Connections incorporates replacement needs as part of their comprehensive computer technology offering for students. Connections currently provides inventory warehouse management services for virtual public schools in 29 states.

They have sufficient stock to provide replacement equipment. Connections minimizes any learning downtime for students and will often ship a replacement unit before the repair unit is received.

Connections has developed several proprietary technology workflows to expedite and streamline the process. They have detailed quality assurance policies for new and returned equipment to ensure each student receives a clean image when his/her equipment arrives. Connections provides all protective packaging and form-fitting foam insulation for all computer shipments to minimize in-transit damage allowing for round trip protection for equipment. Connections will maintain sufficient safety stock for exchanges and repairs to minimize downtime for students.

D. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

The services Coastal Connections Academy will provide to all of its students support attainment of state-adopted standards. The curriculum proposed by Coastal Connections Academy has been approved by the Florida DOE. To ensure the curriculum consistently addresses standards, Connections continually assesses course effectiveness and uses the information gathered as the basis for improvement. Evaluation methods include analyzing student performance results on course assessments, exit exams, and state testing; feedback from students, teachers, and parents on courses; user response and p-values to analyze assessment validity; and standards alignment, graduation requirements, and state and district requirements. Courses have been tested against state standards for rigor, depth, and breadth, and are subject to continuous improvement based on state assessment outcomes, user feedback, and standards alignment.

Connections courses are developed with clarity and consistency in mind. Every unit begins with a list of unit objectives and every lesson begins with a list of lesson objectives.

Section 4: Curriculum and Instructional Design

By focusing on reading, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)3, (2)(b)1, (2)(b)2, and (2)(b)3.

A. Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level.

Reading will be a primary focus for Coastal Connections Academy. The school will implement research-based curriculum and strategies for students who are reading at, above, or below grade level. Students reading or writing below grade level will receive additional support through increased frequency of targeted LiveLesson sessions and Connections multi-tiered instructional support program. Teachers use formative assessment data to determine a student's greatest area of need. A variety of supplemental instructional support programs are available to support student learning in the areas of phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing. Teachers regularly monitor student performance in these programs and make adjustments as needed based on Connections guidelines for implementing multi-tiered instruction.

Focus on Literacy in the Elementary Curriculum and Program

Coastal Connections Academy plans to focus on literacy in the early grades using Connections' research-based curriculum. The Board and School Leader will focus on providing opportunities for enriching literacy events to complement the rich literacy curriculum being offered. Connections' elementary literacy program spans grades K-5 and carefully scaffolds with a combination of high-quality, engaging instruction and resources. Language arts courses explicitly support the five main components of literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Reading and writing instruction is prevalent throughout the language arts program and is supported by core content area courses. All English language arts courses are fully aligned to the Florida Standards. Literacy will also be encompassed in professional development opportunities for teachers.

Phonemic Awareness Instruction

Early literacy instruction in Connections' language arts courses engages students in frequent phonemic awareness instruction and activities. Phonemic awareness is the ability to notice, think about, and work with individual sounds in spoken words. Young students need to be actively engaged and stimulated. Teachers work with Learning Coaches as a team to support each student's education. Teachers also use real-time data from curricular tools to plan opportunities that may include reading to students, providing modeling and direct instruction, and helping students participate in interactive activities.

Phonics Instruction

Phonics instruction differs from phonemic awareness in its focus on the systematic and predictable relationship between sounds and their letters in written language – the alphabetic principal.

"Knowing these relationships will help students recognize familiar words accurately and automatically, and 'decode' new words. In short, knowledge of the alphabetic principle contributes greatly to students' ability to read words both in isolation and in connected text."¹⁸

Students learn how to operationalize the alphabetic principle when letters, sounds, and connected texts are used in conjunction, with clear relationships among them.¹⁹ As research has shown, programs of phonics instruction are most effective when they are systematic, explicit, and begin in kindergarten.²⁰ The Connections program begins phonics instruction in kindergarten with a carefully selected set of letter-sound relationships that are organized into a logical sequence. Through course material and teacher support, students are explicitly taught these relationships. Student learning is further supported by Learning Coaches who receive detailed and user-friendly directions to support explicit teaching and reinforcement.

¹⁸ Armbruster, B.B., Lehr, F., Osborn, J. (2006). *Put reading first: The research building blocks for teaching children to read* (3rd Ed.). Washington, DC: National Institute for Literacy.

¹⁹ Stahl, K. D. (2014). New insights about letter learning. *Reading Teacher*, 68(4), 261-265.

²⁰ National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

Guided by the curriculum, young students work with their teacher and their Learning Coach, to use aids such as letter tiles and engage in other hands-on activities to make connections between letters and their sounds.

Fluency Instruction

Fluency is defined as the ability to read with speed, accuracy, and expression. To read with speed and accuracy, a student must have automaticity in word recognition, and to read expressively, a student must comprehend the text at some level. “In a sense, reading fluency is the essential link between word recognition at one end of the spectrum and reading comprehension at the other.”²¹ Through his decades of fluency research, Rasinski has found that “struggling readers...are not automatic in their word recognition, so they must use their cognitive resources for the more basic bottom-up of word recognition, thereby depleting what they will have available for more important top-down task – making meaning” (2014). The Connections method implements two research-based instructional approaches related to fluency: repeated reading in which students read a selection aloud multiple times and teachers and Learning Coaches provide feedback, and independent silent reading in which students read independently at their own pace.

Vocabulary Instruction

The development of vocabulary, the words one must know to communicate effectively, begins in infancy and continues through adulthood. “Vocabulary lies at the heart of content learning, as it serves as proxy for students’ understanding of concepts...it is a part of a complex network of knowledge that draws of students’ understanding of the alphabetic, syntax, and semantics of language.”²² The demand on students’ vocabulary knowledge intensifies throughout the grades, and must be bolstered by contextual use of academic and domain-specific vocabulary in reading, word solving, and collaborative written and oral discussions.

As such, all Connections’ language arts courses incorporate explicit vocabulary instruction and practice.

Text Comprehension Instruction

Comprehension, the process of making meaning from text, begins with listening skills and eventually progresses to reading as students mature in literacy. Foundations for comprehension and higher-level thinking skills are built in kindergarten through the use of read-aloud and shared reading. Teachers work with Learning Coaches to use a series of explicit and implicit questions to encourage students to consider story elements as they engage in the reading routine. Students receive reinforcement of basic concepts of print, such as the understanding that stories and books have titles and authors, that print runs from left to right and top to bottom, and that illustrations and text both convey meaning. As students grow in their ability to understand what has been read to them, comprehension tools such as concept webs, KWL charts, and other graphic organizers are introduced. A KWL Chart, tracks what a student knows (K), what a student wants to know (W), and what a student has learned (L) about a topic.

²¹ Rasinski, T. (2014). Fluency matters. *International Electronic Journal of Elementary Education*. 7(1), 3-12.

²² Fisher, D., & Frey, N. (2014). Content area vocabulary learning. *Reading Teacher*, 67(8), 594-599.

These tools are introduced in various lessons and extended upon during instructional LiveLesson sessions with the teacher. Every unit of instruction in elementary language arts courses targets specific comprehension strategies and skills, such as identifying main idea, summarizing, and making predictions. Students read daily, practicing comprehension and fluency skills as they read.

Writing Instruction

Writing is an essential component of any strong literacy program. Reading and writing have a reciprocal relationship, meaning that instruction in one area supports the other. As Graham and Hebert stated in their 2010 study of the relationships between reading and writing, "...writing practices complement reading practices and should always be used in conjunction, with each type of practice supporting and strengthening the other."²³ The nature of the relationship between reading and writing shifts as students gain a stronger grasp of language and communication, but it is overwhelmingly present in the elementary years.

Students are introduced to the concept of writing in Kindergarten language arts, where they develop handwriting skills and gain mastery writing uppercase and lowercase letters. As students learn to write the high-frequency words they work with on a daily basis, they build familiarity with conventions such as writing from left to right. Gradually, with the support and feedback of their teacher, students are introduced to basic sentence structure, grammar, and punctuation. To increase conceptual understanding, students engage in thematic writing activities that complement the reading selections in the course. Writing instruction is differentiated by introducing students to developmentally appropriate writing strategies supported by targeted practice with their teachers and guided practice with the Learning Coach. The teacher works with the Learning Coach to continue the development of these strategies.

For example, when composing an invitation, a student might write, use a combination of writing and drawing, or draw and dictate the information he wishes to convey.

Although courses are delivered online, students engage in regular practice to improve their handwriting skills. Students concentrate on developing manuscript handwriting skills from Kindergarten to grade 3, at which point they are introduced to cursive handwriting. Students submit these assignments offline to their teacher for targeted feedback. Additional instruction is provided by the teacher as needed. Other graded assignments may be submitted in either handwritten or typed form.

Throughout the language arts program, students build a portfolio of writing assignments, each evaluated against a carefully structured rubric that is present in the course and the coaching guide. In the early years, students are guided through a drafting process to produce brief writing samples such as sentences and lists. In grade 3, students are formally introduced to the five stages of the writing process (prewriting, drafting, revising, editing, and publishing) and the traits of good writing (focus and idea development, organization, voice, effective word choice and sentence use, and use of standard grammar and conventions).

²³ Graham, S., & Hebert, M.A. (2010). *Writing to read: Evidence for how writing can improve reading*. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

At this point, students begin to produce longer writing samples in a variety of formats, including short stories, essays, and letters. These writing assignments, along with shorter, ungraded writing opportunities embedded in daily reading instruction, allow students to make new connections to the selections and genres they encounter. Teachers provide feedback to students on submitted assignments, using a rubric to guide their grading as they comment on students' writing, fill out the rubric, and/or leave comments next to the assignment in the online grade book.

Teachers provide feedback to students on submitted assignments, using a rubric to guide their grading as they comment on students' writing, fill out the rubric, and/or leave comments next to the assignment in the online grade book. Teachers maintain routine contact with students to ensure they understand and are able to produce each writing skill correctly. Teachers provide targeted and meaningful feedback that enables students to grow in the writing skills and produce a revised draft. Students' portfolios typically account for 30-35% of the total course grade.

Literacy Assessment

Formative and summative measures are used to assess gains in literacy in all grade levels. Formative assessment is completed through short ungraded assessments, Renaissance Star assessments, CBAs, and participation in LiveLesson sessions. In kindergarten and first grade, Learning Coaches work with students to complete Skills Checks, brief questionnaires to inform teachers about their student's mastery of literacy skills (for example, whether the student is able to read specific high-frequency words, or if the student recognizes long vowel sounds in words). In all grades, students complete ungraded assessments called Quick Checks. Quick Checks provide students with risk-free opportunities to demonstrate understanding of lesson or unit vocabulary and comprehension skills. During CBAs, teachers may ask students to orally read or retell a selection from the unit as a means to determine whether students need additional support in instruction and strategies, or if the student is progressing as expected. Summative assessment opportunities are provided at all grade levels through quizzes and tests, with the exception of kindergarten, which only contains quizzes.

Quizzes and tests assess student mastery of unit vocabulary, phonics, and comprehension skills. Depending on grade level, comprehension items may assess understanding of a text selection from the unit, or have students apply comprehension strategies to a new selection. Quizzes often require use of the audio recording tool for purposes of assessing fluency and comprehension, and may ask students to record themselves reading or retelling a selection. Teachers evaluate these audio recordings that then may be followed by a CBA to discuss with students the main ideas of the text that they recorded, thus monitoring comprehension skills.

Literacy in the Content Areas

While the elementary language arts courses guide students in learning to read and write, content area courses present bountiful opportunities for students to read and write in order to learn. Like language arts, all content area courses highlight both academic and domain-specific key words. Key words are reviewed and discussed during lessons, and interactive flash cards are built into every course to help students build their familiarity with these terms. This practice with academic and domain-specific vocabulary grows students' personal lexicons and improves their conceptual understanding in the content areas.

Math courses offer students the opportunity to grow their vocabularies, and use their reading and writing skills to understand and describe mathematical concepts. In kindergarten, early acquisition of numeracy skills is tightly connected to literacy. For example, the ability to recognize “four” as the symbol 4, the word four, and a set of four objects requires elements of both literacy and numeracy. The connection between literacy and numeracy maintains its presence throughout the elementary math program, and is particularly evident when solving word problems. It has been widely documented that deficits in literacy, particularly in vocabulary and comprehension, cause students to struggle with word problems in math. With this in mind, a focus of deep vocabulary development, problem solving, reasoning, and communication is integrated into each math course. Online textbooks, digital animations, and interactive tools feature stories and problem-solving strategies to help students apply comprehension skills to mathematics. Teachers continue these efforts by providing additional learning opportunities for students who are struggling, on-track, or advanced.

In addition to the hands-on inquiry activities in the science program, instruction in grades 1 to 5 is supported by a science textbook and a reading and writing skills workbook. The workbook exposes students to literature and informational texts related to science; texts are paired with reading and writing activities, such as identifying main ideas and details and creating KWL charts, to help students better understand the topics they read about. Students also build writing skills by maintaining a science journal in which they answer comprehension and skill questions, record experiments, communicate findings, and keep a glossary of scientific terms.

Social Studies provides perhaps the richest literacy experience for students outside of language arts. Daily, students engage in reading and interpreting authentic and historic texts to help them understand communities past and present, and the world around them.

Students build reading and listening skills as they explore print literacies such as biographies, poetry, and historic documents, and visual literacies such as maps, photographs, and illustrations. Review questions accompany most textbook reading assignments, and support essential comprehension skills such as identifying main ideas, making predictions, and analyzing text. As students progress through the social studies program, they cultivate the ability to compare, sequence events, and interpret sources. Each unit of coursework in grades 1 to 5 features a portfolio project in which students demonstrate understanding of key social studies concepts and cultures as students synthesize their understanding and exhibit creativity through writing. Through targeted and meaningful feedback from the teacher, students are able to apply feedback and enhance their writing. Each unit also features recommended books to enrich the content and provide context for unit concepts. These optional reading assignments are embedded into lessons.

The impact of the full alignment of Connections language arts courses to the Florida Standards for English language arts is evident in the content area courses at each grade level. This rich cross-subject literacy practice in kindergarten through grade 5 lays the foundation for the development of literacy skills in history/social studies, science, and technical subjects in middle and high school.

Digital Literacy

All students in K-8 are enrolled in educational technology and online learning courses, which introduce them to the practices and resources necessary for becoming a responsible digital citizen.

Educational technology and online learning courses allow students to explore and use features of digital tools to support reading, writing, and mathematics skills. From kindergarten to grade 2, students receive additional practice with letters, phonemes, and high-frequency words as they learn to write, type, and compose meaningful sentences in a draw and paint program. In grade 1, students begin to explore elements of reading and writing, such as descriptive words, main ideas, and text features, while gaining familiarity with basic Microsoft® Word and PowerPoint techniques. Literacy instruction is interwoven in meaningful practice with both programs through grade 8 in fun and engaging ways. For example, students in grade 4 demonstrate their ability to type, format, spell-check, and illustrate text when they use Word to complete graphic organizers and compose their own original folktales. In grades 6–8, students produce a final project for the course in which they call upon all of the digital literacy skills they have learned to research a topic, investigate design and software elements, and produce a multimedia project. Teachers evaluate and extend use of the resources introduced in educational technology and online learning classes in LiveLesson sessions and collaborative discussions on the class Message Board.

B. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.

Coastal Connections Academy will adopt the Florida Standards.²⁴

C. Describe proposed curriculum areas to be included other than the core academic areas.

By using approved courses, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(b)1, (2)(b)2, (2)(b)3, and (2)(b)4.

Coastal Connections Academy will use Connections' curriculum, which is aligned with Florida Standards. Connections courses have been reviewed and approved by the Florida DOE.²⁵

Elementary and Middle School Curriculum (Grades K-8)

Students in grades K-5 will be enrolled as elementary school students and students in grades 6-8 will be enrolled as middle school students. The program of instruction for students in grades K-8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. Florida-certified teachers will create and deliver a personalized elementary school and middle school curriculum that will be tailored to best meet the needs of their students.

We provide an overall description of the curriculum provided by Connections. However, the exact courses offered at the school will vary each year (with the anticipation of expanding offerings) and depend on the number of students enrolled, the grade levels of enrolled students, the number of staff hired meeting educational, operational, and financial requirements and the priorities of the school.

²⁴ <http://www.fldoe.org/academics/standards/florida-standards/>

²⁵ <http://app4.fldoe.org/coursecatalog/>

Although students in a full-time virtual school have flexibility in their daily schedules, elementary and middle school students will take seven to nine courses per year with a minimum of six courses. The following lessons will be scheduled on a weekly basis for students in elementary grade levels, K-8. In addition to lessons, students will have the opportunity to participate in clubs, activities, and extracurricular experiences on a weekly basis.

Kindergarten-Grade 5:

- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3 to 4 lessons per week
- Science, 3-4 lessons per week
- Fine Arts, 1 to 2 lessons per week
- Education Technology, 1 lesson per week
- Physical Education & Health, 1 lesson per week, with daily physical activity
- Optional – electives such as Music, Sign Language, Spanish, or Chinese

Grades 6-8:

- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3 to 5 lessons per week
- Science, 4 to 5 lessons per week
- Fine Arts, 1 to 2 lessons per week
- Education Technology, 1 lesson per week
- Physical Education & Health, 1 lesson per week, with activities for daily physical activity
- Optional – electives such as Music, Sign Language, Spanish, or Chinese

In Figure 5, we include the titles of courses offered for students in grades K-8 in the 2020-21 school year.

This course list may expand prior to the 2021-22 school year, when Coastal Connections Academy will open. Curriculum descriptions are provided at the following URL:

<https://mydigimag.rrd.com/publication/?i=665855>.

Figure 5. Elementary and Middle School Course List

Elementary and Middle School (K-8) Course List	
Language Arts	Math
Language Arts (A-B) K, 1, 2, 3*, 4*, 5*, 6 Language Arts (A-B) (I, II, III) 6, 7, 8 Language Arts Advanced (A-B) (I, II, III) 6, 7, 8	Mathematics (A-B) K, 1, 2, 3*^, 4*^, 5*^, 6^, 7^ Pre-Algebra (A-B) 8^
Science	Social Studies
Science (A-B) K, 1, 2, 3*, 4*, 5* Comprehensive Science (1, 2, 3) (A-B) 6, 7, 8 Advanced Comprehensive Science (1, 2, 3) (A-B) 6, 7, 8	Social Studies (A-B) K, 1, 2, 3, 4 (with Florida State History), 5 World Cultures (A-B) 6; Civics (A-B) 7; Geography: Europe and the Americas (A-B) 7; U.S. History (A-B) 8; U.S. History Advanced (A-B) 8; U.S. History & Career Planning (A-B) 8; U.S. History & Career Planning Advanced (A-B) 8

Elementary and Middle School (K-8) Course List	
Technology	Health and Physical Education
Introduction to Computers K, 1, 2, 3, 4, 5	Physical Education K, 1, 2, 3, 4, 5 Fitness 6; Comprehensive Health & PE 7, 8
Elective Courses	
Music K, 1, 2; Music - Intermediate (I, II, III) Art K, 1, 2; Art - Intermediate (I, II, III) Exploring Music (I & II) 6, 7, 8 Career Research & Decision-Making 6, 7, 8 Beginning Spanish 6, 7, 8 Intermediate Spanish 6, 7, 8	Spanish - Elementary (I & II) 3, 4, 5 Two-Dimensional Studio Art I (A-B) 6; Two-Dimensional Studio Art II (A-B) 7; Art in World Cultures 8 Journalism I (A-B) 6, 7, 8

* Available in Gifted & Talented course version

^ Available in Essential course version

The exact course list may change prior to the 2021-22 school year, when Coastal Connections Academy will open. Connections informed the Coastal Connections Academy Board that future courses can be added to the course catalog based on the Board's requests and student demand. The School Leader will work with Connections every year to select the courses to be offered at the school based on requirements and student need.

Coastal Connections Academy will use a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. LiveLesson sessions, which provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in virtual classroom.

In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they missed them or want to refresh themselves on the topics covered.

Language courses integrate proven-effective online materials with a unique audio recording tool that allows teachers to hear and grade actual student speech. In addition to World Language courses, eligible middle school students may take high school courses in math, English language arts, social studies, science, and appropriate electives and will earn high school credit pending successful completion of the course.

Coastal Connections Academy will focus on developing and nurturing a culture of math acceptance and empowerment. With a focus on student engagement, activities and practices will work to create an awareness of and appreciation for math in the students' everyday lives; make math more approachable for students, parents, and teachers; build pride and confidence in math effort and achievements; and make math connections with college and career planning.

Music, a popular elective, is offered for different grade and experience levels and is aligned to the National Core Arts Standards as well as to Florida Standards. With audio, visual, and interactive technologies, this course provides a unique and advanced learning experience. Students will use critical listening skills to analyze music while participating in interactive experiences. This elective will expand the student's knowledge of the foundations of music.

Coastal Connections Academy will also offer a selection of gifted classes in math, science, and language arts. With individualized lessons, special courses for gifted learners, and specialized teachers, an environment is created where talents are nurtured, and potential is realized. The gifted and talented experts will also create programs for "twice-exceptional" students; those who are gifted but also have special education needs.

Coastal Connections Academy can provide online state assessment preparation to students in grades 3-8, through a Skills for Success course. This course uses Study Island® a state-specific assessment preparation and standards-based learning program. Each topic supports the Florida Standards and contains multiple assessment questions and practice. Students can choose either traditional tests or interactive games in order to go through the material. Teachers then have access to real-time progress reports that analyze deficiencies and help target assignments. In addition, teachers can assign Study Island topics to students in grades 9-12 who need extra practice or reinforcement with specific learning objectives.

High School Curriculum (Grades 9-12)

Coastal Connections Academy will provide a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college or an immediate career choice. Each student's personalized path will be monitored along the way by the student, parents, teachers, and their school counselor.

Coastal Connections Academy will provide a comprehensive program with four levels of academic coursework aligned to Florida Standards: Foundations, Standard, Honors, and Advanced Placement® (AP). While all levels are designed to meet standards and provide students a rigorous curriculum, the three levels enable differentiation based on student needs and college and career goals.

Students will work with an academic placement advisor or their school counselor to determine appropriate course level placement.

The Foundations level courses review content in order to provide support and instruction in the prerequisite skill areas a student working at the Foundation level may need. Foundations courses may be structured differently (i.e., longer units might be organized into smaller chunks of content) and will have scaffolded supports for students. Some of adjustments include the following:

- Adjusted on-screen text (Lexile level, organization of key concepts, visual cues);
- Differentiated graphic organizers;
- Increased practice on key concepts;
- Unit companions or study guides to support students as they navigate through the course content;
- Increased support with vocabulary; and
- Differentiated assessments (wording on questions as well as adjusted portfolios).

The proposed high school curriculum includes a wide variety of electives and intensive world language instruction from Spanish to Japanese.

Courses will continue to be added as they become available.

The high school model will include both teacher- and student-directed instruction, with feedback and support through asynchronous and synchronous e-learning tools. The high school curriculum integrates digital versions of textbooks from major publishers with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students have offline assignments, projects, lab experiences, and practice work.

High school courses incorporate graded asynchronous online discussions that are required for all students creating opportunities for collaboration and interaction among students, increases problem solving skills, and provides opportunities for a “real-world” audience. The high school model also includes a host of services and procedures to address credits, transcripts, and counseling. It is important for students to start early on planning for graduation and post-secondary education or the world of work. Without early planning, students run the risk of missing crucial courses that might thwart their plans or aspirations.

An Honors/AP program will also be available for high school students. Students in grades 11 and 12 will also have access to Post Secondary Enrollment Options (PSEO). By enrolling in these demanding courses, students demonstrate their commitment to a college-prep-level education, which may give them a competitive advantage during the college application process. The program has a history of success, as demonstrated by a national survey of families with students enrolled in honors or AP classes at schools supported by Connections. In the survey conducted in January 2019 by Shapiro + Raj (an independent market research company), 95% of parents agree their children are satisfied with the program, and 95% agree the curriculum is high quality.

In Figure 6, we include the titles of courses offered for students in grades 9-12 in the 2020-21 school year.

This course list may expand prior to the 2021-22 school year when Coastal Connections Academy will open. Connections informed the Board that future courses can be added to the course catalog based on the school’s requests and student demand. Complete course descriptions are provided at the following URL: <https://mydigimag.rrd.com/publication/?i=665855>.

Figure 6. High School Course List

High School (9-12) Course List		
Language Arts		
English 9* [^] (A-B)	English 10* [^] (A-B)	English 11* [^] (A-B) English 12* [^] (A-B)
Mathematics		
Algebra 1* [^] (A-B) Pre-Calculus* (A-B)	Algebra 2* [^] (A-B) Probability & Statistics with Applications (A-B)	Geometry* [^] (A-B)
Science		
Biology* [^] (A-B)	Earth Space Science* (A-B)	Physical Science (A-B) Chemistry* (A-B)

Social Studies		
U.S. Government* Economics with Financial Literacy*^	World Cultural Geography (A-B)	U.S. History* (A-B) World History* (A-B)
Electives		
<u>Humanities & Other</u> Sociology Social Media 1 Art in World Cultures Music Theory 1 Creative Writing Journalism 4 (A-B) Speech 1 Marine Science 1* (A-B) Personal Financial Literacy Psychology 1	<u>Advanced Placement® (AP)</u> AP Art History AP Biology (A-B) AP Calculus AB (A-B) AP English Language & Composition (A-B) AP Human Geography (A-B) AP Macroeconomics AP Psychology AP U.S. Government & Politics AP U.S. History (A-B)	<u>Health and Physical Education</u> Health Opportunities through Physical Education (A-B) Physical Fitness Team Sports 1 <u>World Languages</u> French 1, 2, 3* (A-B) German 1, 2, 3* (A-B) Japanese 1, 2 (A-B) American Sign Language 1, 2 (A-B) Spanish 1, 2 (A-B)

* Available in Honors course version

^ Available in Foundations course version

Courses listed as A-B can be taken individually as a semester course or together as a year-long course.

D. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.

By implementing these methods to support at risk students, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(b)1, (2)(b)2, and (2)(b)3.

Personalized Learning

Each student deserves an instructional program that maximizes his or her potential. This is the purpose of the **Personalized Performance Learning** process—an academic road map for each student that provides differentiated instruction in a unique, tailored way. Personalizing a student's program will be an ongoing process. Students, Learning Coaches, and teachers will meet throughout the year to review progress, modify the student's program, and adjust goals as needed. Examples of differentiation include small group sessions, one-on-one instruction, practice items, additional activities using manipulatives, virtual labs and/or graphic organizers, and supplemental instructional resources.

- **Placement and Course Selection.** Starting at the time of placement and course assignment, information given during the enrollment process will be used to select courses based on a student's individual learning needs.
- **Regular Communication.** At the start of school, Learning Coaches and teachers will establish a regular communication schedule, at least once every two weeks with students.

Teachers review progress daily and will communicate with students and Learning Coaches frequently. Students will be encouraged to contact their teachers as often as they wish or find necessary.

- **Review of Student Background and Interests.** Teachers, Learning Coaches, and students will discuss student strengths, interests, learning styles, and previous school performance during Welcome Calls held at the beginning of the school year.
- **Performance Testing.** Students in grades K–12 will take the Renaissance Star tests for both English Language Arts/Reading and Math. Star Reading transforms assessment data into action steps for educators, giving teachers helpful insights and tools to strengthen classroom instruction. Star Math tracks progress over time—throughout the school year and from grade to grade—as students respond to instruction and intervention. These tests identify areas of strength and need in the student's learning profile and measures student growth during the school year to help formulate learning goals and monitor student progress.
- **Set Goals.** Goal setting will be based on all of the information gathered in the initial process and some initial student work samples. Teachers and Learning Coaches will work together to set goals for the student and work toward accomplishing these goals throughout the school year.
- **Schedule Modifications and Electives.** Once the school year gets started, teachers will help personalize the learning schedule. They will inquire about the student's daily routines and make adjustments to the student's virtual learning schedule. Students in grades K–8 may also add one or more elective courses to their schedule. Students in grades 9–12 will have a six-week add/drop period that can be used to adjust their schedule, as needed.
- **Differentiated Leveled Courses.** Teachers or Academic Placement Advisors may recommend placement into an essential, foundations, honors, gifted and talented, or AP courses. These courses provide students with scaffolded and/or enriched course content to meet their academic needs.

Multi-tiered System of Support including Response to Intervention

Coastal Connections Academy will utilize a multi-tiered system of support including the Response to Intervention (RTI) Framework, which ensures individual students receive the academic and behavioral supports they need.

Students who need support beyond the core curriculum with differentiation (Tier I) receive targeted intervention via the supplemental instructional programs in Tier II and Tier III. Students' responses to interventions are monitored, and adjustments to the type and intensity of support are made as needed.

This RTI process is facilitated by data from the EMS to help identify students' instructional needs that may require intervention. Coastal Connections Academy will have a Student Support Team (SST) and an on-going process of identifying student intervention needs.

The process of identifying student intervention needs, assigning interventions, tracking their success, and communicating with parents, is ongoing. All efforts are made to meet each student's needs within the general education program.

Approach to Implementing Tiered Instruction and Intervention

Tier I

Tier I is the first level of a multi-tiered approach to a system of instructional and behavioral supports. Tier I includes Connections' research-based core reading and math curriculum aligned with the Florida Standards as well as state mandates on attendance and other behavioral engagement requirements. In addition to core coursework and behavioral expectations, the core curriculum includes teachers' use of differentiated instruction that meets the needs of all students throughout the school year. All students have access to the core curriculum; work through their lessons; engage with interactive content such as videos, virtual labs, and manipulatives; engage with teachers and school staff; and demonstrate their understanding through formative assessments such as quizzes, curriculum-based assessments (CBAs), portfolios, quick checks, unit tests to assess skills and standards, and through daily behavioral practices of lesson completion and attendance. Teachers use a variety of resources and strategies, for instruction and behavior, to enhance and extend learning through differentiated and personalized instruction. These instructional tools also allow teachers to fill in skill gaps and extend learning while providing additional evaluative data on student achievement.

Differentiation involves thoughtful planning for the following: instructional design used to deliver content to students; lesson content used to support and extend concepts and skills; instructional practice used to provide targeted instruction and actively engage students; assessment used to evaluate student learning; insightful best-practice for engaging in an online classroom, and instructional and behavioral activities to meet the needs of individual and small groups of students.

When Tier I differentiation strategies fail to produce adequate progress, Tier II intervention is considered.

Tier II

Areas where students struggle at the Tier I level and require Tier II support may include phonological awareness, phonics, reading fluency, reading comprehension, math fluency, math computation and reasoning, writing, and behavior. Tier II generally begins after a general education teacher has attempted a variety of instructional and behavioral supports and differentiation strategies over a four-week time frame and has documentation showing that the student is not yet responding successfully with strong performance in the identified area of weakness.

Tier II instructional and behavioral support can use many of the same instructional strategies and/or research-based programs that were used for differentiation as part of Tier I; however, it is the increase in the frequency and intensity of their use that defines the intervention as Tier II. Tier II intervention is explicit, systematic, and targeted to the greatest area of student learning needs.

Frequent and formal logged progress monitoring noting student performance in the EMS is a critical part of the implementation of this tier. Teachers may elect to assign students a supplemental instructional support program as part of Tier II intervention. These programs provide students with additional instruction and practice in the foundational skills needed to be successful with grade level work and expectations for engagement. Supplemental programs provide teachers with reports for progress monitoring that can be uploaded to the EMS to ensure all student performance data is in one place. Connections recommends that Tier II instructional support be provided two to three times a week for 20–30 minutes per session. Teachers use the student’s log to document student performance and response to the instructional intervention every two weeks.

Tier III

Tier III includes the most intensive and frequent level of instructional and behavioral support and is the next step in the multi-tiered approach for students who have not been successful in the core curriculum that includes differentiation activities and Tier II supplemental interventions. Tier III interventions are facilitated and monitored by the general education teacher who increases the occurrence of synchronous direct instruction through the use of LiveLesson sessions as well as implements other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.

Connections recommends that students participating in the Tier III level of intervention receive targeted instruction for four to five days a week in order to focus more intensively on skill deficits and areas of concern. Through Tier III interventions, students may be assigned a personalized course of study that allows for increased learning time in their areas of academic or behavioral need. Teachers use the student’s log to document student performance and response to the intervention every week.

Supporting Student Engagement during Interventions

Learning Coaches, typically a parent, have varying levels of skill and previous involvement in their child’s education. The job of Coastal Connections Academy is to provide support to Learning Coaches to ensure they are an effective educational partner. During the enrollment process, Learning Coaches will be provided informational handbooks for Coastal Connections Academy that clearly outline the role of the parent, as well as the expectation of the Learning Coach.

Moreover, Learning Coaches will be given access to a Learning Coach Orientation course and other resources that explain how the program works, demonstrate how to use EMS, and recommend best practices for supporting their students’ learning. Further, all Learning Coaches will have access to Learning Coach Central, a website designed specifically for Learning Coaches. Learning Coach Central provides Learning Coaches with access to resources designed to help them navigate EMS and support them in working with and motivating their students.

Students in grades K-5 will be assigned to a homeroom teacher, and students in grades 6-12 will be assigned an advisory teacher as soon as they are enrolled. (The homeroom teacher is a regular core teacher and the advisory teacher is a counselor or secondary teacher.)

This teacher will work closely with the students and the Learning Coaches to acclimate them to the online learning experience.

Experience has shown that appropriate placement is critical for student success in an online environment so that academic gaps can be addressed immediately. The first step will be the placement process, where students who need additional support are provided with the curriculum materials and teaching resources appropriate to their achievement level as a starting point for learning, with the goal of attaining at least one year's academic progress within the school year.

Teachers will ensure that all students receive the necessary level of support throughout the learning process. Beginning with identified essential skills and standards based on the Florida Standards, teachers easily see what students should know and be able to do by the end of a specific grade in each of the core area subjects.

Throughout the school year, synchronous webinars are offered several times a month to support Learning Coaches throughout the onboarding process as well as in working with their student. Sample webinar topics have included:

- Helping Your Student Become College and Career Ready
- Supporting Students with Learning Differences
- Embracing Struggle Through a Growth Mindset
- Nurturing Student Motivation and Engagement
- Socialization in Virtual School
- Supporting Your Student with Math
- Practices of Effective Learning Coaches
- Academic Honesty in Virtual Education

Coastal Connections Academy will provide Learning Coaches the support and tools to ensure they are successful partners in their child's education and learning. If a Learning Coach or a student is not meeting expectations after the customary support is provided (e.g., attendance is not being recorded, the student is not doing his/her work, or is not being successful), then the teachers of the student will intervene and schedule a conference with the parent and Learning Coach (in instances where the Learning Coach is different from the parent). To set clear attendance parameters, Connections and the School Leader will consult with the Santa Rosa County District Schools on clear attendance policies before school begins, which will be communicated to all stakeholders.

Our goal is for all students to be successful in an online learning environment and will work with the families to find the option that best meets their unique family needs.

Section 5: Student Performance

Establishing goals ensures Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)2, (2)(b)1, (2)(b)4, (2)(c)1, and (2)(c)2.

A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.

Incoming Baseline of Student Academic Achievement

Coastal Connections Academy will use student performance on pre-tests from the Renaissance 360 benchmark assessment for ELA and math for all students to calculate the baseline of incoming student academic achievement. Student performance is expected to be at the 50% percentile for math and 60% percentile for ELA.

The expected baseline of student achievement was derived using median percentiles of students at other Connections-supported schools using these assessments and adjusting for expected performance among new students.

School's Goals for Academic Growth

State Test Scores: All official published state test proficiency rates for the school will be 85% of the state average. The calculation is a ratio of the school's result to the state average for each tested subject-grade level so results can be roughly compared across states. A value of 100% indicates the school is equivalent to the state average.

Note: A weighted average is computed based on the number of tests taken by students at the school and officially counted. If no official pass rate and number of students' tests counted is available for a subject-grade level test, one will be computed using data loaded into the EMS.

Test Score Growth: The school will show a year-over-year increase in the state test score ratio calculated in the previous goal. Note: This goal will start in the second year of the school.

Promotion and Graduation: Based on the weighted average across the three calculations below, 85% of students enrolled at Coastal Connections Academy at the end of the year are promoted to the next grade level or graduate on time. The criteria for promotion will be as follows:

- o K-8th - percent promoted;
- o 9th-11th - percent receiving enough credits for promotion to next grade level; and
- o 12th - percent graduated on time.

Grades K-8 & High School Successful Course Completion: 80% of completed courses in Mathematics, English Language Arts, Science, and Social Studies will result in a passing grade or credit.

Revisions to Academic Goals and Objectives if Necessary

Coastal Connections Academy will develop and implement strategies to make improvement in student learning and academic achievement, and we will use many different data points to provide direction for our school. For instance, we will collect data regarding parent satisfaction, state testing, formative testing, attendance, and retention, among others, to detail the growth and accountability of Coastal Connections Academy. The Board and the School Leader will work to define and research the school goals with the support of Connections.

Evaluating Success and Desired Overall Results

Coastal Connections Academy will develop and revise as necessary specific and measurement tools for successful learning outcomes, based upon the academic progress of its students and the school's performance on several non-academic measures. School Administration will use the EMS to watch each of these variables very closely to monitor the school's overall success. The School Leader, in collaboration with the staff and with the school leadership team, as well as Connections administrative support team, will develop a list of measurable annual school goals that are designed to ensure continuous school improvement. The Board will approve these school goals and the performance of the administration and staff members will be evaluated in part by using the school goals. Coastal Connections Academy will be accountable for academic success of students. Coastal Connections Academy will develop and implement best practices to support the flexibility and innovative atmosphere inherent in virtual charter schools and demonstrate performance comparable to Santa Rosa County District Schools with similar populations to stimulate continued improvement in all of its public schools.

B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

Mission-specific school goals will reflect Coastal Connections Academy's commitment to promoting enhanced academic success by meeting high standards of student achievement and accountability to ensure improved learning outcomes for all students while meeting the demand of families for a virtual education option.

Post-Secondary Plans: 70% of graduates (or better) indicate that they plan to enroll in a two- or four-year college and are accepted.

Parent Satisfaction: The school will have an average of 85% (or better) positive responses on the 21 Parent Satisfaction Survey questions that are most directly affected by schools.

C. Describe the school's student grade level and course placement procedures.

Placement and Progression

During enrollment, a student will be placed in his/her courses so that the student is ready to start school, in accordance with Florida state law. Each student will receive personalized course placement that begins in the enrollment process with the parent/caretaker providing the student's academic history.

The parent/caretaker will be asked questions that assist with understanding the student's academic strengths and weaknesses, including the requested grade level and courses of interest. Coastal Connections Academy may request and review previous school records, state testing results, and skills assessments, in addition to speaking with parents/caretakers to determine a student's readiness for a particular curriculum.

For students in grades K-8, Florida state course progression requirements will be used to determine which specific courses are needed and to determine eligibility of grade level promotion. For high school applicants, previously earned credits, as documented on the student's academic documentation (traditionally a transcript) will be reviewed to determine grade level and course placement that aligns with state graduation requirements. Also at this time, it would be determined if a student in any grade needs an individualized course schedule that could include receiving advanced courses, remedial support, or supplemental instruction to provide additional review. Thoroughly collecting and reviewing student data ensures that each student receives a personalized course schedule from the onset of their enrollment. Since the Approval of Amendment to Rule 6A-6.0334 passed in January 2017, enrollment for all students must work the same regardless of population (Gifted Students, English Language Learners, Advanced Students, Student with IEPs, etc.)

During the enrollment process, enrolling 9-12th grade students are given the opportunity to request courses. In order to make informed selections, they are provided several helpful resources, such as descriptions of the course levels we offer, a Coastal Connections Academy-specific course offering list, and a Coastal Connections Academy standard course progression. They then have the option to select a course level for English, math, and science. They can also select the specific math, science, and social studies course they would like to take as well as three electives.

D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment B.

By using a progression plan, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)2, (2)(a)3, (2)(b)1, (2)(b)2, (2)(b)3, (2)(b)4, and (2)(c)1.

As previously stated, Coastal Connections Academy will use the Santa Rosa County District School's Progression Plan. Within the EMS, there is a Progression Plan tool that will assist teachers and administrators to implement the Progression Plan that defines and tracks requirements that must be accomplished to meet a goal. Teachers and counselors use progression plans for students to ensure they are on target for graduation and meeting their college and career goals.

Policy and Standards for Promoting Students

Coastal Connections Academy will operate on a semester model and will award credit based on state and local laws. Near the end of the school year, teachers will make a recommendation to the School Leader regarding promotion or retention for each of their students in grades K-8. These recommendations will be based on completion of language arts and math courses; performance across all courses; lesson completion across all courses; attendance; and proficiency levels on assessments (state testing).

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

Teachers, grade level school administrators, and school leaders review and discuss the recommendation and work together to make a final decision about promotion/retention for each student. State regulations will be followed. For students in grades 9-12, promotion will be based on awarded credit. Figure 7 lists the credits required for students entering Grade 9 to be promoted to the next grade.

Figure 7. Credits Required for Promotion in High School

Classification	Grade	Minimum # of Credits	Other Requirements
Sophomore	10	5	One full school year
Junior	11	11	Two full school years
Senior	12	17	Three full school years, including 8 credits in English, Mathematics, Science, and Social Studies

At the time of a student's enrollment, school counselors will establish estimated grade levels based on preliminary information about previously earned credits. Student grade levels will be automatically updated twice each year – once in the fall and once at the end of the school year – based on the student's earned and verified credits recorded in the EMS. Students will not be promoted to the next grade level mid-year, after first semester credits are earned.

Students will be awarded credit only for courses in which they have earned a grade of D (60%) or higher, while enrolled in Coastal Connections Academy. Courses required for graduation must be re-taken by the student if a grade of D (60%) or higher is not earned. Re-taking such courses may delay the student's graduation. If transferring to Coastal Connections Academy, students will be granted credit for courses in which they earned credit as reflected on their transcript from their previous school(s). Credits will be granted based on official transcripts received from an accredited high school. Coastal Connections Academy will review the accreditation status of the previous school(s) to determine transfer credits eligibility.

E. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.4282, F.S., and any proposed additional requirements.

As this is a virtual school, all courses will be taught online and therefore students will meet the state online course requirement for graduation. Coastal Connections Academy will offer a standard diploma (24 credits) and may also offer the ACCEL option (18 credits) in future years.

If a student enrolls and has one of the alternative options for graduation credits identified in his/her IEP, a team will be convened to determine how Coastal Connections Academy will be able to meet the individual needs of that student.

The Progression Plan helps families and school staff keep track of high school students' progress toward meeting graduation requirements. The School Leader, Counselor, and other staff will review each senior's records to ensure that these students have completed all graduation requirements prior to marking a student as "graduated" by initiating the "withdrawal for graduation" process in the EMS.

To be eligible for graduation from Coastal Connections Academy and earn a standard diploma, students must have earned the state required 24 credits²⁶ as indicated:

- 4 credits in English Language Arts (1 in each of ELA I, II, III, and IV)
- 4 credits in Mathematics (1 in Algebra I and 1 in Geometry)
- 3 credits in Science (2 of the credits have a laboratory component, 1 credit in Biology I, and two additional equally rigorous science courses))
- 3 credits in Social Studies (1 credit in U.S. History, 1 credit in World History, and 0.5 credits in Economics with financial literacy, and 0.5 credits in U.S. Government)
- 1 credit in Fine and Performing Arts, Speech and Debate, or Practical Arts
- 1 credit in Physical Education including the integration of health
- 8 credits in Electives

Students must pass the Grade 10 ELA Assessment (or obtain the ACT/SAT concordant score) and Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade or obtain a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.).

F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Coastal Connections Academy will notify students and parents, in writing, of the requirements for a high school diploma, available designations, and the eligibility requirements for state scholarship programs and postsecondary admissions. Coastal Connections Academy will provide this information in the student handbook, on the website, and in the newsletters.

G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment C. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

By using these assessments, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)2, (2)(a)3, (2)(b)1, (2)(b)4, and 2(c)1.

²⁶ http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.4282.html

The primary interim assessments will be the Renaissance Star 360® assessments (Star). It is expected that the school will use these assessments; however, specific assessments may change as the school progresses through the term of its charter.

Coastal Connections Academy will adhere to the same accountability measures, administer the same state assessments, and follow the same proficiency measures as all virtual public charter schools in Florida, in addition to using its own internal assessment tools. Coastal Connections Academy's various assessments will combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability. Coastal Connections Academy will use assessments that are aligned with the curriculum, performance goals, and state standards.

The Connections Assessment Design team defines assessment "tools" as any resource that supports the content or design of an assessment. Such tools may include assessment resources that accompany the text used in a course (i.e., benchmark and other progress-monitoring assessments, unit tests, and topic test banks) and any assessments delivered via software. All assessment tools go through a multi-step evaluation prior to approval for course use. Tools are first evaluated by the Assessment Design team to determine their quality and appropriateness in regard to the following criteria: alignment with course content and standards; age appropriateness; reading ability; cognitive rigor (questions are measured against Bloom's Taxonomy and Webb's Depth of Knowledge); best practices for item creation (e.g., clarity, relevance, and plausibility of item and distractors); accessibility; and compatibility with the EMS assessment engine (ease of implementation).

Coastal Connections Academy's assessment efforts will begin with a thorough placement process and progress review, including online placements tests where indicated. Coastal Connections Academy will also utilize ongoing online and offline assessments to measure student progress on the curriculum and a technology-based assessment tool to review student progress over the school year.

Coastal Connections Academy will use the following tools to evaluate the progress of students.

- **Placement Tests:** During enrollment in the program, each new student will take part in a placement process that includes review of previous school records and assessment results, review with parents, and use of placement tests as needed to help evaluate the appropriate set of courses for the student. Connections' Academic Placement Advisors and the school's counselors will then determine a grade-level and/or course placement in consultation with parents/guardians.
- **Interim Assessments:** Coastal Connections Academy will utilize a variety of interim assessments from Renaissance Star selected for their appropriateness for each grade level. These assessments align with state standards as well as the curriculum and will be given to students in the fall, winter, and spring. Star Assessments are computer-adaptive tests, meaning each student's testing experience is unique. When a student answers a question correctly, Star automatically selects a more difficult item to be the next question. When a student answers a question incorrectly, the opposite occurs, and the next item is less difficult than the current one.

The system understands how skills relate to one another—and that a student correctly answering advanced items doesn't need to be tested separately on the basic component skills. By adapting to students and eliminating unnecessary questions, Star can accurately measure student performance and growth with fewer items and less time. Complete results are immediately available for educators via interactive, easy-to-read reports.²⁷

- **Ongoing Formative Assessments:** Students engage in formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding that require students to apply and integrate new skills in a thoughtful manner, and regular online quizzes and tests to measure understanding of newly presented material.
- **Unit Assessments and Offline and Online Portfolio Assignments:** Throughout each logical unit of study, students will be required to complete a series of offline and online assessments. Offline assessments may include written compositions, science lab reports, short-answer questions, essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quick checks, quizzes, online practices, and unit tests. While the quick checks and quizzes may be brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Many online assessments provide students and families with immediate objective feedback while offline assessments provide valuable reflection, feedback, and expertise from credentialed teachers. Student progress reports and grades include a combination of online and offline assessments.
- **Curriculum-Based Assessments:** Coastal Connections Academy will use curriculum-based assessments (CBAs) as a quick and effective way to gather additional information on students' understanding of concepts through telephone conversation. CBAs pinpoint strengths and weaknesses in student mastery of concepts and verify student learning.
- **Baseline Achievement Data:** Whenever possible, standardized test results will be integrated into an incoming student's basic information in the EMS. Likewise, results for the Florida Standards Assessments that students take while enrolled at Coastal Connections Academy, which are proctored face-to-face at a physical location, are included in the EMS along with internal pre-, mid-, and post-test data. This data will be used to track student progress from year to year and within the year and to inform course placement and instructional needs.
- **State-mandated assessments:** Coastal Connections Academy will be dedicated to meeting and exceeding all of Florida's goals and grade level requirements. Coastal Connections Academy students will participate in the Florida Standards Assessments and all other assessments depending upon grade level, or course enrollment, as required by law. Coastal Connections Academy will set up in-person, proctored locations throughout the state based on the geographic locations of the student population. While the teaching/learning center area may be enlisted as a testing site, most testing will occur at other locations. Testing sites may include locations such as hotel conference rooms, public library meeting rooms, local schools if available, private tutoring and learning centers, and local colleges. Test sites will be easy for families to find, safe, secure, and ideally will provide free parking.

²⁷ <https://www.renaissance.com/products/star-assessments/explore/>

Geographic population maps will be created to identify areas where testing sites are needed based on student population. Sites will be reviewed annually to adjust for an increase in student population. Students will be assigned to a testing center. If a family has transportation issues and is not able to make it to a testing site, Coastal Connections Academy will work with the family to make accommodations and may help with travel (via public transport).

Connections will provide testing support. Connections currently provides services to approximately 42 virtual statewide public schools, some of which have successfully administered state tests for over 10 years. Connections' State Testing Services includes Connections maintaining and distributing a National State Testing Best Practices Manual to help facilitate the testing process. In addition, Connections will support Coastal Connections Academy with the creation of a State Test Plan each school year. The test plan will address the tests, testing schedule, testing sites, student registration, test security, site security, and Special Education accommodations. The State Test Plan will also include a strategy to create an awareness and communication campaign for Coastal Connections Academy families, track student registration, participation, and make-up testing, all to help ensure that the 95% testing requirement is met. Higher tiers of support are available and can include additional support up to and including Connections' responsibility of operational state test planning and project management.

All staff members that serve as test proctors will be trained on the specific state rules and requirements for testing. Training will be conducted synchronously by the school's Testing Coordinator with staff members at least two to three weeks before testing commences. Each staff member will acknowledge in the EMS that they have been trained and understand the importance of maintaining test security.

Tests and related materials will be kept secure at the school site or an approved designated location. Paper and pencil tests, when transported to students throughout the state, will be moved in locked cases (such as a locked suitcase or other device). The Connections State Testing Team will support Coastal Connections Academy with online testing requirements and opportunities.

Staff members will be trained on test security throughout the testing process. Results of these annual assessments will be reported to the Governing Board, Santa Rosa County, and the FDOE as well as communicated directly to parents when required by state law.

School Assessment Policies

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices follows a traditional model. Teachers have primary responsibility for administering assessments and providing feedback to administrators. The School Leader oversees the assessment program and works with the school leadership team as well as education specialists in evaluating and making recommendations for changes. Furthermore, Connections oversees the assessment component and makes recommendations to the School Leader and the Board. The Board has ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and approved school policy.

Authenticity of Student Work

Coastal Connections Academy will use CheckMyWork, an online plagiarism-prevention tool to help teachers and students identify and correct inappropriate re-use of content. Following established guidelines, students will be required to run their essays and other authentic assessment documents through CheckMyWork before submitting these assignments to the teacher and attach the CheckMyWork report URL to their submissions. This gives students an opportunity to correct any unintentional plagiarism and allows teachers to see at a glance where academic integrity issues may exist.

H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

By using student assessment and performance data to inform instruction in ways unique to virtual learning, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)2, (2)(b)1, (2)(b)2, (2)(b)3, (2)(b)4, (2)(c)1, (2)(c)2, and (2)(c)5.

Using Assessment and Performance Data to Evaluate and Inform Instruction

Whenever possible, state standardized test results will be integrated into an incoming student's basic information in the EMS. Likewise, results for state standardized tests that students will take while enrolled at Coastal Connections Academy are included in the EMS, along with internal pre-, mid-, and post-test data. This data is used to track student progress from year to year and within the year, and to inform the course placement and instructional needs of students.

Formative assessments provide educators with critical information about student progress and can be used to adjust the teacher's approach and the pace of instruction throughout the year. Formative assessments are often used as tools for uncovering opportunities for instructional intervention because they give teachers information about where additional practice and support may be needed. Research has shown that timely and specific feedback from formative assessments can enable teachers to make a significant impact on student learning.

In *Formative Assessment in Seven Good Moves* posted to the Association for Supervision and Curriculum Development (ASCD) website, Brent Duckor stated, "The research is clear: What teachers do in their classrooms matters. But which practices really make a difference?"²⁸ John Hattie (2012) conducted an extensive meta-analysis, looking at 800 studies that focused on locating a specific student achievement outcome and identifying an influence on that outcome. Formative assessment topped his list of the most influential practices that improve student outcomes."²⁹

Teachers will review assessment data as a regular part of their daily routine. Teachers will review unit tests and align CBA questions accordingly.

²⁸ Dukor, Brent. "Formative Assessment in Seven Good Moves". Educational Leadership, Mar 2014. Available (paywall) at: <<http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/Formative-Assessment-in-Seven-Good-Moves.aspx>>

²⁹ Ibid.

Teachers will review student progress on the benchmark assessments and student membership in various subgroups. During this review, teachers will note which students, in which subject areas, need additional assistance to achieve mastery. In addition, teachers will identify what a student must know to move forward in a course in order to be successful in the next course in the sequence. The instructional methodology depends on teachers monitoring data sets that indicate if a student is or is not learning. These data sets guide teachers towards identifying a student's specific skill set that needs remediation. The tools within the EMS, such as the Student Performance Reporting for students in grades K–8, are helpful in showing alignment between assessments and the curriculum. With support from the administrative team, teachers will use that data to determine the difference between a whole group reiteration and a small group remediation. The school will also use this data to help determine additional instructional sessions. Students may be asked to participate in required tutoring sessions and/or supplemental programs to help build their foundation skills. Students who are excelling have the opportunity to participate in small group LiveLesson sessions as well as join the National Honor Society.

Additionally, teachers will spend several days of professional development, throughout the school year, learning how to look at and understand the data results. Teachers will use this data to drive instruction and identify at-risk students. Staff will meet regularly to evaluate students' progress and make changes as needed in the instructional program.

Managing and Interpreting Data

Teachers will access the Student Performance Reports that provide real-time student performance data on assessments. The reports identify the student score and the performance against each item. For some courses, objective level performance data is also provided. Teachers can use this data to determine which students need more help with a particular concept. They may then participate in individual or small group tutoring virtually with these students targeting specific skills.

At both the section and individual student levels, the Student Performance Reports can be generated displaying the essential skills and standards for a course and exactly where in the curriculum each are assessed.

The Student Performance Reports will provide real-time student performance on each of the essential skills and standards based upon individual assessment items that measure standards-based objectives that students should master by the end of that grade level. Data can be used to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method enhances the multi-tiered instruction model; identifies essential skills and standards by subject/grade level; identifies where these essential skills and standards are assessed; adheres to the RTI model; provides access to and analysis of real-time data to determine mastery/proficiency; incorporates data-driven decisions throughout instruction; identifies the need for tiered interventions for non-mastered/proficient skills and standards; and identifies students' response to the implemented interventions.

Coordinating Professional Development to Improve Student Achievement

The School Leader will coordinate professional development for teachers and staff to improve student achievement and to support the School Improvement Plan. With student performance as the ultimate measure of success, the school will engage in ongoing review and revisions of policies, processes, and systems, with improvements based on evidence analyzed and lessons learned. This is facilitated by a school year cycle of events focused on improving learner outcomes, including weekly school-based data reviews and SMART goal–focused teacher Professional Learning Community (PLC) meetings focused on student achievement. Monthly School Data Training sessions and PLCs will be used to process data, review student outcomes, and share and discuss best practices. Periodic after-action reviews will focus on outcomes and lessons learned from major improvement initiatives, such as beginning of the school year onboarding of new families. At regular meetings, school leadership will be provided opportunities to reflect on Quarterly Metrics, School Focus Goals, and School Improvement Plans – reviewing results, efforts related to those results, and ways to improve those continuous improvement processes and tools themselves. Assessment data is the main focus of this work; however, numerous other data types from multiple data sources will also be used.

I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

By providing professional development to teachers on how to use student assessment and performance data to inform instruction in ways unique to virtual learning, Coastal Connections Academy will meet this Guiding Principle and Purpose: (2)(c)5.

We describe our robust professional development plan in response to Section 13. Through the Statement of Agreement with the Governing Board, Connections will provide training for school leadership and teachers in analyzing, interpreting, and using performance data to improve student learning. Samples of available trainings are listed in Attachment Y.

J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.

Achievement Expectations and Goals

As a public school, Coastal Connections Academy will measure and report the academic achievement of all students annually, as well as ongoing progress and performance of cohorts and the school as a whole.

Periodic Progress Reports and External Evaluations: The school will account for its progress against its student performance measures to all stakeholders, including parents/guardians, Santa Rosa County District Schools, the Florida DOE, and greater community partners periodically.

In addition, the Board may contract with an outside evaluator (such as a college or university) to assess the school’s overall performance against its mission on a longer-term basis.

Annual Goal Report: At least once annually, the school will account for its progress against student performance measures to the Board for presentation at a public Board meeting.

Corrective Actions

Each year, the Partner School Leadership Team (PSLT) coordinates with the School Leader and Governing Board to create a School Improvement Plan (SIP) to address any issues or challenges that the school has identified. The SIP is comprised of Action Plans used to identify the priority concerns, create a hypothesis on why the challenge is occurring, and set goals to meet those challenges. The school will set measurable objectives, delineate the task, assign responsible parties for completing the action step, set a time frame for meeting the goal/measuring progress, provide resources that will be needed to successfully complete the actions, and provide a metric for evaluating success. This goal setting, monitoring, and measuring process will put the focus on continuing school improvement.

K. Describe how student assessment and performance information will be shared with students and with parents.

By using the innovative grade book in the EMS, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)3, (2)(b)4, and (2)(c)1.

The powerful grade book, embedded in the EMS, will enable students and parents to track progress on a daily basis, and to see up-to-the-minute information on grades, assessments, and overall lesson completion. Learning Coaches, teachers, and students will have access to a grade book that tracks all results and serves as the basis of changes in the student's learning plan. Teachers provide detailed feedback beyond the simple right/wrong grading of many traditional assessment vehicles. Coastal Connections Academy will also use a variety of advanced data visualization tools that provide students, parents, teachers, school administrators, institutional education partners, regulators, and researchers with views of how students are performing.

L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.

Coastal Connections Academy recognizes the need to protect the confidentiality of personally identifiable information in the education records of children. Coastal Connections Academy will ensure the privacy rights of eligible children in the collection, maintenance, release, and destruction of records. Coastal Connections Academy will follow the provisions of the Regulations of the State Board of Education on Pupil Records, the Family Educational Rights and Privacy Act of 1974 (FERPA), the Confidentiality Section of IDEA, and the Confidentiality Section of Florida Special Education Regulations and Standards and other student data privacy laws.

Coastal Connections Academy will use the EMS to collect, manage, and maintain student records. The enrollment process will be fully integrated with and supported through the EMS. Coastal Connections Academy will contract with Connections to use the enrollment service center for student placement support, as well as enrollment processing, set up, and support under the oversight of the School Leader and in compliance with local, state, and federal law.

Once the enrollment process is completed and students are placed into courses, the students will appear to the teacher online, and the teacher can begin tracking, verifying, and reporting attendance.

Coastal Connections Academy will house and maintain the currently enrolled student cumulative files. The school will fully comply with the requirements of FERPA, a Federal law that gives parents/legal guardians and students certain rights regarding the student's education records.

Included is the right to the protection of a student's education records and "personally identifiable information" from unauthorized disclosure.

In the EMS, access to student information and data will be controlled by a central team of administrators, trained in FERPA, using a complex system of roles, permissions, and locations. Only users in a particular location, who have permissions at that location, will be permitted to access student data that is permissioned using roles and locations. Data points and reports will be assigned to roles, including vendors who use student data for accounting and billing purposes. Access to the reports and all student data will be controlled by these roles. Only users in a location with the correct roles will meet the requirements to access the data.

All data accessed via the EMS will be accessed through forced SSL for privacy and security purposes. Private data transmitted between systems for data reporting purposes will always be transmitted with secure FTP or over a private VPN that provides encryption.

In addition to the FERPA requirements, IDEA provides additional privacy protections for students who receive special education and related services. Part B of IDEA incorporates and cross-references FERPA. The school is aware of the cooperation between FERPA and IDEA and will comply with the requirements of both. The school will also comply with the Protection of Pupil Rights Amendment and the Children's Online Privacy Protection Act of 1998 ("COPPA").

While FERPA is vast in its discussion of the review, amendment, and privacy rights related to education records, it does not speak to the retention and disposition of such records and does not include a records retention plan.

Coastal Connections Academy will develop a records management program that complies with District policy and will train school level Records Custodians to address the creation, maintenance, storage, and final disposition of records in accordance with Florida laws and regulations and District policy.

Section 6: Exceptional Students

By providing services to students with disabilities in a virtual learning environment, Coastal Connections Academy meets these Guiding Principles and Purposes: (2)(a)1, (2)(a)2, (2)(a)3, (2)(b)1, (2)(b)2, (2)(b)3, (2)(b)4, (2)(c)1, and (2)(c)2.

A. Provide the school's projected population of students with disabilities and describe how the projection was made.

Coastal Connections Academy anticipates the projected population of students with disabilities to be 12.5%, similar to that of the state. Schools supported by Connections have substantial experience serving students with disabilities.

The demographics of students attending virtual schools supported by Connections closely track those of the states in which the students live: nationally, approximately 39.7% are members of minority groups, 44.3% qualify for free or reduced-price meals; and 25% have special education needs according to Connections' April 2020 Monthly School Report, which provides data from schools supported by Connections.

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

Any eligible public school student in Florida may attend under the guidelines set out in Coastal Connections Academy's controlled open enrollment policy. The school will not discriminate in its admissions policies or practices on the basis of geography, intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, test scores, disabilities, etc. Coastal Connections Academy will collaborate with Santa Rosa County District Schools to develop procedures for enrolling exceptional students.

As a public school, Coastal Connections Academy will comply with the Florida Department of Education Special Education Policies as well as the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C.A. §§ 1400 et seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504) and the Americans with Disabilities Act.

C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).

Coastal Connections Academy will provide a free appropriate public education (FAPE) to students with disabilities, including, but not limited to, identifying, evaluating, and planning educational programs, and implementing placements in accordance with IDEA.

The school's Special Education Leader and holding the proper certifications, will review the student's documentation (IEP and Evaluation Report), if available during the enrollment process, and recommend course placement.

After enrollment, Coastal Connections Academy will convene an IEP team meeting, as well as the student's parent(s) or guardian(s), to adopt or amend the student's IEP to reflect the virtual environment. Coastal Connections Academy will provide services comparable to those of the previous district until the new IEP is developed.

Special education staff will work closely with general education teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum in the Least Restrictive Environment (LRE) according to their IEPs. Provision of IEP-specified accommodations and modifications will be documented in each student's account in the EMS. Special education and related services will be delivered virtually with exceptions made to best address each student's individual needs. Decisions about the location of services will be made by the IEP team.

To the maximum extent appropriate, students with disabilities will be educated with their typical peers; alternative placements or removal of children with disabilities from the general educational environment will only occur if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. Decisions will be made in conformity with the LRE provisions described in federal regulations and guidance. In selecting the LRE, the IEP team will give consideration to any potential harmful effect on the child or on the quality of services that he or she needs.

Exceptional students will not be removed from education in age appropriate regular virtual classrooms solely because of needed modifications in the general education curriculum. By participating in nonacademic and extracurricular clubs and activities, students with disabilities will engage with nondisabled children to the maximum extent appropriate to meet the needs of that student. Extracurricular clubs and activities will also serve as incentives and venues to develop social skills for students with learning differences.

Coastal Connections Academy will provide students equal access to the education program. Students with disabilities will receive access through the delivery of resources and accommodations tailored to each student's individual abilities and needs, including assistive technologies and individualized support. Consultative support will be provided to general education teachers to provide modifications and accommodations to the general education curriculum. The EMS provides teachers with immediate access to students' accommodations. On the teacher homepage and in the grade book, a yellow triangle appears next to each student requiring accommodations and modifications. When teachers hover over this yellow triangle, a pop-up window appears listing all accommodations and modifications. This triangle is available for students, with IEPs students with Section 504 plans, Gifted Learners, and English Learners.

Special education instruction is provided in small group, inclusion, and one-on-one LiveLesson sessions. The individualized focus of an online school, along with the small group or one-on-one learning environment, often has a positive impact on students' ability to participate in the general education environment. At least annually, and at each IEP team meeting, IEP teams will consider supplementary aids and services, accommodations, and Extended School Year (ESY) while ensuring the student is educated with nondisabled peers, to the maximum extent possible, and making expected gains on IEP goals.

Assistive Technology (AT) may also be provided according to students' needs and evaluation data. Support may include collaboration with OBL's support staff, provision of speech-to-text, and text-to-speech. Connections has experience supporting virtual schools by facilitating the provision of text-to-speech and speech-to-text software, screen readers, magnification software, etc., for students with disabilities. In addition, supports for hearing impaired students include closed captioning or American Sign Language during LiveLesson sessions.

D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.

Child Find is the process of locating, evaluating, and identifying children (birth – 21 years or above per state statute) with disabilities who may be in need of special education and related services.

Coastal Connections Academy will follow federal and state laws to identify children who may need these services. If a parent shares a concern or makes any Child Find requests during the enrollment process, those concerns will be addressed immediately upon enrollment. If, after enrollment, Coastal Connections Academy is made aware of a child who is struggling to make progress in the general education curriculum, Coastal Connections Academy general education staff will contact the parents of the child to discuss the next steps in the evaluation and identification process. This process is provided at no cost to the family.

To identify students entering or already enrolled without prior special education identification, the School Leader and general and special education staff will conduct Child Find exercises including regular review of teacher observations, assessment results, and data to identify any possible special education needs among students. Parents will also provide input and may initiate a Child Find request.

The certified Special Education Leader will serve as the Child Find Coordinator and provide Child Find information to school staff, parents, and state and local organizations and agencies. These efforts will include compliance with the special education referral process, providing professional development to staff and support to Coastal Connections Academy's Student Support Team (SST), maintain a deep understanding of and participation in the Multi-tiered System of Supports (MTSS), including universal screening procedures, creating and maintaining written policies and procedures related to Child Find, monitoring Indicator 11 compliance, and involvement in public awareness activities related to Child Find.

Students may be referred for special education evaluation by their parents, teachers, or the SST. The SST, consisting of general education teachers, intervention specialists, and school administrators will regularly review data from universal screeners to identify struggling students. Identified students will be referred to the SST. The SST will consult with the parents and address struggling students' needs through the MTSS process. With parental consent, the teacher will implement and document tiered interventions to address the student's greatest area(s) of need as well as and the response to interventions. The student's responses to MTSS efforts are used as one, very important data metric in the determination of special education eligibility. Interventions will never be used to delay or deny a parent-requested special education evaluation.

E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities.

To support students with IEPs, Coastal Connections Academy will:

- Conduct IEP team meetings, including the parents, for all new students to adopt or amend the incoming IEP to reflect how services will be provided in the virtual environment. Prior Written Notice detailing the decisions of the IEP team will be provided to parents along with their Parental Rights and Procedural Safeguard documentation.
- Hold annual reviews of the IEP, including reviewing progress within the existing IEP, reevaluating whether the student is benefitting from the program and creating new IEP goals. Accommodations include but are not limited to assistive technology and accessibility tools.

Program adjustments will be made based on the most recent evaluations and student progress on IEP goals.

- Provide IEP-required services including speech-language therapy and audiology services, interpreting services, psychological services, physical and occupational therapy, social work services, and transportation according to the needs of each student. Services are typically successfully provided virtually but may also be provided in-person as determined by the IEP team. Connections will contract with quality providers across the state and proximate to students' homes for face-to-face related services. Conduct triennial evaluations, or more frequently as appropriate, or, if no new data is needed, conduct a review of the records. Evaluations will be conducted by experienced and qualified examiners in person at a location proximate to each student at a mutually agreeable time.
- Ensure student participation in state-mandated assessments.
- Monitor progress for every student, including frequent and thorough review of student performance, attendance, and participation data as reported to the student, parent, and teacher through their respective home pages.
- Report IEP goal progress regularly to parents at least as frequently as general education progress reporting.
- Carefully log in the EMS all conversations, contacts (by phone, email message, LiveLesson session, or other means) and consultation with the student and/or parent as well as general education teachers.
- Track and report the provision of direct/related services, with close scrutiny by the special education staff of any missed appointments or incomplete services.
- Conduct, as required by law, annual reviews and triennial evaluations.

Compliance and academic progress data of students with IEPs at Coastal Connections Academy will be communicated monthly to school leadership. Metrics related to attendance, participation, and performance of students with IEPs will be closely monitored by the Special Education Leader. Student issues will be escalated to the School Leader and processes will be followed to intervene with students with IEPs who are disengaged or not performing. If necessary, IEP team meetings will be held to make adjustments to these students' IEPs to better address their needs.

Training is provided throughout the year for special education teachers. Connections will provide extensive training for the entire school leadership team regarding the identification of students suspected of having a disability and types of services available for all students with disabilities including how to implement the Child Find practices in the virtual environment.

Section 504 Eligible Students

Section 504 of the Rehabilitation Act of 1973 is a statute designed to prohibit discrimination and to assure that students with disabilities have educational opportunities and benefits equal to those of non-disabled students. An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Section 504 plans are typically written for students who are not receiving services under IDEA but who require accommodations and modification to their instructional program. Section 504 plans may also be written for students who need modified instructional materials or assistive technology due to their disability. Preexisting 504 plans will remain in place for new students, will be potentially revised for the virtual environment, and will be updated periodically. Coastal Connections Academy personnel will be alert for and will identify 504-eligible students and will complete a Section 504 plan for each identified eligible student.

The Coastal Connections Academy Section 504 coordinator will work closely with the general education teachers to ensure that every student receives accommodations and modifications services according to his/her Section 504 Plan to access and progress in the general education curriculum in the LRE. Section 504 plans will be reviewed regularly to ensure accuracy and that student needs are met. If a student with a Section 504 plan does not make progress in the general education curriculum, the school will conduct an evaluation to consider eligibility for special education services.

F. Describe how the school will work with the sponsor and through the IEP process to determine whether students with disabilities can be provided FAPE by the school.

Please refer to our response to 6.C regarding FAPE.

G. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).

Student progress on annual goals and objectives will be monitored regularly using a variety of tools. The data will be summarized and provided to the parents as frequently as those provided to general education students unless the IEP Team agrees upon more frequent updates. Data collection tools may include rubric scores, curriculum-based assessments, tests, validated supplementary programs, portfolios or fluency probes. Data may also be accumulated during small group or one-on-one instruction. Teachers will collect and analyze the data points weekly to ensure the student is on track to meet goals by the annual IEP due date. If the student is not making expected progress on the annual goals or objectives, instructional adjustments will be made accordingly in an effort to increase progress, such as increased repetition opportunities or the re-teaching of critical skills. Any adjustment to goals will be documented on IEP amendments. Related service goals will also be regularly monitored, and a summary will be included in the quarterly report provided to parents.

Standardized Testing for Students with Disabilities

The EMS provides a repository for students' required state testing accommodations. A list of students requiring accommodations, with their specific accommodation details, will be provided to trained proctors located at each testing location. All accommodations accessed will be logged in each student's log. Coastal Connections Academy will ensure the testing site can meet the accommodations and that enough staff is scheduled at each site to provide the accommodations.

Any test administrator who proctors state assessments to students with IEPs or Section 504 plans will be trained on how to administer the test and provide accommodations.

Additionally, Coastal Connections Academy will implement students' IEP or Section 504 accommodations at the testing site. Also, parents of students with IEPs or Section 504 plans will be provided additional information and consultation prior to any standardized testing, as needed, to ensure students are comfortable with the testing situation and proctor.

Graduation for Students with Disabilities

Students with IEPs will have the right to stay enrolled through the school year in which they turn 21, or graduate with a high school diploma, whichever comes first, unless state statute permits students to stay enrolled longer. Coastal Connections Academy's goal will be for students with IEPs to graduate with a high school diploma. Coastal Connections Academy will implement strategic initiatives with the goal of dropout prevention. These research-based practices, such as those cited by the National Dropout Prevention Center for Students with Disabilities, will include mentoring, attendance monitoring, supporting parents, and providing strong family and student engagement activities to help students with disabilities feel connected to their school. All efforts to support students' graduation plans will be documented as part of their transition plans on their IEPs. Consideration of each student's postsecondary transition goals will begin when the student turns 14 years old so goals may be developed, and services may begin by the time the student reaches 16 years old. Postsecondary transition goals will be revisited annually to adjust goals and services if necessary. All students will be provided with a final IEP and a Summary of Performance upon graduation.

H. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

Figure 8 provides a staffing plan for Coastal Connections Academy's special education program.

Figure 8. Staffing Plan for Special Education

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated # of Students with Disabilities	218	343	437	531	625
Special Education Teachers	6	10	13	15	18

Special Education Administration

Coastal Connections Academy will contract with Connections, through the Statement of Agreement, to oversee all aspects of educational service delivery for students with special education needs. Connections will ensure that the school operates in compliance with all state and federal regulations. Data will be collected, stored, and updated in a manner that meets all compliance expectations.

Connections will ensure that the school is providing appropriate programs in the least restrictive environment for all students with special needs. This will include assisting the school with managing the IEP process, maintaining student data, communicating with parents, locating and contracting with service providers and evaluators, and ensuring that the school operates in compliance with special education law and procedures at all times. The school will manage the implementation of students' IEPs.

Exceptional Student Education (ESE) Teachers

ESE teachers will teach students and manage instructional programs for students with learning differences. They will consult regularly with Learning Coaches and students to ensure that students successfully complete their instructional program. Special education teachers will participate in all steps of the IEP process. The school's special education team will work closely with all teachers as well as district/state professionals to ensure that the school's special education program is successful and operating in compliance with federal, state, and sponsor district regulations. The Special Education teachers will utilize technology to deliver online instruction and teach students. Special Education teachers at Coastal Connections Academy will meet the following criteria:

- Degree in Special Education or related Education Field;
- Valid Special Education credential in Florida;
- Strong technology skills;
- Excellent communication skills, oral and written; and
- Ability to work well in fast paced environment.

I. Describe how the school's overall effectiveness in serving exceptional education students will be evaluated.

Coastal Connections Academy school leadership and Connections will closely monitor performance of exceptional students using multiple data points. Coastal Connections Academy students with IEPs or Section 504 plans in tested grade levels will participate in all state assessments as outlined in their IEPs or Section 504 plans. Additionally, all Coastal Connections Academy students, including those with IEPs, will be administered benchmark assessments three times annually. Regular and systematic progress monitoring will occur and a review of IEP goals will be conducted by special education teachers/case managers, Connections and Coastal Connections Academy school leadership to determine if students' programming is appropriately ambitious and is designed to demonstrate progress. When necessary, adjustments to individual students' programming will be made to improve students' outcomes.

J. Describe how the school will serve gifted and talented students.

By serving gifted students in the virtual learning environment, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)1, (2)(b)1, (2)(b)3, (2)(c)2, (2)(c)3, and (2)(c)5.

Gifted and high achieving students will thrive at Coastal Connections Academy. Through the placement process, these learners will be provided the most appropriate curriculum, pacing, and teaching approaches from day one. Furthermore, teachers will work closely with Learning Coaches to ensure a steady flow of enrichment activities for students working above grade level. Students will further benefit from the advantages of virtual gifted education as they will be able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students sometimes face in more traditional school settings.

Coastal Connections Academy will implement the robust gifted program for students in grades K-8 and the Honors and Advanced Placement® (AP) program for high school students.

The gifted program will provide gifted students the opportunities and challenges they need to be successful while learning at their own pace. Students are identified as gifted through formal evaluation in the areas of intellectual ability, subject matter aptitude/ achievement, creativity/divergent thinking, and problem solving/critical thinking. The gifted program will incorporate the same educational standards as the standard offering but will also include enrichment activities that will expand upon lesson topics and promote higher-level thinking and understanding. Gifted learners will be grouped together and given opportunities for group interaction through LiveLesson sessions.

The high school program will further offer a rigorous college preparatory curriculum that will provide opportunities for students to enroll in Honors and AP courses. Honors courses will offer advanced students opportunities to participate in extension projects, investigations, and activities that require integrated skills application and order thinking. Placement in these courses will be carefully considered and included alongside continuing gifted supports.

Course selection will be made in close consultation with students and their parents. Through these supports, gifted students across the K-12 spectrum at Coastal Connections Academy will be supported academically and emotionally, and they will be provided the resources and supports needed for the realization of their exceptional potentials.

Section 7: English Language Learners

By serving English Language Learners (ELLs) in the virtual learning environment, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(b)1, (2)(b)2, (2)(b)3, (2)(c)2, (2)(c)3, and (2)(c)5.

A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.

Coastal Connections Academy will meet the needs of English Language Learners (ELLs) as required by state and federal law. Coastal Connections Academy will employ ELL teachers with the required English for Speakers of Other Language (ESOL) endorsement.

Coastal Connections Academy will follow Santa Rosa County District Schools' ESOL Programmatic Procedures. Coastal Connections Academy will utilize the third edition of Pearson's New Cornerstone³⁰ and New Keystone³¹ as the basis for its ELL instructional curriculum. Once identified as an ELL, a student will receive support based on English proficiency via LiveLesson sessions by a certified ELL teacher. Instruction will be aligned to standards based on scientific research for English acquisition in reading, writing, listening, and speaking.

Coastal Connections Academy will designate an ELL Lead Teacher, who will work with content teachers, Learning Coaches, and students to ensure material is adapted and accessible for all ELLs.

³⁰ <https://www.pearson.com/english/catalogue/primary/cornerstone.html>

³¹ <https://www.pearson.com/english/catalogue/secondary/keystone.html>

The ELL Lead Teacher will maintain student files, consult with Learning Coaches, provide direct instruction to ELLs via LiveLesson sessions and telephone calls, conduct progress monitoring throughout the school year, create and implement targeted interventions based on the data from progress monitoring, monitor exited ELLs for academic progress using state-specific criteria, and comply with state and federal law pertaining to ELLs. Coastal Connections Academy staff will have access to Connections' ELL experts who will support the school and its efforts to identify and educate English Learners.

Identifying English Learners

Coastal Connections Academy will follow state procedures and will use required criteria and procedures to identify ELLs. Incoming families will complete the state-required Home Language Survey (HLS) that includes questions such as those below and will be retained in the student's record.

- Is a language other than English used in the home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?

If the HLS indicates a response to any questions that a language other than English is used the student will be considered as a potential English learner until the state-required English proficiency assessment is completed. Every student who answered "yes" to one of the HLS questions will also have cumulative records reviewed to determine any prior ELL instruction and services. If an enrolled student has transferred from another Florida district or a state that uses WIDA ACCESS 2.0, he or she may have already participated in the yearly language proficiency assessment. If administered within the last calendar year, the ELL Lead Teacher will use those test results to determine the student's English language proficiency. If none of the student's records indicate former language testing, a trained test administrator will conduct the screener assessment and the results determine whether the student will or will not be identified as an English Language Learner.

Coastal Connections Academy will notify parents/guardians of the initial screening results and program placement decisions within 30 days of the beginning of the school year or within two weeks if the student enrolls during the school year. If there is a delay in assessing the student, this will be documented in the student's file to include the reason for the delay, evidence that the student is accorded the programming required for ELLs pending the delay, and a specific timetable for completing the assessment. This documentation will be mailed to the parents in the language they understand. A copy will be retained in the student's files.

Coastal Connections Academy will consistently convene an ELL Committee that will consider of at least two of the following criteria in addition to the language assessment scores to develop a plan for each ELL, often called the Individualized Language Plan (ILP):

- a. Extent and nature of prior educational or academic experience, social experience, and/or a student interview;
- b. Recommendations and observations by current and previous instructional and supportive services staff;

- c. Level of mastery of basic competencies or skills in English and native language according to local, state or national criterion-referenced standards;
- d. Grades from the current or previous years; or
- e. Other assessment results.

Any determinations by the ELL Committee will be contained in a written evaluation with a narrative description of the basis for the decision and will be placed in the ILP. The ILP will be implemented to address the student's English language needs and will be maintained in the student's file.

Each ELL will be further assessed in academic areas so as to aid the student's teachers in developing an appropriate instructional program. Coastal Connections Academy will take previous experiences into account in planning and providing appropriate instruction to such students. Students with an ELL classification will be placed in the appropriate English Language Arts course and core subject area courses based on their assigned grade level.

Any teacher, administrator, parent, or parent's designee may request the convening of the ELL Committee to review the student's progress in attaining necessary subject area competencies or in overcoming persistent deficiencies in overall student performance. The ELL Committee will make recommendations for appropriate accommodations in the student's programming to address problems identified and will document such accommodations in the student's ILP. Coastal Connections Academy will also inform parents of the rights to opt out of ELL services. Although parents may choose for their student not to participate in the language programs, Coastal Connections Academy will still be required to ensure that the students' language and academic needs are being met. Coastal Connections Academy will have the School Leader or another representative of the school explain to the parent, in a language parents understand:

1. The range of language programs and services that the child could receive, the methodology Coastal Connections Academy plans to employ to address the student's educational needs and the qualifications of teachers and any others who would be employed in teaching the student;
2. The benefits likely to be gained by being enrolled in an ELL program and receiving services;
3. Coastal Connections Academy will not require students to be assigned to programs specifically designated for ELLs, or schools containing such programs, in order to receive ELL services. and
4. All students who qualify for but opt out of ELL services must still participate in the annual ELL assessment until they meet the state-required exit criteria.

Ensuring English Language Learners Have Equitable Access

Once identified as an ELL, a student will receive support based on English proficiency via LiveLesson sessions by a certified ELL teacher. Instruction will be aligned to standards grounded on scientific research for English acquisition in reading, writing, listening, and speaking.

Coastal Connections Academy will designate an ELL Lead Teacher, who will work with content teachers, Learning Coaches, and students to ensure material is adapted and accessible for all ELL students.

The ELL Lead Teacher will maintain student files, consult with Learning Coaches, provide direct instruction to ELL students via LiveLesson sessions and telephone calls, conduct progress monitoring throughout the school year, create and implement targeted interventions based on the data from progress monitoring, monitor exited ELL students for academic progress using state-specific criteria, and comply with state and federal law pertaining to ELL students.

Coastal Connections Academy staff will have access to Connections' ELL experts who will support the school and its efforts to identify and educate ELL students.

Communicating with English Learners' Families

Coastal Connections Academy will provide parent notifications both in English and in the parent's preferred language, upon request, to the extent feasible. Coastal Connections Academy will continue to notify parents/guardians of the assessment results annually and continued participation in or exit from the EL program.

B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.

Coastal Connections Academy will utilize the third edition of Pearson's New Cornerstone³² and New Keystone³³ as the basis for its ELL instructional curriculum. These programs offer scaffolded, sustained instruction combined with an explicit focus on language development to accelerate language acquisition, literacy, and transferable academic skills.³⁴ New Cornerstone and New Keystone are mapped to the Global Scale of English and aligned to the Common Core State Standards.³⁵

The ELL Lead Teacher will implement the Sheltered Instruction Observation Protocol (SIOP®) as the framework for language acquisition lesson design for direct instruction to ELLs. Teachers will participate in monthly professional development sessions to increase their knowledge of practice and implementation of this instructional model.

In a virtual school, students with exceptional learning needs, including ELL students, enjoy individualized instruction without being isolated from the mainstream curriculum or their typical peers. The individualized pace of the program allows students to move more quickly through subjects where language is not a factor and spend more time on reading and writing activities. One of Coastal Connections Academy's ELL teachers and/or a Connections ELL Specialist with ESL/LEP/EL training will work with teachers, Learning Coaches, and students to adapt the core material for ELLs.

The SIOP® framework will ensure that teachers design lessons to make grade level content accessible for ELLs while developing their academic language skills in content area classes. ELLs will be provided with additional supplementary instructional support software and progress monitoring throughout the school year.

³² <https://www.pearson.com/english/catalogue/primary/cornerstone.html>

³³ <https://www.pearson.com/english/catalogue/secondary/keystone.html>

³⁴ Ibid.

³⁵ Ibid.

In addition, all teachers will consult with Learning Coaches, in a language parents and caretakers understand, to guide instructional support and will modify content lessons and/or assessments.

The Connections curriculum provides quality instructional, social, and academic language instruction based on scientific research for English acquisition. Children who are becoming fluent in English, as well as long-term ELL students, are simultaneously learning academic content, so that they are not left behind. Based on their identified level of proficiency and needs, students receive a planned program of English as a Second Language instruction (ESL) to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level (including LiveLesson instructional sessions for ELL students).

C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

The school will follow the state-mandated regulations to determine when an English Language Learner (ELL) should be considered for re-designation as fluent in English. Coastal Connections Academy will conduct the required ongoing assessments of progress regarding English proficiency for its ELLs. All mandated state tests for ELLs are administered as required by law.

When a student demonstrates proficiency, a school-based team consisting of the ELL Lead Teacher, student's content teachers, and the parent/guardian will decide whether the student continues to require ELL instruction. Multiple factors are taken into account, including current WIDA ACCESS 2.0, or other state-required annual assessment testing results, academic performance, state test results, teacher feedback, and parental input. If the team determines that the student is English proficient and can successfully perform in classes without significant language support, he or she will be reclassified and moved to the monitoring stage. Coastal Connections Academy will monitor ELLs for academic progress using state-specific criteria for two years after exiting the program.

Additional supports are provided as deemed necessary. For example, for re-designated elementary grade students, the school's ELL team pays particular attention to students flagged for Tier II and Tier III interventions. For re-designated students in middle school and high school, the ELL team pays particular attention to the list of students who are in "escalation" status.

D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.

Figure 9 provides a projected staffing plan for Coastal Connections Academy's English Language Learner (ELL) program.

Figure 9. Projected Staffing Plan for English Language Learner (ELL) Program

	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Number of ELLs	53	83	105	128	150
ELL Teachers (includes 1 ELL Lead Teacher)	1.6	2.5	3.1	3.9	4.5

In hiring staff, consideration will be given to selecting teachers with ESOL endorsements; ELL roles will be distributed to those staff with proper certification.

The ELL Lead Teacher will implement the Sheltered Instruction Observation Protocol (SIOP®) as the framework for language acquisition lesson design for direct instruction to ELLs. Teachers will participate in monthly professional development sessions to increase their knowledge of practice and implementation of this instructional model.

Coastal Connections Academy's ELL Team will be comprised of the following:

- **ELL Lead Teacher:** Coastal Connections Academy will designate an ELL Lead Teacher, who will work with content teachers, Learning Coaches, and students to ensure material is adapted and accessible for all English Learners. Coastal Connections Academy will hire an ELL Lead Teacher with TESOL certification. The EL Lead Teacher will maintain student files, schedule screenings of new students throughout the state, consult with Learning Coaches, provide direct instruction to ELLs via LiveLesson sessions and telephone calls, conduct progress monitoring throughout the school year, create and implement targeted interventions based on the data from progress monitoring, monitor exited ELLs for academic progress using state- specific criteria, coordinate annual testing, and comply with state and federal law pertaining to ELLs.
- **ELL Teacher:** Depending on ELL enrollment at Coastal Connections Academy, an additional TESOL-certified teacher will be hired to provide direct instruction to ELLs. This second ELL teacher will solely focus on instruction and progress monitoring, thereby reducing the teaching duties of the ELL Lead Teacher who will then focus on the administrative tasks of Coastal Connections Academy ELL programming.
- **Connections English Learner Consultant:** By partnering with Connections, Coastal Connections Academy will have access to a certified ELL expert who will support Coastal Connections Academy and its efforts to identify and educate ELLs in the virtual environment.

Section 8: School Culture and Discipline

By creating a positive school culture and enforcing consistent discipline, Coastal Connections Academy will meet this Guiding Principle and Purpose: (2)(a)2.

A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Coastal Connections Academy will promote a positive academic environment as well as reinforce student intellectual and social development through tailored academic courses and programs that promote socialization such as physical education and field trips.

Coastal Connections Academy will provide a safe, positive, productive, and nurturing educational environment for all of its students, and convey this commitment through its written policies and its collaboratively developed school culture. The Governing Board believes that:

- Every student deserves and is capable of both academic and emotional success.
- Students perform best when they have some control over the time, place, path and/or pace of their learning.
- Technology facilitates personalized learning and constructive engagement with others.

The school culture embodies these values by providing students with everything they need to thrive: top-quality curriculum; specially trained, highly qualified teachers; and real connections linking school, family, and community. The governing board and school administration respect and have high expectations for a diverse student body and staff.

B. Describe the school's planned approach to classroom management during synchronous sessions and any face to face events, and student discipline.

Synchronous Online Sessions & Student Discipline

Coastal Connections Academy teachers will use LiveLesson sessions to engage students with real-time instruction and support. Engaging students proactively is a key strategy to promoting positive student interactions. Teachers will be trained to include visual cues in an online space called Notes Pods during each LiveLesson session. The teacher will list the objectives and behavioral expectations for the session in the respective pods. Positive student behavior will also be supported using active teacher modeling. Student collaboration will be promoted through breakout rooms which allow small groups of students to work independently on a task while under the direction of the teacher, who can move from room to room to monitor student behavior and engagement. Teachers will be encouraged to model positive reactions to student contributions and support a growth mindset in their students. Targeted learning sessions that promote student engagement minimize off-task or disruptive behavior.

Status indicators within the LiveLesson session platform allow teachers to check for understanding and promote sustained engagement. Teachers will have complete control of each of these tools, and they can choose to allow students to participate throughout the session, during certain portions of the session, or not at all. Inappropriate comments from students made in the chat pod can be removed by the teacher. Behaviors of students that do not adhere to established expectations can be addressed at increasing levels of intervention by the teacher such as private chats or phone calls. In rare cases, the teacher will follow-up directly with persistently disruptive students and/or their Learning Coach to discuss the situation, review expectations for participation, and reiterate appropriate behavior during synchronous sessions, and remove students from LiveLesson sessions if necessary.

Face-to-Face Events

Coastal Connections Academy will expect students to conduct themselves at levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Standards for student behavior must be set cooperatively through interaction among the students, parents/guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. Since students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment, which is strictly prohibited.

C. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment D. Taken together, the narrative and code of conduct (if provided) should:

- o Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;**
- o List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;**
- o Describe the roles of administrators, teachers and the governing board regarding the discipline policy;**
- o Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;**
- o Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and**
- o Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.**

The Student Discipline Policy/Code of Conduct is provided as Attachment D and is independent of Santa Rosa County District Schools' code of conduct policy. The policy explains all the requirements. The school will have a detailed student handbook that will include a clear and fair set of roles and responsibilities for students, Learning Coaches, and school staff that complies with the students' due process rights and aligns with the school's mission. Parents/guardians will be provided with access to the handbook at the beginning of the enrollment process.

Appropriate conduct will be expected of all students. As a personalized, high-expectation virtual school, Coastal Connections Academy anticipates being able to effectively manage student discipline issues. The expectations for student conduct will be explained in the handbook and will include steps to be followed in the event of misbehavior. Coastal Connections Academy will follow formal due process procedures to manage the discipline of students. In addition, the virtual curriculum will allow the school to minimize academic interruptions caused by suspensions; students may be expected to work regardless of their disciplinary status.

The school will regard academic honesty as key to its mission, and will expect all stakeholders to understand that cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities. By engaging in academic misconduct, students cheat themselves of the opportunity to fully develop their intellectual abilities. As part of the school start-up tasks, all students will be required to sign the Honor Code indicating their understanding of the expectations of academic honesty.

It will be expected that students will adhere to the Honor Code throughout the school year, and that all schoolwork submitted in order to meet course or class requirements represents the original work of the student. The Honor Code will serve to reinforce students' commitment to academic excellence and integrity. Students and parents suspected of inappropriate academic behavior will be confronted immediately and subjected to standard disciplinary action as described in the handbook.

The handbook will include practices the school will use to promote effective discipline, a list of offenses that may result in suspension or expulsion, an explanation of the rights of students with disabilities, and policies and procedure for due process. Coastal Connections Academy will establish and adopt suspension and expulsion policies that will be distributed in the school handbook. Coastal Connections Academy's discipline, suspension, and expulsion policies will be in accordance with student's rights and with applicable law.

Reflected in the school handbook will be a careful protection of the rights of disabled students through the fair application of due process. A student with a disability may be removed from school for disciplinary reasons to the extent the removal is applied to non-disabled students, as long as the removals do not constitute a change of placement.

Section 9: Supplemental Programming

A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

By providing supplemental programming, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(b)1, (2)(b)2, (2)(b)3, (2)(c)2, (2)(c)3, and (2)(c)5.

Included as an integral part of the academic program provided by Connections (student experience package), students are also offered access to a large variety of nationally facilitated virtual clubs and special events (e.g., virtual talent show, virtual art exhibition, contests and other Pop Up Events). National clubs are academically focused and teacher facilitated.

Clubs & Activities offered include, but are not limited to, the following:

- Art Club
- Arts and Crafts
- Author's Corner
- Chess Clubs:
Introduction and
Advanced
- Debate Club
- Gaming and Technology
- Leadership Club
- The *Monitor*: Student
Blog
- Pop Up Events
- Science Sleuths: Weird Science
- Science Sleuths: Wild Weather

In addition to national Clubs & Activities, Coastal Connections Academy will produce monthly newsletters that celebrate student and school successes, showcase student work, provide tips from teachers, and highlight upcoming events.

Field Trips – Grades K-12

Students will have the opportunity to participate in regular field trips and outings throughout Florida, facilitated by program staff and Community Coordinators (parent volunteers).

Coastal Connections Academy will offer a wide range of field trips.

Field trips provide students with additional opportunities to socialize with their peers and are designed to help both students and Learning Coaches connect to their school and to each other. Students may go on trips to museums, farms, science centers, cultural centers, and unique experiential learning opportunities throughout the state.

While not an exhaustive list, example field trips include visits to the following:

- National Naval Aviation Museum
- Fort Pickens
- Gulfarium Marine Adventure Park
- Florida Cavern State Park
- Gulf World Marine Park
- Gulf Breeze Zoo

Field trips will also be focused on college and career readiness for the secondary students. Field trips to local universities and colleges such as Florida State University, the University of Florida, University of South Florida, and the University of Tampa will be scheduled. In addition, it is anticipated that field trips will be organized to explore local businesses and attendance at college and career fairs.

Coastal Connections Academy will establish a Student Activities Subsidy initiative as a fund to ensure all Coastal Connections Academy students are able to participate in a wide variety of field trips regardless of family income. The budget includes a Student Activities Subsidy of \$17,500 in Year 1 which increases annually in proportion to the anticipated number of families that will need assistance.

II. ORGANIZATIONAL PLAN

Section 10: Governance

By having an independent, public, non-profit Governing Board overseeing the school, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)1, (2)(a)2, (2)(c)2, and (2)(c)3.

A. Describe the school's existing or planned legal status, including non-profit status and federal tax-exempt status.

Florida for Online Education, Inc. is a Florida not-for-profit corporation that is a completely independent entity and not part of a holding company system. Florida for Online Education, Inc. has filed Form 1023 Application for 501(c)3 status to enable the IRS to begin a rigorous review of the organization in order to make the decision to award tax exempt status to the charter school corporation. Florida for Online Education, Inc. is controlled and governed by the Governing Board. By conferring non-profit status to the school, the IRS will validate the independence of the school's corporation. The Founding Board will naturally transition to the Governing Board following approval of the virtual charter school application and establishment of school operations. The Governing Board will comply all authorizer requirements as well as Florida's Sunshine Laws.³⁶

B. Provide the following documents, if available, as attachments:

- **The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment E**

³⁶ <http://myfloridalegal.com/pages.nsf/Main/DC0B20B7DC22B7418525791B006A54E4>

- **501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment F**
- **Governing board by-laws – Attachment G**
- **Governing board code of ethics and conflict of interest policy – Attachment H**

We have provided the Articles of Incorporation in Attachment E, a copy of the filing form for 501(c)(3) status in Attachment F, our By-laws in Attachment G, and our Code of Ethics and Conflict of Interest policies in Attachment H.

C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.

The Founding Board will naturally transition to the Governing Board following approval of the virtual charter school application and establishment of school operations. The Governing Board is incorporated as an independent, public, non-profit corporation and is not a subsidiary of another entity, or in any way connected with, or under the control of another entity. The Board will be a good and effective steward of public money and provide independent governance of the school's administrators.

The Board members are parents, educators, and business and community leaders who are committed to bringing an innovative virtual charter school for students in grades K-12 to Florida. Board members have unique skills and expertise in virtual education, technology, internal controls, and financial analysis. These qualifications will help ensure the success of the school and the effective representation of key stakeholders.

Roles and Responsibilities of the Board

The roles and responsibilities of the Board include, but are not limited to, the following:

- Protect the legal interests of the charter school and adhere to all applicable laws;
- Approve the school budget;
- Practice financial management strategies;
- Act as fiduciary of the school;
- Establish a framework for the budget;
- Authorize major expenditures, substantial program changes, etc.;
- Elect the officers of the corporation and determine their terms;
- Ensure that the charter is achieving its vision and mission;
- Oversee services and activities of the virtual education service provider;
- Set Board policy;
- Manage liabilities wisely;
- Advocate good external relations with the community, school districts, media, neighbors, parents, and students;
- Hire contractors, negotiate service agreements, and hold contractors accountable for performance under such agreements;
- Review and renew the contract with the virtual education service provider;
- Comply with state and federal reporting requirements;
- Practice strategic planning;
- Ensure adequate resources and manage them effectively;
- Assess the organization's performance

- Provide academic program approval;
 - Evaluate and monitor the activities and success of the School Leader and other members of the school leadership team;
 - Govern the operations of the school but leave daily operations to the School Leader;
 - Exercise sound legal and ethical practices and policies;
- including monitoring achievement of accountability framework;
 - Attend mandatory training annually that is relevant to effective leadership;
 - Act as tribunal for disciplinary hearings;
 - Approve real estate transactions; and
 - Negotiate and enter into a charter with Santa Rosa County District Schools.

Interacting with the School Leader

The operating structure will be similar to a traditional educational environment, with the School Leader implementing the policies and procedures of the Board while supervising the teaching staff. The School Leader will be responsible for the instructional leadership, curriculum implementation, personnel decisions, facilities management, and any special staffing needs. Additionally, the School Leader will manage the teachers ensuring that each student successfully completes his/her instructional program. The School Leader will be responsible for the overall school operation working with parents, students, support staff, and highly qualified teachers who virtually facilitate the student instructional program.

D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.

The Board will meet at least eight times per year in its first year of operations, and adhere to all requirements regarding public meetings required by Santa Rosa County School District. The Board will meet no less than six times per year in subsequent school years, and meet more often if needed to conduct school business in a timely fashion. The regular Board meetings will be held at the primary school facility location, once it is available, and according to the schedule that will be set by the Board at each of their Annual Meetings.

The Board will comply with applicable law in making information about its operation and management available to the public during open board meetings and through its website.

All Board meetings will be advertised as mandated by law and posted on Coastal Connections Academy's website in accordance with all applicable laws. Board members will be allowed to attend electronically to the extent permitted by law. A meeting schedule and legal notice will be posted at the physical meeting location. The agenda for all meetings will be posted at the location of the meeting in accordance with Open Meeting laws and will also be posted on Coastal Connections Academy's website or any other location identified as required by either law or Santa Rosa County School District to ensure reasonable notice to the public and Coastal Connections Academy's constituency. The public may directly address the Board at meetings, and members of the public, including parents, will also be able to attend board meetings electronically upon advance request in a manner set by the Board.

All Coastal Connections Academy Board members will be provided training on compliance with the Open Meetings Act.

E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

The Board will be between three and seven members. The founding board is currently comprised of Dr. Denise Harshbarger of Palm Coast, Ms. Michelle Spence of Jacksonville, and Dr. Tony Barringer of Cape Coral. It is anticipated that the board will continue to add additional board members after the approval of the charter application.

Dr. Denise Harshbarger is an accomplished educator with a passion for teaching, learning, and leading. Her dedication to ensuring the delivery of high-quality instruction has resulted in improved educational outcomes for students and improved instruction and confidence for educators in both K-12 and higher education in Florida. As a former school principal, current instructional designer of online courses, and current adjunct instructor at Flagler College, University of Central Florida, and Independence University, Dr. Harshbarger brings an expert understanding of education to the Board. Dr. Harshbarger has a bachelor's degree in biology, a master's degree in science education, and a doctorate in education.

Ms. Michelle Spence began her career as a high school teacher for Orange County Public Schools. She has over 20 years of experience with digital/e-learning solutions and collaborating in state and district-level political and legislative processes and policymaking. She brings expertise from her years at such digital education companies as Scholastic, Learning.com, and Kaplan's K-12 learning solutions as well as her time as the manager of strategic initiatives at the University of Florida. Ms. Spence has a bachelor's degree in liberal arts.

Dr. Tony Barringer is the Associate Provost and Associate Vice President for Academic Affairs at Florida Gulf Coast University (FGCU). Prior to joining FGCU in 1997, he taught at the College of Lake County and Southeast Missouri State University. He has over twenty years of practical experience of working in the criminal justice system and has taught in higher education nearly as long. Among the strengths that Dr. Barringer brings to the Board are expertise in academic performance improvement plans and academic staff recruitment. Dr. Barringer has a bachelor's degree in criminal justice, a master's degree in public administration, and a doctorate from Northern Illinois University.

Each Board member brings unique skills and expertise to support the school and make decisions regarding the operation of the school, including budgeting, curriculum, and operating procedures. There is a wide range of expertise on the Board demonstrating the capacity for initial start-up operations and the successful launch of the school for fall of 2021.

F. Describe how board members have been and will be selected including term limits and selection of officers.

The Board contains individuals with a desire to bring quality virtual education to Florida families. The Board will be comprised of no fewer than three and no more than seven voting members serving staggered terms of one, two, or three years, with three-year renewal terms. The method for staggering terms serving in three classes is described in the Bylaws and the Board intends on staggering terms at their Annual Meeting in June following the approval of the school.

No member of the Board will be an employee or independent contractor or otherwise be compensated by Coastal Connections Academy except as specifically allowed by the conflict of interest provisions set forth in Florida and federal law. Furthermore, no Board members will be employed by Connections, the school's educational services provider.

Members will be appointed at a duly organized meeting of the Board by a majority of the directors then in office. Members will take office immediately at the Annual Meeting, or other meeting, at which they are elected. Members will serve until a successor is identified. Members will be classified with respect to the time for which they hold office by dividing them into three classes, each class consisting of, as nearly as possible, an equal number of members. The members of the first class will hold office for an initial term of one year, and the members of the second class for an initial term of two years, and the members of the third class for an initial term of three years. At the close of each Annual Meeting, the successors to the class of members whose terms expire that year will commence to hold office for a term of three years, or until their successors have been identified. In the event of an increase in the number of Board members, the remaining members will assign the newly created position to the appropriate class or classes so that the three classes continue to consist of, as nearly as possible, an equal number of members.

Once the new Board is seated, the Board members will appoint officers as per the Bylaws. The officers of the Board will be a President, a Treasurer, and a Secretary; a Vice President may be appointed, if the Board deems it necessary.

G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.

The Board consists of several highly qualified individuals with a diverse background of talents and expertise that make for a well-rounded perspective for sound governance. The Board has members with years of virtual education experience that will enable Coastal Connections Academy to meet strong academic and operational standards as well as members with years of financial experience overseeing complex budgets. A diverse and experienced Board ensures that the Board will competently oversee all areas of governance.

The current Founding Board will naturally transition to the Governing Board following approval of the virtual charter school application and establishment of school operations. Sustaining the continuity of the vision of the Founding Board requires careful scrutiny of prospective Board members' commitment to the school's mission as well as continually educating Board members as to the scope of their legal responsibilities such as duty of loyalty, obedience, and faithfulness to the school's mission. To that end, the Board will hold regular trainings centered on effective Board development.

Board Training

Board members will attend any state-required governance trainings to ensure that they have ongoing knowledge about governance, oversight requirements, department rules, policies, and procedures.

In addition, the Board may allocate funds to participate in training opportunities providing ongoing Board development in non-profit board governance, virtual education program oversight, and strategic planning, among other topics beneficial to sound charter school board governance. The Board will meet the requirements of F.S.1002.33 and attend training for charter school governing boards, approved by FDOE, after approval of this application.³⁷ The Board will attend training on developing and adjusting business plans and accounting for costs and income, on state and federal grant and student performance accountability reporting requirements, on identifying and applying for the types and amounts of state and federal financial assistance Coastal Connections Academy may be eligible to receive, and on good business practices. At a minimum, the School Leader and the Board Treasurer will participate in the training, if applicable.

Additional training may also be acquired to ensure smooth operations and effective board practices conducted by a reputable third-party vendor. The Board will undergo a strategic planning process resulting in a Strategic Plan to further support their governance oversight of the school. Trainings may include Effective Board Governance of Public Charter Schools online training module series as well as specific training provided in person, via the Internet, and in print. Training topics may include charter school basics, responsibilities, conflict of interest, effective meeting management, quality Board leadership and policy development. In addition, Board members will have the opportunity to participate in various regional and national conferences to network with other charter board members and further their development as effective board members.

H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided) and 2) resume.

Figure 10. Governing Board Members

Name	Current or Prospective Governing Board Member?	Role on Board (e.g., Member, President, etc.)	Submission Requirements
Dr. Denise Harshbarger	Current	Board President	<u>X</u> Information Sheet <u>X</u> Resume
Ms. Michelle Spence	Current	Board Treasurer	<u>X</u> Information Sheet <u>X</u> Resume
Dr. Tony Barringer	Current	Board Secretary	<u>X</u> Information Sheet <u>X</u> Resume

We have included a complete, signed information form and bio and resume for each member in Attachment I.

³⁷ http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=URL=1000-1099/1002/Sections/1002.33.html

I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.

Recruiting Board Members

Additional members will be recruited as necessary to form a diverse and well-balanced Board. Any member of the greater Florida community may seek appointment to the Board, with the exception of employees of Coastal Connections Academy and Connections or any person who has been convicted of a felony or is unable to successfully pass the Board-approved background check clearance process.

Training and Professional Development for Board Members

Board members will attend any state-required governance trainings to ensure that they have ongoing knowledge about governance, oversight requirements, department rules, policies, and procedures. In addition, the Board will allocate funds to attend trainings sponsored or certified by Santa Rosa County District Schools or the FDOE.

Additional training may also be conducted by a reputable third-party vendor to ensure smooth operations and effective Board practices. Other trainings may include Effective Board Governance of Public Charter Schools online training module series as well as specific training provided in person, via the Internet, and in print. Training topics may include charter school basics, responsibilities, conflict of interest, effective meeting management, quality Board leadership and policy development.

In addition, Board members will have the opportunity to participate in various regional and national conferences to network with other charter board members and further their development as effective board members.

J. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

The Board has a Conflict of Interest Policy that requires disclosure of conflict, recusal from related action, and relinquishment of Board service in the case of irreconcilable conflict. All Board members have a duty of loyalty and a duty of care toward Coastal Connections Academy. It is the responsibility of all Board members to conduct themselves in accordance with the highest standards of integrity, honesty, and fair dealing to preclude conflict between the interest of Coastal Connections Academy and the personal interests of the Board member. It is the responsibility of the school to conduct all its business and operations impartially in accordance with all laws and in conformity with the highest ethical and professional standards. All hiring and other transactions imposing financial and/or legal obligations on the school will be made with the best interests of the school as the foremost consideration.

The Conflict of Interest Policy is directed not only to Board members and officers, but to all employees who can influence the actions of the school (this information will be included in the Employee Handbook). For example, this would include all persons who make purchasing decisions, all persons who might be described as management personnel, or other employees who have proprietary information concerning the school.

In order to avoid conflicts of interest and the appearance of impropriety, Board members will not participate in open meeting or closed-session deliberations or votes relating to the discipline of himself or herself, any relative of the Board member, or any action/transaction between the school and any family member or related entity of the Board member. "Closed Session" shall mean any portion of a Board meeting that is properly closed to the public in accordance with the provisions of Florida "Government-in-the-Sunshine Law" governing public meetings.

Upon discovery of a violation of this Conflict of Interest Policy, the discovering party shall immediately notify the Board President, the School Leader, and all Board members. A special Board meeting will be scheduled to consider the matter. In the event the Board decides that there has been a violation of the conflict of interest rules or other abuse of his or her position at the school, the Board will review and recommend appropriate action. A violation of the Conflict of Interest policy renders any contract entered into in violation of the policy voidable.

K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.

While the Board does not anticipate having any additional advisory bodies or councils during the first year of operation, the Board may create ad hoc parent/Learning Coach advisory groups to provide guidance on particular subjects such as community partnerships and neighborhood outreach.

L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

Coastal Connections Academy will be committed to ensuring parent and student satisfaction and will take its responsibilities for the provision of educational services to students very seriously. These school responsibilities will be set out in the Parent/Legal Guardian Agreement (PLCA) and the school handbook and include such things as: contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

The school will also ensure the family and student adhere to their responsibilities as stated in the PLCA and the school handbook, and when necessary, will discipline a student for, violation of a school policy.

If a parent has concerns, he/she may institute the following proposed grievance process or one that affords appropriate levels of due process to be adopted by the Board once the charter is approved.

- A parent with the grievance must report the dissatisfaction and submit it in writing to the student's teacher (or other appropriate staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
- The recipient of the grievance (generally the teacher) must review the issue with the supervisor (generally the School Leader) and respond within a reasonable time period.

- If the original recipient did not resolve the grievance, the parent should request a meeting with the recipient's supervisor. The supervisor should investigate the matter and schedule a meeting with the parent, the student (if necessary), and any other staff member (if necessary) within a reasonable time period.
- If either party does not resolve this grievance, the parent should then request a meeting with the school administration. School administration will investigate the matter and schedule a meeting within a reasonable time period.
- If a resolution was not reached at the three meetings, the parent may request a meeting with the Board, who will investigate the matter, and arrange a meeting within a reasonable time period. Current contact information for Board members will be listed on the school webpage as well as the grievance policy.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information:

M. Name of the partner organization.

N. Name of the contact person at the partner organization and that person's full contact information.

O. A description of the nature and purpose of the school's partnership with the organization.

P. An explanation of how the partner organization will be involved in the governance of the school.

Not Applicable. The Board is not filing this application in conjunction with another partner.

Section 11: Management and Staffing

By recruiting and retaining a qualified staff, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)1, (2)(a)2, (2)(b)1, (2)(b)2, (2)(b)3, (2)(b)4, (2)(c)1, (2)(c)2, (2)(c)3, and (2)(c)5

A. Submit as Attachment J organization charts that show the school governance, management, and staffing structure in

- o The pre-operational year;
- o The first year of school operations;
- o At the end of the charter term; and
- o When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

We provide our organization charts in Attachment J.

B. Identify the principal / head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment K, the proposed job description and resume for this individual.

--OR--

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment L the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

We include the job description for the School Leader in Attachment K. Qualifications are provided in Attachment L.

Process and Timeline for Recruiting School Leader

The School Leader will be selected by the Board with the assistance of Connections and serve at the Board's direction but will be employed and supervised by Connections under the guidance of the Board. Through the Statement of Agreement, Connections will assist the School Leader as he/she recruits the staff. The School Leader will be responsible for the daily oversight and employment decisions of school staff with the approval of the Board. Recruiting and hiring processes of the School Leader will begin immediately upon school approval, as the School Leader needs to be hired prior to teacher and staff recruitment.

The search process will begin with posting the job and advertising for the position through multiple avenues. The Board will review the job description to ensure it is clear about expectations and delineation of roles. Strategies to attract highly qualified staff will be implemented to include posting on several targeted recruitment sites as well as post on the professional and institutional websites that may include Aurora Institute, National Charter School Association, Teachers-Teachers.com, and National Association of Secondary Principals. The interview process will consist of the following stages as approved by the Board: 1) prescreening digital interview; 2) live digital interview; 3) virtual panel interview; 4) professional reference check; and 5) in-person interview with representatives from the Board. In addition, all candidates will undergo a thorough screening procedure, including background checks and comprehensive reference checks, as well as others checks and pre-employment requirements as required by state law.

Criteria for Selecting a School Leader

The School Leader will ideally hold an advanced degree with a minimum of five years teaching experience and some management or administrative experience. A former School Leader who has experience in a virtual school setting or is technologically proficient with good communication skills is ideal. The School Leader will build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school.

The School Leader will be responsible for the overall school operation working with parents, students, support staff, and teachers who virtually facilitate the student instructional program. The School Leader will hold appropriate administrative certification and undergo all required background checks.

C. Describe the management structure of the school. As Attachment M provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.

The management structure of Coastal Connections Academy will be similar to a traditional educational environment, with the School Leader implementing the policies and procedures of the Board while supervising the teaching staff. The School Leader will be responsible for the instructional leadership, curriculum implementation, personnel decisions, facilities management, and any special staffing needs. The School Leader will manage the teachers ensuring that each student successfully completes his/her instructional program. The School Leader will be responsible for the overall school operation working with parents, students, support staff, and highly qualified teachers who virtually facilitate the student instructional program.

In addition, through a Professional Learning Community (PLC), the School Leader will have access to the experience, expertise, and best practices of his/her colleagues leading schools supported by Connections throughout the nation. Job descriptions for each administrative and leadership position are provided in Attachment M including Manager of Counseling and Assistant Principal.

D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment N the proposed job description and qualification requirements for the school's teachers.

Figure 11. Staffing Plan

Position	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26
Total Number of Students	1750	2750	3500	4250	5000
School Leader/Principal	1	1	1	1	1
Assistant Principal(s)	2	3	4	5	6
Administrative Assistant(s)	4	6	8	9	11
Manager of Counseling	1	1	1	1	1
Manager of State Testing	1	1	1	1	1
Teachers (K-5)	10	16	20	25	29
Teachers (6-12)	28	45	57	69	81
Counselors	24	4	8	10	12
ELL Teacher(s)	1.6	2.5	3.1	3.9	4.5
Special Education Teacher(s)	6	10	13	15	18
Student-to-Teacher Ratio	38:1	37:1	37:1	37:1	35:1

By partnering with Connections, Coastal Connections Academy will have access to a TESOL-certified ELL expert who will support Coastal Connections Academy and its efforts to identify and educate ELL students in the virtual environment. The ELL Specialist is not listed in the staffing plan, as this position will be fulfilled by Connections. In addition, Connections will provide the support of its Director of Counseling, who will be available to assist the school's Manager of Counseling.

Homeroom Teacher and Advisory Teacher are not separately mentioned in the staffing chart as the functions are performed by the teachers and counselors already included in the staffing plan. The Homeroom Teacher is a regular core teacher and the Advisory teacher is part of the Counseling or Secondary team.

We have provided in Attachment N the proposed job description and qualification requirements for the school's teachers.

E. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design.

Connections, via the Statement of Agreement with the Board, will provide Human Resource services, including recruiting, to ensure Coastal Connections Academy is staffed by well-trained and effective virtual learning professionals. Connections has extensive experience in recruiting, screening, and qualifying staff for high-quality virtual schools. Connections, along with the School Leader, will recruit, select, and develop highly qualified and appropriately certified instructional staff following applicable federal laws and state requirements as well as the school's design and under the Board's discretion.

Virtual learning requires an additional skill set and professional development. A focus on individualizing education for students and a high level of comfort with technology will be included in screening candidates for teaching positions. In partnering with Connections, high-quality teachers knowledgeable in their content areas will be attracted to join the team. With their solid content knowledge and passion for individualizing instruction, the Board will engage Connections' professional development services to provide them with the necessary skills and pedagogy to teach online and maximize their skill set.

The school will recruit staff through a variety of channels, including traditional methods for posting job opportunities, plus networking with educational organizations; outreach via enrolled families; and special outreach to teachers and administrators who are seeking an alternative environment. Ideally, teachers will be hired at least 30 days prior to the start of the school year. In addition, all candidates will undergo thorough screening procedures including background checks, comprehensive reference checks, a technology skills assessment, as well as any additional checks as required by state law.

Employment history reviews will be conducted for applicants who will be employed in positions involving direct contact with children. Employees of independent contractors must participate in the employment history review prior to the start of employment with a new school entity even though they remain employed by the same independent contractor.

These additional steps will be followed for all applicants who are educators even if the applicant is not being hired for a position for which certification is required.

Section 12: Human Resources and Employment

By contracting with Connections to provide school staff, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)1, (2)(a)2, (2)(b)1, (2)(b)2, (2)(b)3, (2)(b)4, (2)(c)2, (2)(c)3, and (2)(c)5.

A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.

Through the Statement of Agreement with the Board, Connections will employ all staff. All employment is "at-will" as governed by the laws in the state of Florida. Employment can be terminated by either the employee or the employer at any time, for any reason, with or without notice. Offers of employment are contingent upon satisfactory reference and background checks as well as receipt of valid certification documents and fingerprint clearances as required or any other approvals as listed in the offer letter.

B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.

Connections has developed effective performance evaluation practices built on applicable frameworks and national experience in the area of virtual education. Connections offers its Performance Evaluation System to partnering schools. The Performance Evaluation System encourages school staff to put forth their best effort, focusing all staff on the school's main goals, rewarding and retaining staff based on outcomes/results, and providing continuous feedback for development. Where applicable, the Connections system is aligned to state and federal law.

Evaluation Process for School Administrators

School administrators will be evaluated based on competencies along with state-required metrics on student performance and growth as required by the Student Success Act and other applicable state law. The professional competencies will align with the administrative position (e.g., School Leader). The Board, in conjunction with Connections, will evaluate the School Leader. School administrators receive a formal mid-year review in December or January, and a formal end-of-year review in May or June.

Competencies will be evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of a staff member's proficiency within each competency are evaluated using various methods including parent, school and community feedback; observations of lessons and interactions; and review of relevant documentation and data, including student growth data.

The school administrator competencies may include school development and leadership, team development and leadership, student achievement/data management, and personal development and professional skills. Additional competencies may be assigned based on position, responsibilities, and job level. School administrators will be evaluated based on the following rating scale: highly effective, effective, needs improvement, and ineffective. School administrators will receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies.

Evaluation Process for Teachers

Teachers will be evaluated based on competencies along with state-required metrics on student performance and growth as required by the Student Success Act and applicable state law.

The professional competencies will align with the core standards for teaching and may vary by type of teaching position (e.g., Special Education). Competencies will be reviewed with teachers and will be available to teachers for viewing and comment throughout the school year.

Teachers receive a formal mid-year review in December or January, and a formal end-of-year review in May or June before the teacher's last day. Teachers also receive periodic feedback both formally and informally from their manager throughout the school year, via the Human Resources Information System's Performance Management module. Teachers are able to document their own achievements in the Performance Management module for consideration during evaluation.

Competencies for teachers will be evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of an employee's proficiency within each competency. Teachers will be evaluated using various methods, including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data. The outcome of a staff member's evaluation will affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. Coastal Connections Academy staff will be evaluated based on the following rating scale: highly effective, effective, needs improvement, or ineffective. The evaluation will incorporate student achievement metrics and may include parent feedback, supervisor observations, assessment results, school assessment results, and/or student participation/completion.

C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?

Coastal Connections Academy will offer a work environment that provides opportunities for each employee to maximize their potential and meet the highest performance standards.

Coastal Connections Academy will offer competitive compensation with annual performance-based salary reviews, as shown in Figure 12.

Figure 12. Salary Ranges

Position	Salary Range	Eligible for Benefits?
School Leader/Principal	\$90,000 - \$105,000	Yes
Assistant Principal(s)	\$60,000 - \$70,000	Yes
Administrative Assistant(s)	\$13.29 - \$15.17 per hr	Yes
Manager of Counseling	\$58,318 - \$64,370	Yes
Teacher(s) (K-5)	45,000*	Yes
Teacher(s) (6-12)	45,000*	Yes
Counselor(s)	\$39,857 - \$47,845	Yes
ELL Lead Teacher	45,000*	Yes
ELL Teacher(s)	45,000*	Yes
Special Education Teacher(s)	45,000*	Yes

*Please see the Compensation Plan for Teachers below for more information on teacher salaries.

2020-2021 Compensation Plan for Teachers

Base Salary*	<p>A starting base salary for new teachers will be determined by the point system described below.</p> <p>Teachers may receive an annual salary increase based on their performance rating.</p> <p>For this school year, the base will be \$42,000</p> <p>The state of Florida maintains a state mandated base of \$47,500 for new teachers. After points for education and experience are applied, those not meeting the mandated minimum will be moved to \$47,500.</p> <p>Each point will be valued at \$1,000.</p>
Career Ladder Positions	<p>Teachers can apply for the following career ladder opportunities and assume additional responsibilities in order to earn additional compensation as follows:</p> <p>Coordinator Teacher – base plus 4%</p> <p>Lead Teacher – base plus 9%</p> <p>Specialist Teacher – base plus 12%</p> <p>Master Teacher – base plus 15%</p>

*Salary increases are contingent on the fiscal and academic performance of the school.

The process for determining the starting base salaries for Certified Teachers is as shown on the following page. (Note: 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 18. 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

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

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

For non-teaching positions, the average salaries were determined based on research of market compensation and financial considerations and incorporating the state-required minimums. Initial employment offers will be based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and merit pay will be based on school goal attainment and fiscal performance.

Employees will have access to a benefits package, including health benefits (medical, dental, and vision coverage). In addition, employees will have the opportunity to take advantage of a variety of voluntary benefits including tuition assistance, a confidential employee assistance program, certain discount programs, term life and accident insurance, as well as other voluntary benefits.

Employees will also receive annual paid time off to include annual holidays, vacation, personal, and sick leave, as well as additional forms of leave such as bereavement leave and jury duty leave, as needed.

D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring

The principles of equal employment opportunity are vital to the school's success and extend to all aspects of employment, including recruitment, hiring, assignment, training, compensation, benefits, terminations, educational assistance, social and recreational programs, promotions, and transfers. Coastal Connections Academy will be 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 any other category protected by state or federal law.

Continued success in equal employment opportunity depends not only on the commitment and involvement of those directly responsible for staffing the school but also on the dedication of all staff members. All staff are charged with making a personal commitment to practice and enforce the principles of this policy.

Additionally, a supervisor who has a personal or professional relationship with an applicant for employment must disclose this relationship in writing at the outset of the hiring process. In order to maintain objectivity in hiring decisions, it may be necessary for the supervisor to be excused from the interview process.

Dismissal

We will request staff planning to resign notify their supervisor in writing at least two (2) working weeks prior to their last day. For those in a supervisory capacity, three (3) weeks of notice will be requested. The purpose for advance notice will be to provide for an orderly transition of the staff member's duties in a professional manner. Staff who are considered at risk for accessing confidential information during the notice period may have their duties adjusted during this time period or may be requested to work at home, or may be excused from their work responsibilities. The right to work through the end of a notice period is at the school's discretion.

The Consolidated Omnibus Budget Reconciliation Act (COBRA) allows eligible staff members to extend health insurance for up to eighteen (18) months (at their own expense) following termination of employment. Information about COBRA will be provided in the Benefits Guides.

In instances where a staff member voluntarily leaves the school's employ, we would like to discuss the reasons for leaving and any other impressions that staff member may have about the school. If the staff member decides to leave, they will be asked to grant the school the privilege of an exit interview. During the exit interview the staff member can express themselves freely. The school hopes to use feedback and insight from the exit interview to make any appropriate improvements. All information will be kept confidential to the extent possible.

Background Checks

Coastal Connections Academy will contract with Connections to provide and/or coordinate all required background checks and criminal history records after an offer of employment has been made to a candidate. Failure to accurately report required information will subject the candidate to discipline up to, and including, denial of employment or termination if already hired, and may subject the candidate to civil and criminal penalties. Coastal Connections Academy may use the information for the purpose of evaluating a candidate's fitness to be hired or for continued employment and may report the information as permitted by law.

E. If personnel policies have been developed, include as Attachment O. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

We provide our personnel policies, in the form of the proposed employee handbook, as Attachment O.

F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

Employee Discipline Policy

Staff will be expected to meet certain standards of work performance and conduct. These include, but are not limited to, those outlined in the Employee Handbook as well as in the employee's job description. Staff not meeting 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 staff member's conduct and the relevant circumstances. It is not a guarantee of continued employment when a staff member is placed on an improvement plan as part of the disciplinary process. Staff members 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.

Any staff member who becomes aware of allegations of unlawful discrimination or harassment must bring the allegations to the attention of their Human Resources Partner.

If the staff member believes that their manager is the source of the problem or is uncomfortable with this approach for any reason whatsoever, they 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 a staff member perceives someone to be acting in a way inconsistent with the Code of Conduct, including complaints about the violation of this policy, they should not hesitate to report it to the Human Resources Department. An anonymous ethics hotline is also available to all staff to report complaints/concerns. Retaliation for bringing a discrimination complaint forward or for participating in an investigation will not be tolerated. The full complaint and investigation procedure will be made available to staff in the Employee Handbook.

Coastal Connections Academy will ensure that it complies with investigatory regulations to confirm that all employees who have direct contact with children have not been the subject, been investigated, dismissed, or otherwise disciplined for misconduct with a student. Upon learning that an employee has been the subject of an aforementioned investigation, Coastal Connections Academy will take the steps as required by Florida law.

Section 13: Professional Development

By providing a robust training program for teachers and leaders, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(c)2, (2)(c)3, and (2)(c)5.

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:

1. Identify the person or position responsible for overseeing professional development activities.

The School Leader, with support from Connections, is responsible for overseeing professional development activities at Coastal Connections Academy.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.

Professional Development Plan

Coastal Connections Academy will engage Connections, through the Statement of Agreement, to provide robust training and professional development for school leadership and teachers. Training is integrated into the Connections program and aligned with the student curriculum, student pedagogy, student information system, data, evaluation systems, and other services. Connections will provide robust onboarding training and professional development for school leadership and teachers. Training is integrated into the Connections program and aligned with the student curriculum, student pedagogy, student information system, data, evaluation systems, and other services.

Teachers will benefit from ongoing and effective professional growth. The training begins with an initial teacher orientation and several days of face-to-face pre-service training.

Teachers will build a strong foundation for teaching in the online environment with student success as a focus. Professional learning communities, nationally facilitated professional learning sessions, and weekly teacher updates via *The Scoop* newsletter will keep teachers up-to-date and on the road to being experts in online learning.

In April 2015, the Connections Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). This prestigious award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning programming, including program content and delivery, integration of technology, presentation, and impact on participant learning.

In May 2016, Connections was recognized as a Codie Award finalist for Best Professional Learning Solution for K-20 Faculty and Administrative Staff. This award recognizes the best educational application or service designed to support PK-12 or postsecondary education institutions in the professional development of faculty and administrative staff.

In November 2017, the Connections professional learning model won a Tech & Learning Award of Excellence.³⁸

Teacher professional development is critically important in ensuring that the staff is optimally effective at teaching in an online environment and addressing the Florida Standards in their daily instructional practice. The school will use the *National Standards for Quality Online Teaching* published by the Aurora Institute³⁹ and the Connections *Core Standards for Facilitating Student Learning*, as guides for pinpointing necessary teacher skills and professional development requirements.

The Connections team will focus on coordinating, planning, delivering, and continuously supporting professional learning initiatives through a systematic and comprehensive professional development model. The team provides educators with professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. In addition, Connections will support specific professional development needs as determined by the School Leader and in alignment with school goals.

Professional Learning

Research on effective professional development indicates that professional development must be intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning.

Connections will provide teachers with ongoing professional development activities throughout the year.

Teachers will participate in synchronous and asynchronous professional learning on topics such as:

- Implementing specific research-based instructional strategies,
- Using effective teaching practices and communication skills for an online environment,
- Utilizing the state and national standards to inform instruction,
- Using technology to engage students in collaborative learning activities, and
- Using data to guide instruction.

³⁸ <https://www.techlearning.com/resources/2017-awards-of-excellence-winners>

³⁹ National Standards for Quality Online Teaching, iNACOL, [www.inacol.org](http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf),
<http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf>

The School Leader will develop a systematic approach to professional development for all staff. Topics for trainings will be selected based on school goals, student performance data, national initiatives in education, and research-based best practices.

Professional learning sessions will include an evaluation survey to elicit teacher and administrator feedback. Professional Learning will be:

- **Intensive** – Participants will identify the purpose of educational practices and examine how they can be implemented in the online environment. Participants will collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning science research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level will strengthen these connections.
- **Connected to Practice** – Following each session, participants will apply what they have learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, a virtual portfolio which allows them to document their attendance and upload resources related to their professional learning.

Teaching in an online environment offers flexibility and allows for a greater level of professional learning throughout the school year. Although designated professional development days will have a specific focus, additional professional learning support will be available on a daily basis. Teachers will have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. Coastal Connections Academy will receive multiple levels of support from Connections.

Systemic Professional Development Model

Teachers at Coastal Connections Academy will receive operational training and professional learning throughout the school year. In addition, several days prior to the start of the school year will focus on pre-planning, school improvement planning, and goal setting.

During these meetings, school leadership and teachers discuss expectations, processes, policies, and procedures, and conduct trainings. Throughout the year, the School Leader will schedule additional time for staff members to meet face-to-face and virtually to collaborate in Professional Learning

Communities/Communities of Practice (PLCs). PLCs are data-driven teams focused on student learning outcomes through continuous collaboration and capacity building. In addition, each month, there will be a variety of trainings, touch base sessions, and ad hoc meetings conducted virtually or face-to-face to discuss items based on the school year cycle. For example, there will be trainings prior to state testing, trainings regarding transitions at the semester change, and meetings to discuss student data.

A variety of synchronous and asynchronous professional learning opportunities will be available to teachers throughout the school year to build effective virtual teaching strategies, stay current in industry trends, and collaborate with colleagues. The systematic approach to professional learning supports our Core Standards for Facilitating Student Learning and provides teachers with research-based best practices for effective teaching within a virtual environment, including personalizing learning for students, implementing instructional practices aligned to learning science research, and identifying effective online teaching practices designed to increase student achievement.

Professional Learning Communities (PLCs)

As a continuation of synchronous online professional development sessions, Coastal Connections Academy will implement school-based Professional Learning Communities (PLCs). This allows for true application of new strategies and resources as teachers personalize instruction and make data-driven decisions. Professional development sessions use evaluation surveys and collaborative tools to elicit teacher and administrator feedback. Audits, evaluations, and site-visits will be used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Additional Professional Learning Resources

During the school year, ongoing professional development sessions will also be offered based on teacher feedback from surveys completed after professional learning sessions, and other needs as identified by the School Leader and leadership team at Coastal Connections Academy. In addition, these resources will be available to all school staff to support their professional learning.

- **The School Interactive Program Handbook:** The Program Handbook is a resource for teachers and school personnel to use all year. It contains policies, procedures, and “how to” components that aid the teachers on a day-to-day basis. These “how to” components will also have accompanying on-line tutorial segments that visually demonstrate each process.
- **Teacher Central:** Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students.
- **The Scoop:** All teachers will receive a weekly electronic newsletter that highlights improvements to the curriculum and the EMS, teacher tasks associated with the School Year Cycle, new procedures, shared tips, and community-building activities.

Additional training in health and safety areas may be included as needed to comply with the school’s health and safety policies and/or with state law.

Additional Training for Special Education Teachers

Training is provided throughout the year for special education teachers. Connections will provide extensive training for the entire school leadership team regarding the identification of students suspected of having a disability and types of services available for all students with disabilities including how to implement the Child Find practices in the online environment.

Monitoring Quality Teaching Practices

Administrators will evaluate teachers while they are teaching synchronous LiveLesson sessions with students. This allows the administrator to see/hear/experience the synchronous classroom of the teacher. Administrators will complete teacher evaluations at least two times per year. After the observation, the administrator will review and discuss a detailed report with the teacher. This report will focus on strengths and weaknesses – and what can be done to improve the lesson and delivery. This is similar to an observation that would take place in a brick-and-mortar school.

3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?

Pre-Service Professional Development

Teachers benefit from pre-service and ongoing, effective professional growth. The training begins with an initial teacher orientation course and several days of face-to-face pre-service training. Before the start of each school year, all teachers will complete the Teacher Orientation Course: Foundations of Instruction. This course will be delivered through the EMS, and contains lessons, assessments, and links to online tutorials. This introductory course supports teachers in transitioning from a brick-and-mortar school to an online school and covers curriculum, assessment, personalizing instruction, school year events, grading, communication, and essential tools in the EMS to monitor and support student learning. Teachers will also be instructed on how to modify a course through new teacher orientation. Upon successful completion of this course and assessments, teachers will be ready to begin instruction. Connections provides intensive training to teachers and other school staff prior to and throughout the school year. Training sessions focus on the “how to” — the basic tools and skills that teachers need to know and understand in order to teach in an online environment, navigate the EMS (e.g., how to access the Grade Book, how to modify a lesson), and complete the tasks associated with the School Year Cycle of activities. Teachers are expected to earn a grade of 80% or higher in this course.

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

Teachers at Coastal Connections Academy will receive at least 15 hours of operational training throughout Year 1, in addition to the three days during teacher pre-planning, for a total of 39 hours.

Prior to the opening of each school year, teachers will have face-to-face time devoted to pre-planning, school improvement planning, and goal setting. During these meetings, school leadership and teachers discuss expectations, processes, policies, and procedures, and conduct trainings. Throughout the year, the School Leader will schedule additional time for staff members to meet face-to-face and virtually to collaborate in Professional Learning Communities/Communities of Practice (PLCs). PLCs are data-driven teams focused on student learning outcomes through continuous collaboration and capacity building.

In addition, each month, there will be a variety of trainings, touch base sessions, and ad hoc meetings conducted virtually or face-to-face to discuss items based on the school year cycle. For example, there will be trainings prior to state testing, trainings regarding transitions at the semester change, and meetings to discuss student data.

A variety of synchronous and asynchronous professional learning opportunities will be available to teachers throughout the school year to build effective virtual teaching strategies, stay current in industry trends, and collaborate with colleagues. The systematic approach to professional learning supports our Core Standards for Facilitating Student Learning and provides teachers with research-based best practices for effective teaching within a virtual environment, including personalizing learning for students, implementing instructional practices aligned to learning science research, and identifying effective online teaching practices designed to increase student achievement.

Section 14: Student Recruitment and Enrollment

By marketing the school in multiple districts, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)1, (2)(b)2, (2)(c)2, and (2)(c)3.

A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.

Supported by Connections, Coastal Connections Academy will publicize to attract a sufficient pool of eligible students. The marketing mix will include national advertising, online advertising, public relations, and other paid media activities covering all geographies as well as reaching out to diverse students and families in the state. Coastal Connections Academy will reach families in poverty, academically low-achieving students, students with disabilities, and English Learners. Marketing and outreach strategy and tactics may shift throughout the year to maximize awareness of the school.

Upon approval of the school by Santa Rosa County School District, Coastal Connections Academy, with the support of Connections through the Statement of Agreement, will begin actively recruiting families that represent the full cultural, demographic, and socioeconomic range throughout the state of Florida. Coastal Connections Academy will use a variety of means to inform families about its services and provide them an opportunity to enroll.

- **Direct mail:** Coastal Connections Academy will conduct direct mail campaigns announcing the school to families with students throughout Florida. In a typical mailing, a post card is sent out encouraging parents to visit the website and/or contact the call center. Coastal Connections Academy may also use email to supplement or replace its physical mail campaign.
- **Information sessions:** Coastal Connections Academy will conduct multiple information sessions to assure that families from a variety of communities are able to attend. Coastal Connections Academy will educate families about the school and provide information, including its curriculum, teaching methods, technology resources and testing requirements.

- **Website:** Connections will create and maintain a website with a special link to Coastal Connections Academy. The website will contain information about Coastal Connections Academy, its approach, its curriculum, and FAQs and their answers. The site also includes enrollment information and procedures, information sessions schedules, and other useful tools for prospective students and their families.
- **Telephone/e-mail information service:** Coastal Connections Academy will launch and maintain a toll-free information line and an email information service to answer parents' questions about Coastal Connections Academy.
- **Media outreach:** Coastal Connections Academy will make use of paid media, broadcast announcements, and on the Internet. Coastal Connections Academy will also make use of non-paid/earned media, primarily to shape public opinion, raise awareness of the school and share family/school news.
- **Referrals/word of mouth:** As Coastal Connections Academy grows, it anticipates that an increasing number of families who come to the school enroll due to positive feedback received from their friends, community members, traditional school leaders and family.
- **Digital media:** Coastal Connections Academy will be linked to leading Internet search engines with local reference capability to help Florida families looking for a virtual school option to find this high-quality school. In addition, Coastal Connections Academy will benefit from Facebook, Twitter, and other social media campaigns conducted by Connections.

The EMS allows for accurate collection and analysis of the school's demographic data. The data collected in this way is used to generate reports for the Board and the Florida DOE. It may also be used to evaluate and modify the school's outreach and recruiting strategies when necessary. The Board and all school staff focus on accountability and abide by student data privacy laws and regulations.

In Attachment Y, we provide a sample calendar of recruitment activities. The calendar will be revised and finalized once the school is approved.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

Coastal Connections Academy will be open to all eligible students and will not discriminate in its admission policies or practices. Coastal Connections Academy will actively work to ensure a racial and ethnic balance in the school but in such a manner to ensure nondiscriminatory preference or practices. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process. Through extensive community outreach and full disclosure about the school's program, Coastal Connections Academy will attract those students and families who are most committed to student success in a virtual school setting.

As part of that process, Coastal Connections Academy will be certain to provide parents with a clear and accurate picture of the virtual learning experience so they can make the most appropriate choices for their students.

This may be accomplished through telephone conversations, emailed communications, parent-led virtual sessions, virtual information session, and/or in-person information sessions. Coastal Connections Academy will strongly encourage families to attend a variety of online activities prior to enrollment, explaining the benefits and importance of attending a session.

Coastal Connections Academy admissions procedures will comply with IDEA 2004 and Civil Rights protections. Coastal Connections Academy will comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act and will comply with the same federal and state audit requirements as do other public schools in Florida.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment P.

Enrollment Policy and Procedures

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

Connections supports a successful centralized enrollment model. They manage enrollment and placement for the schools they support with robust and effective systems that enable them to provide customized services to Coastal Connections Academy, including:

- An Enrollment and Academic Placements Senior Point of Contact who will touch base regularly with Coastal Connections Academy leadership on enrollment strategy and resolution of escalated issues.
- Florida-specific training for all Enrollment Academic Placement personnel as well as refresher training.
- Robust quality monitoring to make sure the services and support provided to Coastal Connections Academy families and students are accurate and comprehensive so that advisors are acting as an extension of Coastal Connections Academy's team.

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

Admission methods and eligibility criteria: Through its recruitment/marketing and application guidance activities, Coastal Connections Academy will regularly disclose full details about its program and encourage families to carefully consider its academic and parental involvement demands before applying.

Coastal Connections Academy will also provide tools (such as contact with other parents, with permission, and contact with a Connections counselor, if desired) to help parents decide whether Coastal Connections Academy is truly the right fit for their children and themselves. Students will be subject to the current age restrictions for Florida for public school admission and funding.

Coastal Connections Academy is a Controlled Open Enrollment school. Parent/Guardians that are interested in enrollment can start this process by registering on our public website. The parent/guardian is asked to provide basic information (Parent/Guardian Name, Student Name, Address/Contact information and grade requested). An offer of enrollment is provided to the parent/guardian. An offer of enrollment is only valid for the current school year. The parent accepts the offer of enrollment and the student is considered a student of Coastal Connections Academy with the understanding that there are additional tasks which must be completed in order to start school including that they must meet all eligibility guidelines and any enrollment deadlines for the school. These additional tasks include completing online information forms, providing various documents, such as proof of residency, proof of age, Immunization records/Exemption information for the student.

The Board may annually select a date to close enrollment to Coastal Connections Academy. Typically, enrollment for the school year may close shortly after the beginning of the second semester. The application period for the second semester would commence in late November or early December, as approved by Coastal Connections Academy, to ensure students complete the enrollment process to start school on time. The Coastal Connections Academy school leader may approve mid-semester enrollments if deemed appropriate and in the best interest of the student.

The public website will list the date that enrollment closes for that school year. The school reserves the right to admit a student to the school after enrollment closes, upon approval of the exception by the School Leader.

Specific state requirements for enrollment eligibility will be available for interested families on Coastal Connections Academy's website. The school will abide by all federal, state, and local policies and guidelines for student admission and will not impose admission requirements that are inconsistent with these policies and guidelines. The School Leader will serve as the liaison for homeless students.

Students may withdraw from the school at any time in accordance with Florida statute.

Prior to withdrawing, the Learning Coach and/or student will be encouraged to discuss with the school staff the student's reason(s) for withdrawing as it may be possible to address issues so that the student does not need to withdraw. This data will be recorded and will be reviewed by the School Leader to continually reflect on the school's ability to serve the families and students.

Students will be admitted in a non-discriminatory manner. Connections provides dedicated teams to support the families extensively throughout the enrollment process to ensure that they are supported and understand the virtual school model.

Enrollment Timeline

Depending upon charter approval, the goal would be to start enrollment in February.

If a lottery is needed then the date will be determined when the “open application period” closes.

Lottery Process

Coastal Connections Academy will be committed to admitting as many students in grades K-12 as possible within its annually set enrollment limits. Such limits help ensure that students are provided with quality instruction and support, including an effective student/teacher ratio. Therefore, if the number of enrollment applications completed during the annual open application period exceeds the available slots, Coastal Connections Academy will use an electronically generated random number lottery to determine who can attend. The lottery will be open to the public, but attendance is not required. If a random number lottery is needed, Coastal Connections Academy will post the date, time, and location of the lottery on its website Enrollment page.

Open Application Period

Coastal Connections Academy will have an open application period each year at a time to be specified in the second semester of each year for the following year. To be eligible to enroll or to be included in a lottery if one is necessary, students who are interested in enrolling must apply by completing the online registration form, online Family and Student Information Forms and providing a valid form of proof of residency.

No new students will be admitted during the open application period. If there are more completed registrations than available slots at the end of the application period, a lottery will be conducted. If the school is not oversubscribed at the end of the application period, students will be admitted on a first come/first served basis until the enrollment cap is met. Once the enrollment cap is met, the school will continue to accept applications from students who will be placed on the waiting list in the date order the application is received.

Lottery Procedure

The lottery may or may not be conducted in grade clusters. The grade order in which the lottery is drawn, and the total number of students selected may vary each year depending on the number of students who receive an enrollment preference. Coastal Connections Academy will use an electronically generated random number lottery to determine who can attend. The lottery will be open to the public, but attendance is not required. If a random number lottery is needed, Coastal Connections Academy will post the date, time and location of the lottery on its website Enrollment page.

When all slots are filled via the lottery, students not selected will be placed on a waiting list in the order of their lottery number and made an offer to enroll in descending order as space becomes available. The waiting list is for one school year only and will not carry over from school year to school year. A new application must be submitted each year.

Coastal Connections Academy will follow the guidelines of F.S. 1002.31 and F.S. 1002.33 and provide preferential treatment in its controlled open enrollment process to all of the following:

- Dependent children of active duty military personnel of any branch of the United States Armed Forces (including those students whose move resulted from military orders);
- Children who have been relocated due to a foster care placement in a different school zone;

- Children who move due to a court ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent;
- Students who are siblings of a student enrolled in the charter school (Year 2 and beyond);
- Students who are the children of a member of the governing board of the charter school;
- Students who are the children of an employee of the charter school;
- Students who attended or are assigned to failing schools pursuant to F.S. 1002.38(2); and/or
- Students residing in Santa Rosa County District Schools.

The spaces will be reserved until a published date and will be released if not filled. Recruitment and admissions policies and practices will meet all federal requirements. Students selected in the lottery will be provided an offer of enrollment which must be accepted within a specified time period or the student will forfeit his/her space to the next student on the waiting list. After an offer has been accepted, students will have a designated period of time to complete all enrollment requirements or forfeit their space to the next student on the list.

Siblings and Lottery Selection: Siblings of applicants who are selected in the lottery will also be offered enrollment, provided that the sibling is also eligible to participate in the lottery as long as space is available in the grade or grade cluster. Any sibling may withdraw at any time without affecting the status of other enrolled siblings.

Post-Open-Application or Post-Lottery Process

Each year, Coastal Connections Academy personnel will review, edit, and approve the enrollment and eligibility requirements via the EMS. School staff and the School Leader review, edit, and approve “required” and “requested” information and documentation that can be accepted to satisfy enrollment requirements. There is comprehensive training program for Connections staff in the Enrollment Service Center that includes instructions for determining valid documentation for enrollment in a virtual school in Florida as well as requested documentation.

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

Completion of the enrollment process is conditional on the completion of the following stages:

1. The parent/legal guardian accurately completes the Parent/Legal Guardian (Caretaker) Acknowledgement Form (one per household). Student Information Form (one per student) and the Family Information Form (one per family). This information is used to ensure appropriate course placement and gathering of information that will be helpful to school personnel in assisting student success in the program. Information such as ethnicity is also collected for federal reporting requirements and is not used for enrollment purposes.
2. The parent/legal guardian-submitted documentation is verified and course placement completed by the Coastal Connections Academy enrollment and academic placement teams.
 - a. Coastal Connections Academy will work with Connections’ Academic Placement Team to collaborate and establish recommended practices to use when finalizing course placement for all students.

This includes, but is not limited to, placement of general education, special education, and gifted education, for all students. These practices will align with Florida Standards and Connections Education curriculum to provide a personalized course placement for all enrolling students.

- b. Using the submitted academic documentation and information provided by the Caretaker during the enrollment process, the academic placement team will consider the following factors to ensure an accurate placement of all enrolling students:
 - i. Age (Is the student age appropriate for the grade level requested?)
 - ii. Grade level completed and grade level requested (Is the student asking to skip or repeat a grade level?)
 - iii. Academic documentation (Is the student passing or failing courses?)
 - iv. Academic background (What level of courses did the student complete?)
 - v. Skills Assessments (Is the student showing readiness for the Florida-aligned curriculum?)
 - vi. Coastal Connections Academy and Florida requirements (What courses are available? What courses does the student need to take based on the course progression and to meet graduation requirements?)
 1. Specific to incoming 4th grade students, did the student successfully show proficiency on the Florida Standards Assessment?
 - c. Questions or concerns that may arise upon review of these factors are escalated to the Manager of Counseling or School Leader, as appropriate.
 - d. Academic documentation is reviewed
3. The student is then considered officially enrolled in Coastal Connections Academy.

Supporting Students during Enrollment

Coastal Connections Academy will be open to all eligible students and will not discriminate in its admission policies or practices. Coastal Connections Academy will actively work to ensure a racial and ethnic balance in the school but in such a manner to ensure nondiscriminatory preference or practices. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process.

Through extensive community outreach and full disclosure about the school's program, Coastal Connections Academy will attract those students and families who are most committed to student success in an online school setting. As part of that process, Coastal Connections Academy will be certain to provide parents with a clear and accurate picture of the online learning experience so they can make the most appropriate choices for their students. This will be accomplished through personal telephone conversations, mailed/emailed communications, and online and/or in-person information sessions. Coastal Connections Academy will strongly encourage families to attend an information session prior to enrollment, explaining the benefits and importance of attending a session.

Onboarding

Connections has discovered that parent satisfaction and retention rates are strongly tied to how prepared the family feels for the first day of school. As such, Connections has invested significant resources to create a comprehensive onboarding program that facilitates the transition to virtual school and prepares the family for success at the school.

The onboarding process begins when a family first expresses interest in the school, continues all the way through the first few months of being enrolled, and is supplemented by ongoing support throughout the school year. The goal is to ensure everyone in the family understands their role in a virtual school environment, appropriate routines are set up, and are aware of resources available to further assist them. The onboarding program is a combination of proactive communications (teacher welcome phone call, email series, welcome kit) as well as resources that can be accessed any time (Orientation courses and Virtual Orientation sessions, dedicated website). The onboarding program starts with the essentials a family needs to know, and increases the amount of information incrementally, to ensure the families are not overwhelmed and their chances of success in a virtual school are maximized.

Withdrawals

Students may withdraw from Coastal Connections Academy at any time in accordance with state statute. Prior to withdrawing, the school will encourage the Learning Coach and/or student to discuss with the school staff the reason(s) for withdrawing as it may be possible to address issues, so the student does not need to withdraw. Coastal Connections Academy will request that the Learning Coach provide evidence of homeschool registration consistent with state requirements or the name and location of another public or private school that the student will attend. This data will be recorded for tracking purposes and reviewed by the School Leader, so school leadership can continually reflect on the school's ability to serve its families and students.

Coastal Connections Academy will pursue truancy violations in situations where the student cannot be confirmed as attending as documented by their work product.

If a student becomes ineligible or leaves the school, the EMS will be updated and Coastal Connections Academy will ensure all appropriate paperwork is submitted and/or forwarded to the new school.

Providing Enrollment Data to Santa Rosa County District Schools

Connections will customize data reporting to meet the District's needs via an Extract, Transform, Load (ETL) process. The EMS captures all the pertinent data during the enrollment process to meet survey reporting needs, plus any other District requirements. The data is accessible for viewing by appropriately permissioned school staff and teachers on a moment-by-moment, day-by-day basis. In addition, this data is available for formal reporting to various stakeholders.

Section 15: Parent and Community Involvement

By involving parents in the virtual school model, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)1, (2)(a)2, (2)(a)3, and (2)(c)2.

A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This must include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.

The Board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes.

There are multiple ways for parents to be involved in education. In the virtual learning model, parents often act as the Learning Coach and are therefore directly involved in their child's education. At Coastal Connections Academy, parents will be closely involved in their child's education in partnership with their child's teacher.

Communication with parents and Learning Coaches will be frequent and purposeful throughout the school year. Teachers will communicate students' formative and summative progress to Learning Coaches. Communication will serve three main objectives: 1) to help the teacher monitor the student's progress, 2) to engage parents in the life of the school with current school happenings and their child's performance, and 3) to help the school grow and improve from parent feedback.

The school will regularly distribute information through school newsletters, the EMS home page, and "Must Read" email messages to ensure parents are informed. Communication will continually make students and best practices stronger and more effective. All communication between teachers and parents or students will be documented in the log section of the EMS, which allows for detailed tracking of interactions as well as seamless support for students and their families from multiple individuals. The school will send a newsletter to parents as well. A communication provided through Learning Coach Support is also sent monthly to Learning Coaches and Caretakers via email message. The school will also use its website to communicate relevant, up-to-date information to parents, students, and the community.

Families are key components of supporting the mission of Coastal Connections Academy.

Through formal and informal channels from field trips to surveys, families will have an avenue to provide feedback and input. This ensures that the school is on a cycle of continuous school improvement and that all stakeholders are valued. Families may participate in Coastal Connections Academy in many ways, including:

- **Public Comment:** Parents may make public comments at board meetings.
- **Closed Facebook Groups:** Where available, families can join a closed Facebook Group in their region in order to plan events among themselves, get advice from other families and generally create comradery among the parents.

- **Parent Engagement Program:** A nationwide advocacy organization managed by Connections, Club Orange brings together parents of students attending schools supported by Connections across the country and encourages members to engage with other families interested in online education in their local communities.
- **Field Trips:** Parents attend and participate in field trips with their student and may also suggest potential field trip locations to school administrators.
- **StarTrack and Course Ratings:** Parent input is gathered on an ongoing basis via StarTrack ratings for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack rating box, inviting ratings on a five-star scale and an opportunity to provide text feedback.
- **Learning Coach Support:** Learning Coaches, most often parents, are provided ongoing support and opportunities to interact with other Learning Coaches during synchronous online sessions. Successful onboarding and continued support contribute the success of the Learning Coach and student. Programs provided by Learning Coach Support are designed to make this process easier and give Learning Coaches the skills and resources needed to better support their students. Resources include onboarding tools; informational webinar-style sessions; Learning Coach Central, a website designed specifically for Learning Coaches; as well as ongoing parent support, including a Learning Coach orientation.

Additionally, Coastal Connections Academy will host virtual Information Sessions and, depending upon current health restrictions related to COVID-19, may hold in-person sessions across Florida. A detailed list is included in Attachment Y.

B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.

The support of community organizations will be essential to the success of Coastal Connections Academy. The Board has prioritized creating and sustaining partnerships with organizations that complement the school's mission. The Board has actively solicited feedback from the community. The school will continue to take full advantage of valuable community partnerships to ensure that the school reflects the needs and wishes of the wider Santa Rosa County community.

The school will actively seek out community organizations to partner with and provide real connections among students and the community (support letters provided in Attachment Q). Information was provided to educate and inform organizations about Coastal Connections Academy's unique school model and to find opportunities to work together. The Board plans to continue these discussions after the school has been approved and identify specific activities in which students may participate.

C. Provide, as Attachment Q, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).

In Attachment Q, we provide evidence of demand for the school and support from intended community partners in the form of letters of support such as the South Florida Science Center and Museum, A-Z Rentals, Captain Ron's Awesome Everglades Adventures, University of West Florida, and the Pensacola Museum of Art.

III. BUSINESS PLAN

Section 16: Budget

By providing a responsible budget, Coastal Connections Academy will meet this Guiding Principle and Purpose: (2)(a)2.

A. Provide as Attachment R, an operating budget covering each year of the requested charter term that contains revenue projections expenses, and anticipated fund balances. The budget should be based on the anticipated completion rate of the projected student enrollment indicated on the cover page of the application and the specific funding amount available to virtual charter schools within the sponsoring district at the time of the application.

We have provided an operating budget as Attachment R. It is carefully aligned to the mission of the school and demonstrates a school with sound financial planning. At all times, the Board is in control of the school's finances and fund balance. The budget assumes a completion rate of 85% and per student funding amount of \$5,347, which is aligned to current funding available to virtual schools.

B. Provide a start-up budget as Attachment S that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

We have provided a start-up budget as Attachment S.

C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment T.

The school does not anticipate receiving any funding beyond what is typically provided by local, state and federal governments.

D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

Revenue Assumptions

- Start-up expenses will be assumed by Connections (see Attachment T and Attachment S).
- FEFP Revenue of \$5,347 per funded FTE was assumed for all five years.
- Funded FTE was anticipated to be 85% of projected student enrollment for all five years.

- School will apply for Federal Title I, Title II and IDEA grant funds and anticipates receiving awards from each respective federal program.

Expenditure Assumptions - Start-Up

- School Leader compensation expense budgeted for four months of the start-up year;
- Four months of facility-related costs have been budgeted along with other organizational costs that will occur during this phase.
- Connections will provide a cash advance for costs incurred during the start-up period. These funds will be repaid to Connections during the first year of the school's operations.

Operating Years

5000 - Instruction

Connections

Through the Statement of Agreement, Coastal Connections Academy will contract with Connections for the comprehensive education program. This budget line is an allocation of anticipated Connections fees that were calculated using the Fee Schedule in Attachment A (Statement of Agreement). The estimated allocation of Connections fees reflected in the budget is 67% instructional, 16% Instructional Support, and 17% General Support.

School Instructional Staff

- Staff salaries are included in Figure 12 and include base salary averages.

Included in Instruction Services are the following (more detail provided in the Allocation of Fees document included with Attachment R):

- Connexus® Education Management System (EMS)
- High Quality Curriculum Aligned to Florida Standards
- Courses for Students in Kindergarten, Elementary School, Middle School, and High School
- Clubs & Activities
- Internet Subsidy Processing Support
- LiveLesson
- Staff Technology Infrastructure
- Student Technology Package for Qualifying Students

Testing and Assessments

- Testing-relating costs have been budgeted at an average of \$300 per student and include technology rentals, testing site rentals, and teacher/proctor travel costs.

6000 – Instruction Support Services

Connections Education

Through the Statement of Agreement, Coastal Connections Academy will contract with Connections for the comprehensive education program. This budget line is an allocation of anticipated Connections fees that were calculated using the Fee Schedule in Attachment A (Statement of Agreement).

Both the allocation percentage and metrics used for the calculations can be found in Attachment R.

School Instructional Support Staff

- Staff salaries are included in Figure 12 and include base salary averages.

Included in the Instructional Support Services are the following (more detail provided in the Allocation of Fees document included with Attachment R):

- Academic Placement Services
- Learning Coach Support
- Special Education Administration Services
- State Testing Services
- College & Career Programs
- Response to Intervention (RTI) Support
- School Counseling Services
- School & Technical Help Desk
- Onboarding and Staff Training
- Teacher Professional Development
- Instructional Consulting & Support Component

Other

- Instructional travel estimated at \$500 per staff member
- Training and Professional Development activities at \$200 per staff member

7000 – General Support Service

Connections Education

Through the Statement of Agreement, Coastal Connections Academy will contract with Connections for the comprehensive education program. This budget line is an allocation of anticipated Connections fees that were calculated using the Fee Schedule in Attachment A (Statement of Agreement). Both the allocation percentage and metrics used for the calculations can be found in Attachment R.

School Administrative Staff

- Staff salaries are included in Figure 12 and include base salary averages.
- Budget lines include bonus incentives and payroll taxes.

Administrative Fee

- Santa Rosa County District Schools authorizer fee for a virtual charter school at 5% of funding for the first 250 FTE students for each operating year. Each of the five years reflected in the Operating Budget includes an Administrative Fee of \$66,838, which was calculated as follows in Figure 13.

Figure 13. Fee Calculation

FEFP Revenue per FTE	\$5,347
Funded FTE	250
FEFP Revenue	\$1,336,750
SRCDS Authorizer fee %	5%
SRCDS Authorizer fee	\$66,838

Included in the General Support Services are the following (more detail provided in the Allocation of Fees document included with Attachment R):

- Enrollment Services
- Human Resources Services
- Board Services
- Business Services
- Facilities Support
- Funding Support Services
- Insurance Support
- Partner School Leadership
- Program Management
- Program Oversight
- State & Strategic Client Relations
- Data Integration Services

Other

- Independent Auditor budgeted at \$12,000 per year
- Legal Expenses budgeted at \$10,000 per year
- Miscellaneous. Board Expenses budgeted at \$5,000 per year
- Governance Training (in addition to training provided to the Board by Connections) budgeted at \$2,000 per year
- D&O Insurance Policy budgeted at \$2,000 per year
- Banking Fees budgeted at \$1,200 per year
- Facility- and Utility-related expenses are budgeted at ~\$110,000 with assumed annual inflationary increases

Service Credit

A Service Credit will be issued for each school year as needed (discounts on products and services by Connections) once the school has launched to protect the school against a cumulative budget deficit.

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

Most of Coastal Connections Academy's expenses are variable instead of fixed. For example, Connections charges are variable and paid based on actual enrollment levels attained by the school. Also, staffing costs are managed closely, and instructional staff are hired as students enroll.

This will ensure that the majority of expenses will flex up and down with enrollment, thus cushioning the impact of lower than expected revenue due to an enrollment shortfall. As an added measure, Connections has agreed to reduce its charges to Coastal Connections Academy in order to protect the school from possible deficits for each school year as needed.

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

Connections will protect the school from cash flow volatility by awaiting payment of Connections' invoices until the school has the funds available to make payment and by allowing the school to pay in installments. This will ensure that Coastal Connections Academy's positive cash flow is never compromised. Also, as stated previously, Connections will reduce its fees to the school annually, as needed, to protect the school against an anticipated deficit.

G. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

We provide monthly cash flow projections for the school's start-up period in Attachment S.

Section 17: Financial Management and Oversight

By providing sound fiscal management, Coastal Connections Academy will meet this Guiding Principle and Purpose: (2)(a)2.

A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

The Governing Board will be responsible for the overall financial management of the school.

The Board is responsible for the oversight and approval of school financial policies and procedures and possesses the necessary experience and financial expertise to fulfill its fiscal oversight duties.

The Board will contract with Connections for business, financial, and accounting services. Connections will report directly to the Board working alongside the School Leader to achieve the School's financial goals. Connections will make recommendations to the Board for financial planning, review of financial statements, monitoring of revenues and expenses, annual budget preparation and oversight, grant expenditures, and procurement. The expertise of Connections in assisting similar schools throughout the United States will be very helpful and provide guidance to the Board.

Coastal Connections Academy's financial systems comply with the Generally Accepted Accounting Principles (GAAP) necessary for sound financial management.

Each month, Coastal Connections Academy will produce a set of detailed financial statements that include a statement of activities, a balance sheet, bank reconciliations, invoice detail, payroll registers, any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity. The Treasurer of the Board will be provided with access to such financial documents for review as an increased measure of oversight and governance. Connections will review monthly financial statements and support effective decision-making.

During the Board's regularly scheduled meetings, a financial report will be presented that will include the current results of the school's financial activities along with a comparison of projected annual costs and the annual approved budget. Budget variances and matters of financial significance will be discussed with the Board and necessary actions and Board approvals will be noted.

B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

The Board will use sound budgeting and forecasting policies and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue.

The development of the annual budget will be an interactive process that will incorporate input from key stakeholders and the Board. The budget will then be approved by the Board before the start of the school year. This budget will then be compared to actual and forecasted results on a monthly basis as described under Financial Reporting/Internal section.

Coastal Connections Academy will use an industry-accepted and widely adopted accounting software that is compatible with the State's reporting requirements. The accounting software used will also be required to include strong controls, data integrity and backup, and data security.

Internal Financial Controls: Coastal Connections Academy will institute rigorous internal financial controls as follows.

- **Segregation of Duties:** Coastal Connections Academy will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures.

All proposed expenditures must be approved by the School Leader or School Leader designee, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All approved check requests and purchase orders will be provided to the Board designee and will be signed by a Board member or a designee of the Board who has been approved as a signatory on the school's checking account to initiate payment. All transactions will be posted on an electronic general ledger.

- **Authorization and Processing of Disbursements:** To ensure fiscal responsibility and compliance, the Board will meet regularly to review the operations and financial performance of the school.

Supporting documentation for all expenditures will be provided. The school will not authorize any payment until it has reviewed such support. The Board will establish fiscal policies covering school expenditures. It will also designate specific check signing authority.

- **Safeguard Assets:** All state, federal, and other monies received by Coastal Connections Academy will be deposited in its accounts within 24 hours or one banking day of receipt per federal and state regulations. Coastal Connections Academy will acquire all federal, state, and local tax and employer identification numbers to establish as a Florida public school as required by law.
- **Banking Arrangements/Reconciliation:** Coastal Connections Academy will maintain its accounts at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts or invested in non-speculative federally backed instruments. For all funds, the Board must appoint and approve all individuals authorized to sign checks in accordance with these policies. All bank accounts will require proper signatures on checks or other forms of disbursement. Bank statements from private banking institutions will be sent directly to the school, who will submit a copy for reconciliation. This reconciliation will be provided to the Treasurer for review monthly.
- **Policies and Procedures:** Policies and procedures to safeguard payroll and employee information will be implemented by the Board.

C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

Coastal Connections Academy's financial statements will be audited annually. Connections will support the preparation of audit work papers for the fiscal year end and work with auditors to complete the audit engagement.

The Board will engage a third-party accounting firm to perform the annual audit, which provides assurance that the financial statements are materially accurate. The auditor will be selected according to the same guidelines applicable to public and/or charter schools in Florida. The audit will be conducted in accordance with generally accepted Governmental auditing principles and will meet the specific compliance requirements set forth by Florida.

D. Describe the method by which accounting records will be maintained.

Coastal Connections Academy will record all accounting transactions using an industry-accepted and widely adopted accounting software. Support for all transactions entered into the accounting system will be maintained electronically. Evidence of expenditure and other transaction approval will be reviewed and maintained in order to support the appropriateness of activities recorded in the accounting system. Accounting records will be maintained on a secure network with system level access restricted to assigned personnel.

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

Annually, the Board will adopt a fiscal budget. Approximately one week prior to the presentation of the school's proposed annual budget, Coastal Connections Academy will post the Board's meeting agenda on its website as well as any state- or district-mandated publication. Once the budget is adopted it will also be posted to the school's website.

Additionally, each year the School will officially engage an independent audit firm and receive the annual financial audit in a public meeting properly noticed under Florida's open meeting laws.

All approved budgets, audits, annual financial reports and other applicable financial data will be made available for public viewing in accordance with the applicable Florida transparency requirements. Since these documents will be presented in a public meeting and are public documents, they will be made available to parents and the public upon request. Additionally, Coastal Connections Academy will adhere to the submission timelines for financial information specified by Santa Rosa County District Schools and Florida and will provide any additional information upon request.

F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

Coastal Connections Academy will contract with Connections for business, financial, accounting and office services through the Statement of Agreement.

Connections will provide support to school principals and admin on getting expenses paid on behalf of the school, establishing financial practices for the school and coordinate signing of financial documents, etc.

Connections will assist with preparation of State-required financial reporting in the state-required formats, ensure compliance with all external financial deadlines and deliverables set by Santa Rosa, FDOE and/or other regulatory agencies and prepare monthly and/or quarterly financial submissions into state reporting systems as applicable.

Connections will perform grant accounting and tracking of grant expenses by advising school personnel to ensure grant funds are used in accordance with budget, preparing and initiating draw down requests for grant funding and entering budget and expense information into state mandated grant system. Connections will support the school with authorizer and DOE grant audits.

Coastal Connections Academy intends to utilize Connections as its pay agent for fixed expenses such as those related to payroll and the facility. These costs will be invoiced monthly by Connections. Additionally, Connections will assist with managing a school credit card program by establishing a bank relationship, reviewing applications and issuing new cards, assisting with approval of credit limit increases, managing short term credit card needs at the school and deactivating cards for terminated employees. Maintenance of expense reporting policies including managing policies and rules, auditing of all expense reports and providing monthly reporting to the School Leader of outstanding expense reports will help this program run successfully.

Connections will assist with the Schools Internet Subsidy Payment processing to qualified families. Responsibilities include managing the relationship with the financial institution that issues cards to

families, arranging and submitting payment information to the bank, initiating payments three times a year, tracking of payments made to families and assistance with family inquiries.

As previously noted, the Board will engage a third-party, independent accounting firm to perform an annual audit. The auditor will be selected according to the same guidelines applicable to public and/or charter schools in Florida. We anticipate the annual cost of auditing services to be \$12,000.

G. Describe how the school will store financial records.

Transaction ledgers, invoices, receipts, canceled/duplicate checks, payroll records, and any other necessary fiscal documents will be maintained in accordance with state law in a secure location for at least seven years as set out in the school's policies, or as long as required by applicable law, whichever is longer. Appropriate backup copies of electronic and paper documentation, including financial and accounting data, will be regularly prepared and stored in a secure off-site location, separate from Coastal Connections Academy's teaching/learning center.

H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

Health Insurance Benefits

Coastal Connections Academy will offer a health care benefit package. The comprehensive package will include a choice of major medical plans, vision coverage, dental coverage, life and disability insurance, as well as paid sick leave.

Insurance Coverage

The school will maintain a comprehensive insurance program in place as dictated by applicable laws and the approved charter. The insurance program will include, but is not limited to Commercial General Liability, Sexual Abuse and Molestation, Educator's Legal Liability, Employment Practices, Liability, Crime (Employee Dishonesty), Property, Automobile, Workers Compensation, and Directors' & Officers' Liability. The policies will cover the school's operations, extracurricular activities, and volunteer activities.

Coastal Connections Academy will be added under the existing comprehensive Connections' insurance program and able to take advantage of cost savings due to competitive national package pricing.

Section 18: Start-Up Plan

By implementing a clear and defined start-up plan, Coastal Connections Academy will meet these Guiding Principles and Purposes: (2)(a)2, (2)(b)1, (2)(c)2, (2)(c)3, and (2)(c)5.

A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:

- i. **Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)**
- ii. **<left blank on application template>**
- iii. **Recruiting and hiring staff (leaders, teachers, and other staff)**

- iv. Staff training
- v. Governing board training
- vi. Policy adoption by Board (if necessary)
- vii. Recruiting students
- viii. Enrollment lottery, if necessary
- ix. Establishing financial procedures
- x. Securing contracted services
- xi. Fundraising, if applicable

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement).

Figure 14. Timetable of Projected Steps

Coastal Connections Academy Start-Up Plan																	
TASKS	2019	May 2020	Jun 2020	July 2020	Aug 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	July 2021	Aug 2021
APPLICATION																	
Submit charter application							X										
Santa Rosa approves application									X								
SCHOOL OPENS																	
School opens																	X
GOVERNANCE																	
Develop policies									X								
Approve parent and student handbook										X							
Conduct Board training												X		X			
Hold regular meetings						X		X		X		X		X	X		X
LEGAL																	
Secure counsel*									X								
Execute contract with ESP									X								
File non-profit Articles of Incorp.						X											
Review and execute Charter							X										
File for 501c3 status						X											

Coastal Connections Academy Start-Up Plan																	
TASKS	2019	May 2020	Jun 2020	July 2020	Aug 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	July 2021	Aug 2021
Secure insurance*									X								
PERSONNEL																	
Determine payroll and benefits compliance												X	X				
Establish staffing model												X					
Determine certification and background check requirements													X				
Approve employee handbook/policy														X			
Recruit School Leader candidates										X	X	X	X				
Review School Leader candidates										X	X	X	X				
Select School Leader										X	X	X	X				
Train School Leader													X	X	X	X	X
Recruit remaining staff														X	X	X	X
Train staff																X	X
FACILITY																	
Procure letter of intent to lease with potential landlords											X						
Identify/tour sites										X							
Select preliminary Sites/RFPs										X	X						
Negotiate/finalize lease										X	X						
Renovate & build-out												X	X	X	X	X	
Secure inspections/ Certificate of Occupancy																X	
Move-in for school start																	X
CURRICULUM																	
Verify state course codes				X	X	X	X								X	X	X

Coastal Connections Academy Start-Up Plan																	
TASKS	2019	May 2020	Jun 2020	July 2020	Aug 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	July 2021	Aug 2021
Fine-tune alignments to state standards		X	X	X	X			X	X	X				X	X	X	X
Determine course limits and/or restrictions											X	X	X				
Complete any necessary curriculum enhancements										X	X	X	X	X	X		
STUDENT RECRUITMENT																	
Assign dedicated outbound/inbound call agents to answer parent questions and respond to requests for info.											X						
Respond to requests for info. via email series & phone outreach												X	X	X	X	X	X
Launch website											X						
Media announcement of school approval and enrollment open											X						
Begin advertising (online, national, broadcast, and/or direct mail)											X						
Conduct in-person and/or virtual parent/ student info.sessions												X	X	X	X	X	X
Enrollment opens Assist families through enrollment process											X	X	X	X	X	X	X
Conduct student/parent orientations																X	X

Coastal Connections Academy Start-Up Plan																	
TASKS	2019	May 2020	Jun 2020	July 2020	Aug 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	July 2021	Aug 2021
FINANCE/ BUSINESS/ DATA REPORTING																	
Finalize and approve school budget															X		
Establish bank account																X	
Apply for start-up grants																X	
Determine eligibility & application process for Title and/or IDEA funding															X		
Establish external data reporting protocols/ processes																X	
Secure independent auditor																	X
Validate State Legal Entity created and authorized and required regulatory reporting															X		
STUDENT SERVICES																	
Determine requirements for Special Education and ELL					X												
Determine requirements for Gifted and Talented					X												
Research IEP enrollment age specifications and for general education students (Min/max enrollment age)					X												
Confirm minimum					X												

Coastal Connections Academy Start-Up Plan																	
TASKS	2019	May 2020	Jun 2020	July 2020	Aug 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	July 2021	Aug 2021
graduation requirements (credits, course requirements)																	
Work with School Leader to create typical course progression and progression plan(s)																X	
Determine high-school transfer policy for students from "non-accredited programs" with no End-of-Course Test					X												
Identify if students in grades K-8 can take high school level courses for credit.					X												
TECHNOLOGY																	
Determine technology offering rules										X	X	X					
Develop a Technology Plan, determine the approval process											X	X	X	X			
Install technology at site; test technology prior to school opening														X	X	X	X
RESEARCH and ASSESMENT																	
Determine state test requirements, dates					X												
Determine the proficiency levels for the state assessment					X												
Create a state testing plan													X	X			

**Insurance and counsel are secured upon approval of the charter.*

Model Florida Charter School Application Addendum

Addendum B: EDUCATION SERVICE PROVIDERS

An Education Service Provider (ESP) is an organization, either for-profit or nonprofit, that contracts with a charter school or a network of charter schools to provide comprehensive educational and business services. In addition to Addendum B, applicants must also complete Form IEPC-M1A if the governing board plans to contract with an ESP. The following section allows the applicant to demonstrate the ESP's track record of success and its ability to provide services for a new school(s).

ESP Selection

A. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.

The members of our Board are dedicated to providing a quality educational option for students. In order to do so, we need to leverage the experience, expertise, and lessons learned of a qualified, proven partner.

The Board chose Connections Education of Florida, LLC (Connections) because of its dedication to providing high quality professional educational services to children of all backgrounds. The Board will benefit from Connections' 19 years of experience being a high-quality virtual school provider. Connections can leverage its significant resources to the benefit of the school. This partnership will create a virtual school that is setting new standards of excellence in the virtual school arena and will positively impact student learning. Our Board has conducted extensive due diligence in evaluating a virtual school program provider as well as the virtual school experience from a parent, user, and instructional designer perspective.

Coastal Connections Academy will use Connections' curriculum, which is aligned with Florida Standards and approved by the Florida DOE.⁴⁰ Connections will provide courses that were approved by the Florida DOE as part of the virtual instruction provider approval process or meet the related assurances as an approved provider.⁴¹

The Board has chosen to contract with Connections for the benefit of a smooth school start up, quality academic materials for students, and national best practices expertise and guidance. Connections has a proven record of success collaborating with public virtual schools and consistent strong ratings from parents.

⁴⁰ <http://app4.fldoe.org/coursecatalog/>

⁴¹ <http://info.fldoe.org/docushare/dsweb/Get/Document-7564/dps-2016-23.pdf>

Schools supported by Connections have proven acceptance of students into highly regarded colleges and universities, strong independent governing boards who make decisions about the school, and passionate testimonials from families about their successful experiences. Connections will be a critical partner in achieving the school's mission, with strong oversight by the Board, to empower children with knowledge, skills, and character traits to be successful in their education through an engaging, personalized learning experience at the full-time virtual school.

While Connections will assist with curriculum, technology, and other support services in compliance with Florida law, the Board will maintain responsibility for ensuring Coastal Connections Academy meets all educational, fiscal, and programmatic goals outlined in the charter.

The Board will regularly review the services. Under the Statement of Agreement, Connections will be subject to a performance review, conducted at the Board's discretion. The Board is responsible for determining the appropriate services for the school and ensuring the performance of Connections with its obligation under the Statement of Agreement, as well as ensuring compliance with Florida law. A draft copy of the Statement of Agreement is in Attachment A of this application.

B. Explain how and why the ESP was selected. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs.

For the past few years, there has been strong demand from families in Santa Rosa County for the formation of a virtual school supported by Connections. Some of the Board members are in the virtual education space and knew of the sound reputation and high-quality products provided by Connections. In the summer of 2020, individual Board members met with Connections about the need for a virtual school to serve those families calling for its creation as well as new families. The Board members conducted due diligence through reference checks and conversations with other boards of online K-12 schools that contract with ESPs. Recently, in light of the onset of the COVID-19 pandemic there has been a strong demand nationally for distance education and online learning. The need for a safe, secure, and healthy environment for Florida students is of paramount concern, and the addition of Coastal Connections Academy as a statewide online option will help provide additional capacity.

Connections has a proven record of success in collaborating with public virtual schools, consistent strong ratings from parents, proven acceptance of students to highly regarded colleges and universities, positive relationships with strong governing boards, and passionate testimonials from families about their successful experiences. The Board was also impressed with Connections' fiscal responsibility and experience developing fiscally responsible and sustainable best practices.

The quality of teachers is also very important to the Board. In partnering with Connections, high quality Florida-certified teachers knowledgeable in their content areas will be attracted to join the team. With their solid content knowledge and passion for individualizing instruction, Connections' professional development will provide teachers with the necessary skills and pedagogy to teach online and maximize their skill set.

The professional development of teachers in a virtual environment is essential. Teachers never stop learning, so they can continue to excel at teaching. High quality teachers paired with superior professional development opportunities will create a school where students will benefit.

Ultimately, the Board selected Connections over other ESPs for its solid national reputation working with charter schools, school districts, and state departments of education across the country.

Accreditation

The Connections program was the first online school program to receive accreditation from the Commission on International and Trans-Regional Accreditation (CITA), now a part of Cognia, formerly AdvancED™. Connections was first granted accreditation in 2005, and in June 2015 was approved by Cognia for renewal, awarding us extremely high “Index of Educational Quality (IEQ)” scores that are significantly above the Cognia network average.

The Teaching and Learning Impact and Leadership Capacity scores were rated above the average Cognia score. The Cognia reviewers praised the Connections organization for its “culture and commitment focused on student learning (that) permeates throughout the organization.” Cognia further noted that its “quality assurance processes and data-driven culture leads to systemic, systematic, and sustainable continuous improvement.”

In addition, in the survey conducted in January 2019 by Shapiro + Raj (an independent market research company), 95% of parents agree their children are satisfied with the Connections program, and 95% agree the curriculum is high quality.

C. For applicants working with an ESP for the first time, provide summary information from reference checks conducted by the applicant (regarding the ESP), identifying each reference.

The Board reached out to two non-profit governing boards where Connections serves as the ESP in a similar setting: Florida Connections Academy and South Carolina Connections Academy (SCCA). The Board talked about these schools’ affiliation with Connections, such as SCCA’s 10-year relationship with Connections, its seven-member board, and the success and growth over the years at the school. In the words of SCCA Board Chair Gary Prince: “You can trust them to do what’s best for the kids.” Mr. Prince also mentioned the strength in the dependency and trust between the Board, School Leader(s), and Connections. Through these reference checks, the Board has no reservation or concerns with partnering with Connections as the ESP.

D. Describe whether and how the school’s board has assessed the capacity of the ESP to successfully carry out the functions necessary to operate a high-quality charter school.

The Board assessed the capacity of Connections by researching its history and interviewing its key personnel. Connections has over 19 years of experience supporting public virtual school programs throughout the United States. During the 2019-20 school year, Connections provided support to over 3,700 professionals spread across 43 online public schools operating in 29 states and serving more than 76,000 students. As the organization has grown from supporting one school to supporting 43 schools, it has added qualified and effective personnel increasing its capabilities,

expertise, resources, facilities, and personnel. The Board is confident that Connections has the resources necessary to ensure the academic success of students attending Coastal Connections Academy and help the school become a leader in virtual learning.

Connections is committed to continual improvement. Accordingly, Connections' systems, educational models, and teaching techniques are routinely updated to incorporate best practices and lessons learned. Connections will continually improve its offering to ensure the needs of Coastal Connections Academy students and families are being met.

ESP Background

A. Provide the mission of the ESP and an overview of the organization's strategic vision, including, if applicable, a five-year growth plan, and rationale for managing new schools.

Mission

The mission of Connections is to help students maximize their potential and meet the highest performance standards through a uniquely individualized learning program.

Connections tailors its approach for students of all abilities—preparing students to succeed in school, and in life.

Strategic Vision

Every family will have the ability to choose the right type of education for their child and virtual learning will be one of those options. Connections is a pioneer, advocating for a new paradigm of K-12 education where the focus is on schooling, not schools; academic results, not inputs and processes; and achievement, not seat time.

Connections has been a purpose-driven organization since its founding. All aspects of Connections share a culture of high expectations, ethical practices, and continuous improvement. Since its beginning, Connections has focused on creating a new kind of school that provides each student with personalized performance learning to maximize their potential. The development of the Connections curriculum and platform, the creation of teaching protocols, the addition of schools to the network and outreach to students have all been guided by this purpose.

Connections believes firmly in its cultural pillars and seeks to incorporate them into every facet of their organization:

1. Empowerment
2. Accountability
3. Reward Success
4. Anticipate Outcomes
5. Rapid Response to Feedback

Connections professionals enjoy personal empowerment in exchange for accountability for results; and commit to "no surprises" through data-based anticipation of issues and rapid response to resolve them. All employees are expected to embrace these pillars of Connections' culture. As a result, in the fast-changing and often controversial field of K-12 online and blended learning, Connections is known for its stability and integrity.

Rationale for Supporting New Schools

By virtue of its work over the past 19 years, Connections has helped create the field that is now known as K-12 online learning. When Connections was founded, fewer than 1,000 students were enrolled in full-time virtual education around the U.S., and less than 100,000 were taking supplementary online courses. Today, the total number of full-time virtual students is estimated to be more than 310,000, and approximately 420,000 students are enrolled in state supplementary course programs with almost a million online course enrollments.⁴² Through collaborative efforts with thought-leader organizations such as the Aurora Institute and Digital Learning Collaborative, Connections has played a key role in catalyzing this meteoric expansion while working diligently to have access to online educational opportunities that are consistently high-quality, highly accountable, characterized by continuous improvement.

Connections is excited about the opportunity to provide more students and families with the educational options they need to succeed in partnership with Santa Rosa County District Schools.

B. Identify the ESP's leadership team and their specific roles and responsibilities. Include as Attachment U an organization chart for the ESP.

- Tom ap Simon, Managing Director
- Anne Parmley, Sr. Vice President, Client Development and Partnership
- Cindy White, Vice President, Enterprise Planning & Process
- Eric Hilfer, Vice President, Software Development
- Melissa Nelson, Vice President, Partner School Leadership
- Susan Shubert, Vice President, School Services
- Cornelis Bol, Sr. Vice President, Marketing, Enrollment, Retention, Optimization
- Michelle Shires, Vice President, Curriculum Product Management & Development

We have included an organization chart for Connections in Attachment U.

ESP Track Record

A. Provide evidence of organizational capacity to open and operate high-quality schools in Florida and, if applicable, elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed school. If the ESP intends to build capacity and add positions during the term of this proposed charter school, include an organizational chart of the proposed growth within the ESP leadership structure as Attachment V.

Connections is prepared to begin supporting the Board and Coastal Connections Academy immediately upon charter approval. As evidenced by Connections' organizational capacity and

⁴²

https://static1.squarespace.com/static/59381b9a17bffc68bf625df4/t/5cae3c05652dea4d690f5315/1554922508490/DLC-KP-Snapshot2019_040819.pdf

experience, Connections is able to support Coastal Connections Academy and provide all agreed-upon products and services within the timeframe necessary to open in the fall of 2021. Coastal Connections Academy will contract with Connections for support services, including human resources, curriculum, training, facilities, technology, insurance, and budgeting. Connections will leverage its vast personnel and material resources and professional expertise to ensure a timely and successful start for Coastal Connections Academy.

The proposed timeline for school start-up is provided in Section 18 of this application. Connections is committed to supporting Coastal Connections Academy and meeting all benchmark deadlines within the timeline.

B. Provide a comprehensive listing of ESP-operated charter schools (current and past) by completing form IEPC-M1A, which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference> and attach as Attachment W.

We provide a complete list of schools supported by Connections in Florida in Attachment W. Information about schools supported by Connections in other states can be provided upon request.

C. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record (provide specific academic results on all schools using Form IEPC-M1A, attached as Attachment W).

Success in Serving Student Populations Similar to the Target Population

As stated earlier, Coastal Connections Academy will serve Santa Rosa County School District students and other students eligible to enroll under Florida law. Coastal Connections Academy's target population includes:

- Students whose families seek direct involvement in their education;
- Home-schooled families who seek the accountability of a public-school setting;
- Students who are medically homebound due to illness or disability;
- Exceptional students who are far ahead of or far behind their peers in school;
- Students pursuing artistic or athletic careers;
- Students involved in extracurricular activities;
- Students looking for a more extensive list of electives and/or foreign languages
- Students who require a flexible school schedule;
- Students with special needs and exceptionalities;
- Students in group homes or institutions;
- Students who have been bullied; and
- Students at risk of academic failure, who may particularly benefit from intensive, personalized instruction and intervention.

Connections is experienced and skilled at serving students in the target population. The population of students benefiting from Connections' programs has changed in many ways over the course of the past 19 years, becoming both more diverse and more mainstream as virtual school opportunities reach ever-greater segments of the population. The demographics of students attending virtual schools supported by Connections closely track those across the country: nationally, approximately 39% are members of minority groups, 45% qualify for free or reduced-price meals; and 13% have special education needs with an Individual Education Plan (IEP), according to Connections' April 2020 Monthly School Report. We anticipate that Coastal Connections Academy families will be similar to the state average and will include many of modest means, as well as significant numbers of single parent/dual working parent households who find effective and creative ways to participate in this program.

While virtual schooling has become a more familiar public school choice in many communities, families still most often choose virtual school as a solution to a specific educational dilemma facing their child (such as being advanced or struggling academically, enduring a bullying situation, suffering an illness, and/or desiring to focus on an elite sports or artistic performing opportunity).

Demonstrated Academic Track Record

Connections supports schools throughout the country. Connections Academy schools are committed to quality and high levels of student learning, as shown through its academic track record.

Performance on National Tests – ACT®, SAT®, and Advanced Placement® (AP)

ACT® – Overall, Connections Academy schools were one point below the National Average Composite of 21 out of a possible 36. Connections Academy schools that met or exceeded the national average and their corresponding score (schools in bold met or exceeded ACT College Readiness benchmark of 23):

- **Arizona Connections Academy (ACA) - Average Composite was 26**
- **California Connections Academy (CalCA) - Average Composite was 25**
- Georgia Connections Academy (GACA) - Average Composite was 21
- Iowa Connections Academy (IACA) - Average Composite was 22
- **Indiana Connections Academy (INCA) - Average Composite was 23**
- Inspire Connections Academy (Inspire) - Average Composite was 22
- **Maine Connections Academy (MCA) - Average Composite was 23**
- Minnesota Connections Academy (MNCA) - Average Composite was 22
- **Ohio Connections Academy (OCA) - Average Composite was 23**
- Oregon Connections Academy (ORCA) - Average Composite was 22
- **Texas Connections Academy @ Houston (TCAH) - Average Composite was 24**
- **TEC Connections Academy (TECCA) - Average Composite was 23**

SAT® – National Average was 1,059 out of a possible 1,600, while the College Readiness Benchmark is 1,010 (530 Math/480 Reading). Connections Academy schools that exceeded the college readiness benchmark and their corresponding scores (schools in bold also exceeded national average):

- **Arizona Connections Academy (ACA) - Average Student Score was 1,199**
- **California Connections Academy (CalCA) - Average Student Score was 1,133**
- **Indiana Connections Academy (INCA) - Average Student Score was 1,095**
- **Oregon Connections Academy (ORCA) - Average Student Score was 1,119**
- **Texas Connections Academy @ Houston (TCAH) - Average Student Score was 1,074**
- **TEC Connections Academy (TECCA) - Average Student Score was 1,115**

Connections has a strong AP success record and is on par with the national average. In 2018-2019, 50.1 percent of students attending schools supported by Connections who took Advanced Placement exams scored 3 or higher. The national AP average is 59.1 percent.⁴³

In 2018-19, the number of 11th and 12th grade students in Connections-supported schools participating in AP courses increased 9.4%.

The table that follows shows a sampling of performance on AP exams among partner school students taking our AP courses in comparison to state averages.

Figure 15. AP Scores for the 2018-2019 School Year

State	Connections Average Score	Connections % of Scores 3 or Above	Statewide Average Score	Statewide % of Scores 3 or Above
Arizona	3.04	75.0%	2.90	59.4%
Colorado	3.21	85.7%	2.94	61.4%
Indiana	3.60	80.0%	2.69	52.3%
Oklahoma	2.67	58.3%	2.54	47.7%
Texas	2.47	42.5%	2.58	48.9%

The 2018-19 state standardized performance shows numerous examples where Connections Academy schools met or exceeded statewide levels of performance on statewide tests.

Note: Exceeding state performance is defined as a proficiency rate higher than the statewide proficiency rate by at least five percentage points. Meeting state performance is defined as a

⁴³ The College Board, National and State Summary Reports

<https://research.collegeboard.org/programs/ap/data/participation/ap-2019>

proficiency rate +/- five percentage points of the statewide proficiency rate. All comparisons are based on state-reported public data.

Highlights from the 2018-19 results include:

- **Reading**

- Arizona Connections Academy (ACA) - Exceeded or was equivalent to statewide performance in eight of nine tested grade levels. In addition, ACA exceeded statewide proficiency in grade 11 for the third year in a row.
- Alabama Connections Academy (ALCA) - Exceeded or was equivalent to statewide performance at all tested grades.
- California Connections Academy (CalCA) - Exceeded or was equivalent to statewide performance in all tested grade levels. In addition, CalCA exceeded statewide proficiency in grades 7, 8, and 11 for the fifth year in a row.
- Florida Connections Academy (FCA) - Exceeded or was equivalent to statewide performance at all tested grades levels in their first year of operation.
- Georgia Connections Academy (GACA) - Exceeded or was equivalent to statewide performance in all tested grades. In addition, GACA exceeded statewide proficiency in grade 9 and in American Literature for the fifth year in a row.
- Iowa Connections Academy (IACA) - Exceeded or was equivalent to statewide performance in seven of eight tested grade levels. In addition, IACA exceeded statewide performance in grade 4 for the third year in a row.
- Indiana Connections Academy (INCA) - Was equivalent to statewide performance in six of seven tested grade levels.
- Inspire Connections Academy (Inspire) - Exceeded or was equivalent to statewide performance in six of seven tested grade levels.
- Kansas Connections Academy (KCA) - Exceeded or was equivalent to statewide performance in all tested grade levels. In addition, KCA exceeded statewide proficiency in grade 5 for the third year in a row and grades 3, 4, 7, and 10 for the second year in a row.
- Maine Connections Academy (MCA) - Exceeded or was equivalent to statewide performance in all tested grade levels.
- South Carolina Connections Academy (SCCA) - Was equivalent to statewide performance in all tested grade levels.
- Texas Connections Academy @ Houston (TCAH) - Exceeded or was equivalent to statewide performance in all tested grade levels. In addition, TCAH exceeded statewide proficiency in grade 6 and 8 for the fifth year in a row, exceeded statewide proficiency in English II for the fourth year in a row, and exceeded statewide proficiency in English I for the second year in a row.
- Wisconsin Connections Academy (WCA) - Exceeded statewide proficiency in grades 6 and 7 for the sixth year in a row.

- Wyoming Connections Academy (WYCA) - Exceeded proficiency in grade 6 for the fourth year in a row.
- **Math**
 - Arizona Connections Academy (ACA) - Was equivalent to statewide performance in Algebra II.
 - Colorado Connections Academy @ Durango (ColoCAD) - Was equivalent to statewide performance in grades 6 and 7.
 - Colorado Connections Academy @ Mapleton (ColoCAD) - Was equivalent to statewide performance in grade 6.
 - Georgia Connections Academy (GACA) - Was equivalent to statewide performance in Geometry.
 - Iowa Connections Academy (IACA) - Exceeded statewide performance in grades 4 and was equivalent to statewide performance in grade 7.
 - Inspire Connections Academy (Inspire) - Was equivalent to statewide performance in grade 4.
 - Kansas Connections Academy (KCA) - Exceeded statewide performance in grade 3 and was equivalent to statewide performance in grades 4, 5, 7, and 8.
 - Lighthouse Connections Academy (LCA) - Exceeded statewide performance in grade 5 and was equivalent to statewide performance in grades 3 and 4 in its first year of operation.
 - Maine Connections Academy (MCA) - Was equivalent to statewide performance in grade 8.
 - Oregon Connections Academy (ORCA) - Was equivalent to statewide performance in grade 3.
 - Pecos Connections Academy (PCA) - Was equivalent to statewide performance in grade 8, Geometry, and Algebra II.
 - Texas Connections Academy at Houston (TCAH) - Was equivalent to statewide performance in grade 7.
 - Wisconsin Connections Academy (WCA) - Exceeded statewide performance in grades 3, 6, 7, 9, and 10 and was equivalent to statewide performance in grades 8. In addition, WCA exceeded statewide performance in grade 7 for the second year in a row.
- **Science**
 - Arizona Connections Academy (ACA) - Exceeded or was equivalent to statewide performance at all tested grade levels.
 - Alabama Connections Academy (ALCA) - Was equivalent to statewide performance in elementary and high school.
 - Colorado Connections Academy @ Mapleton (ColoCAM) - Was equivalent to statewide performance in elementary and high school.
 - Georgia Connections Academy (GACA) - Was equivalent to statewide performance in middle school and Physical Science.

- Indiana Connections Academy (INCA) - Exceeded statewide performance in elementary and was equivalent to statewide performance in middle school.
- Inspire Connections Academy (Inspire) - Exceeded or was equivalent to statewide performance in all tested grade levels. In addition, Inspire exceeded statewide performance in elementary school for the second year in a row.
- Kansas Connections Academy (KCA) - Exceeded statewide performance in all tested grade levels. In addition, KCA exceeded state proficiency in elementary school for the third year in a row and exceeded state proficiency in high school for the second year in a row.
- New Mexico Connections Academy (NMCA) - Was equivalent to statewide performance in elementary and middle school.
- Oklahoma Connections Academy (OKCA) - Exceeded statewide performance in all tested grades.
- Pecos Connections Academy (PCA) - Exceeded statewide performance in all tested grade levels.
- Texas Connections Academy @ Houston (TCAH) - Was equivalent to statewide performance in all tested grades.
- Wisconsin Connections Academy (WCA) - Exceeded or was equivalent to statewide performance in all tested grades.
- **Social Studies**
 - Indiana Connections Academy (INCA) - Was equivalent to statewide performance in the one publicly reported tested grade.
 - Michigan Connections Academy (MICA) - Was equivalent to statewide performance in all tested grades.
 - Ohio Connections Academy (OCA) - Was equivalent to statewide performance in all tested grades.
 - Texas Connections Academy @ Houston (TCAH) - Was equivalent to statewide performance in all tested grades.

D. List and explain any management contract terminations as well as any charter revocations, non-renewals, or withdrawals/non-openings that the ESP has experienced in the past five (5) years.

Two schools in Louisiana and Oregon made a decision to gradually bring school operation services in-house rather than contracting with an external provider for a full turn-key school. In June 2019, a contract with North Carolina Connections Academy expired for a full turn-key school.

Legal Relationships

A. Describe how the school's governing board is independent from the ESP and self-governing, including evidence of arm's-length negotiating.

The Governing Board, independent from Connections, is a Florida non-profit corporation. The

Board is the applicant submitting this charter application and will govern the school and hold the charter. The Board is self-governing. It is incorporated as an independent, public, non-profit corporation and is not a subsidiary of another entity, or in any way connected with, or under the control of another entity. The Board will be a good and effective steward of public money and provide independent governance of the school's administrators.

In the Statement of Agreement, provided as Attachment A, the Board and Connections both confirm that the agreement has been negotiated at arm's length and between parties equally sophisticated and knowledgeable in the subject matter dealt with in the agreement.

The Board will have all the powers and duties permitted by law to manage the business, property, and affairs of the school and to adopt policies by which the school will be governed. The Board will be responsible for assuring that the school operates according to its charter and applicable law.

Coastal Connections Academy will be a fully autonomous, fully accountable public charter school. The Board will have the tools and resources necessary to ensure a combination of autonomy and accountability. The Board will oversee the charter and use appropriate access to student performance data (abiding by student data privacy laws and regulations) as well as frequent reporting on school operations and finance to carry out its tasks. The Board will monitor such data closely to ensure that the school is meeting its academic performance goals and remaining operationally effective and fiscally sound. The entire Board will have academic performance as its purview; the Treasurer will serve as first reviewer of fiscal data; and the Board will appoint members to monitor operations issues such as staffing and facilities during both the start-up and implementation phases. The Board will hold its partners and vendors accountable for performance, and will in turn be accountable to Santa Rosa County District Schools.

B. Explain whether the school has or will have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated⁴⁴ with or owned in whole or in part by the ESP. If so, identify the nature of those entities' business activities and describe how the governing board will ensure that any such relationships will not pose a conflict of interest or hinder the board's authority or ability to terminate the contract with the ESP.

The Board will contract with Connections Education of Florida, LLC, an approved virtual instruction provider in Florida. The Board and Coastal Connections Academy will not have any legal or contractual relationships with any subsidiaries or other entities or individuals that are affiliated with or owned in whole or in part by Connections.

C. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the school's governing board will oversee the ESP's supervisory responsibilities.

⁴⁴ The term "affiliated" means and includes one or more corporations or entities under the same or substantially the same control of a group of business entities which are connected or associated so that one entity controls or has the power to control each of the other business entities. The term "affiliated" includes, but is not limited to, the officers, directors, executives, shareholders active in management, employees, and agents of the affiliated corporation. The ownership by one business entity of a controlling interest in another business entity or a pooling of equipment or income among business entities shall be prima facie evidence that one business is affiliated with the other.

The operating structure of Coastal Connections Academy will be similar to that of a traditional educational environment. The Board will oversee and support the School Leader and administrative team, who while implementing the policies and procedures of the Board, will in turn supervise and support the teaching staff. The Board will oversee the management of the charter school and be legally accountable for its operations. The Board will set policy and select contractors, including those providing the school's day-to-day operations, curriculum, technology, and instructional services.

The Board will contract with Connections for educational and operational support, with the approval and oversight of the Board. The Board will maintain ultimate control of the virtual charter school. The Statement of Agreement details the respective roles of the Board and Connections and the services provided.

The School Leader will be selected by the Board and serve at its pleasure but will be employed and supervised by Connections under the guidance of the Board. The Board evaluates the School Leader annually and, based on that evaluation, approves the School Leader's compensation. The Board is supported in the evaluation process by Connections. Since the Board selects, evaluates, approves compensation for, and retains the power to fire the School Leader, the Board has influence over the School Leader. Working with the School Leader, Connections will hire and employ the instructional staff with Board approval.

Connections provides services to and supports the Board, and the Board will exclusively manage the relationship and contract with Connections.

D. If the school's governing board intends to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP:

- o Ensure that such agreements are or will be separately documented and not part of or incorporated in the school management contract and do not hinder the governing board's authority and practical ability to terminate the management agreement and continue operation of the school.**
- o Provide evidence that the agreement was or will be reviewed by the governing board's independent legal counsel or attorney and subject to a fair market analysis.**
- o Describe how such agreements will be repaid. Repayments should be reflected in the budget.**

The Board does not intend to enter into a financing agreement (promissory notes, loans, leases, lease-purchase agreements, other negotiable instruments, or any other facility or financing relationships) with the ESP.

As stated in the Statement of Agreement, Connections will provide a fully equipped and furnished teaching/learning center that will operate as the school's administrative offices. Connections is responsible for any fees, lease, insurance, and equipment needs for the teaching/learning center. In the event the Statement of Agreement is terminated, Connections will request that the landlord assign the lease to Coastal Connections Academy.

Additionally, as a virtual school, our physical footprint is relatively small.

Aside from our teaching/learning center, our students and staff are able to work from their homes, or anywhere virtually, thus mitigating the educational impact created by the development of new residential dwelling units, meeting the Guiding Principles and Purposes of (2)(c)4 in this document.

Organizational Structure

A. Provide a description of the roles and responsibilities of the ESP. This may include whether and how the specific roles and responsibilities set forth below may or may not be provided by the ESP, in order to summarize school- and ESP-level responsibilities. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.

Setting Performance Goals

Selecting Curriculum

Selecting Professional Development programs

Data Management & Selecting Interim Assessments

Determining Promotion Criteria

Setting a School Culture

Approving Annual Budget

Student Recruitment

School Staff Recruitment & Hiring

Providing H/R Services (payroll, benefits, etc.)

Fundraising

Managing Community Relations

Selecting and Providing Information Technology

Procuring Vendors

Other Operational and Administrative Services, if Applicable

The Governing Board will provide oversight for all major decisions affecting the school.

Figure 16. Tasks and Responsibilities

Task	Governing Board	Connections
Setting Performance Goals	√	√
Selecting Curriculum		√
Selecting Professional Development programs		√
Selecting Interim Assessments & Data Management		√
Determining Promotion Criteria		√

Task	Governing Board	Connections
Setting a School Culture	√	√
Approving Annual Budget	√	
Recruiting Students		√
Recruiting & Hiring School Staff	√	√
Providing HR Services (payroll, benefits, etc.)		√
Fundraising*	N/A	N/A
Managing Community Relations	√	√
Selecting and Providing Information Technology		√
Procuring Vendors	√	

* The school's budget is not reliant upon fundraising.

B. Describe the oversight and evaluation methods that the board will use to oversee the ESP. What are the school-wide and student achievement results that the ESP is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals (e.g. external evaluator, surveys, or performance data analyses)? What are the conditions, standards, and procedures for board intervention, if the ESP's performance is deemed unsatisfactory?

Connections will be responsible for implementing the educational program. Therefore, the Board will hold Connections accountable for helping Coastal Connections Academy achieve the goals listed in Sections 5.A and 5.B of this application.

The Board is independent from Connections and has complete legal, fiduciary, and oversight authority of Coastal Connections Academy. The Board is responsible for the contractual relationship with Connections. The Board will regularly review services received from Connections. Connections will be responsible for reporting to the Board and will be answerable to the Board. Furthermore, the Board will conduct an annual review of Connections. The design, performance criteria, and methodology will be developed by the Board in consultation with Board Counsel.

While the evaluation will be conducted annually, feedback from the Board, the School Leader, and interested parties is expected to be received by Connections on a routine and as needed basis to address the needs of the school and ensure the needs of the students are being met in a timely and thorough manner.

The Board has the right to terminate its contract with Connections if it does not meet its performance obligations and is unable to cure such deficiency after being given reasonable notice. The Statement of Agreement in Attachment A describes the terms of termination and states that it is the prerogative and discretion of the Board.

The Board will evaluate Connections on an annual basis. The evaluation will include a review of Connections in the following areas: Educational Program, Technology, School Support Services, and Board Support Services at a minimum.

C. Describe the payment schedule, including all fees, bonuses, early termination penalties, and any other compensation to be paid to the ESP.

During each year of the term, the education program, products, and services will be provided by Connections under the terms of the Statement of Agreement. Connections will invoice Coastal Connections Academy monthly, or on such schedule as is consistent with Coastal Connections Academy's receipt of funding and financial framework. Payment will be due within 30 days of receipt. Connections may charge interest at the rate of 1.5% per month for any invoices over 60 days unless such failure to pay is the result of funds being withheld from Coastal Connections Academy.

To the extent that any adjustments as a result of a state audit are the result of Connections' failure to adequately perform its responsibilities under the Statement of Agreement, Connections will be required to either: (i) return funds to Coastal Connections Academy in the amount determined as a result of a State audit; or (ii) to the extent that funds are withheld from future payments to Coastal Connections Academy, reduce amounts invoiced to Coastal Connections Academy by the amount funding is withheld.

D. Describe the types of spending decisions the management organization can make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

Coastal Connections Academy will contract with Connections for business, financial, and accounting services through the Statement of Agreement. The Board will monitor the school's financial position to ensure that available funds are appropriately designated in a manner that will ensure the school's continuing financial viability. Developing Coastal Connections Academy's annual budget will be an iterative process incorporating input from key stakeholders, including the School Leader and designated members of the Board. A preliminary budget based on initial assumptions will be presented to the Board and will be approved by the Board before the start of the school year. This budget will then be compared to the actual and forecasted results on a monthly basis. The Board will budget responsibly, investing in teachers, technology, and instructional materials that improve student learning. In order to achieve its mission, the school must remain fiscally sound.

As stated previously, each month, Coastal Connections Academy with support from Connections will produce a set of detailed financial statements that include a statement of activities, a balance sheet, bank reconciliations, invoice detail, payroll registers, any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity.

The Treasurer of the Board will be provided with access to such financial documents for review as an increased measure of oversight and governance. Connections will review monthly financial statements and support effective decision-making.

During the Board's regularly scheduled meetings, Connections will present a financial report that will include the current results of the school's financial activities along with a comparison of projected annual costs and the annual approved budget.

Budget variances and matters of financial significance will be discussed with the Board and necessary actions and Board approvals will be noted.

Coastal Connections Academy, with support from Connections, will follow a financial and accounting plan that is compliant with generally accepted accounting principles (GAAP) and will provide an accurate accounting of all of its finances, ensure sufficient information for audit purposes, and provide data in the format needed for accurate and timely reporting.

Connections will use industry-standard accounting software to ensure proper bookkeeping. Coastal Connections Academy, with support of Connections, will also establish policies and procedures and will institute rigorous financial controls including the following.

- Coastal Connections Academy, with support from Connections, will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by a designee of the Board. Connections will review the proposed expenditure for approval and to determine whether it is consistent with the Board's adopted budget. Supporting documentation will be required for all expenditures.
- To ensure fiscal responsibility and compliance, the Board will meet regularly to review the operations and financial performance of the school.
- Coastal Connections Academy, with support from Connections, will maintain its accounts at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts or invested in non-speculative federally backed instruments. Access to these accounts will be limited to individuals designated by the Board.

E. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the governing board terminate the management agreement for cause? List any indemnification provisions in the event of default or breach by either party. If these provisions are addressed in the management agreement, the applicant may cite the specific sections.

The Statement of Agreement is coterminous with the charter. If the charter is renewed at its expiration, Coastal Connections Academy and Connections will renew the Statement of Agreement on mutually agreeable terms if the Board has been satisfied with the services provided by Connections. The Statement of Agreement contains termination and indemnification provisions in Schedule 13 thereof.

F. Provide as Attachment EE, a draft of the proposed management agreement with the ESP.

We have provided the draft proposed management agreement as Attachment A of this application.

4. Applicant History Worksheets

N/A for Forms A and B; Form C (for ESPs) is in Attachment W.

5. Attachments

[Attachment A: Contract with Approved Virtual Provider](#)

PEARSON ONLINE & BLENDED LEARNING K-12 USA
VIRTUAL LEARNING EDUCATION PROGRAMS
STATEMENT OF AGREEMENT

Customer Name: Florida for Online Education, Inc.

Contact Person:

Phone Number:

Email Address:

Effective Date: July 1, 2021

Expiration Date:

-
1. **Background Information.** Florida for Online Education, Inc., a non-profit organization (“Customer”) holding the charter for a Florida public charter school under the name Coastal Connections Academy (“School”) is contracting with Connections Education of Florida, LLC (“OBL”) to receive access to certain virtual education products through OBL’s education management system (“EMS”), along with associated support services, as more fully set forth in the attached Schedules (collectively, the “Education Program”). Customer and OBL together are sometimes collectively referred to herein as Parties and individually as a Party. The School is authorized as a virtual public charter school by its Authorizer under State law. The Parties’ rights and responsibilities are set forth in the schedules attached hereto and incorporated herein by reference, and for the convenience of the Parties are organized as set forth below. Upon mutual written agreement of the Parties, schedules can be amended or restated without amending or restating the remainder of the schedules or this cover page.
 2. **Term.** This Agreement will commence on its execution by both parties and expire on June 30, 2026 (the “Term”), provided, however, so long as the parties have entered into negotiations to renew this Agreement, and, as of the June 30, 2026 expiration date, neither party has informed the other party of its intent to not renew the agreement, this Agreement shall continue to be in full force and effect until: (1) the Parties enter into a renewal agreement; or (2) one party informs the other party of its intent to terminate the relationship and the negotiations related to the renewal of the Agreement – whichever occurs earlier. If the notice of intent to terminate occurs after the start of an Academic Year, then such notice of termination shall take effect on June 30, of the Academic Year in which the notice occurred. If the notice of termination of the intent to terminate the relationship and the negotiations related to the renewal of the Agreement occurs prior to the start of the Academic Year immediately following the expiration date of the Agreement being renewed, then the termination date shall be that date agreed to by the Parties. However, nothing in this paragraph shall limit in any manner Customer’s right to provide early notice of termination, as set forth in paragraph 2(b) in Schedule 13 of this Agreement.

3. **OBL Rights and Responsibilities.**

- a. The Education Program, described on Schedule 1;
- b. Special Education Services, described on Schedule 2;
- c. Employment and Staffing, described on Schedule 3;
- d. Human Resources Services, described on Schedule 4;
- e. Partner School Leadership Team Services and Program Management Services, described on Schedule 5;
- f. Enrollment, Academic Placement and Public Information Campaign services, described on Schedule 6;
- g. Student Record Services, described on Schedule 7;
- h. Technology and Facility Services, described on Schedule 8;

4. **Customer Responsibilities.**

- a. All responsibilities not specifically delegated to OBL are the responsibility of Customer and are generally organized for Customer's convenience in Schedule 9, with additional references to Customer's responsibilities in other attached schedules;
- b. Collection of Funds, Pricing and Payment Terms, described on Schedule 10;

5. **Additional Schedules.**

- a. Collection of Funds, Pricing and Payment Terms, described on Schedule 10;
- b. Notice Information, described on Schedule 11;
- c. Insurance Policies, described on Schedule 12;
- d. Legal Terms, described on Schedule 13;
- e. Index of Defined Terms described on Schedule 14.

This Agreement, including the attached Schedules, comprises the entirety of the Parties' agreement.

Agreed to by:

Connections Education of Florida, LLC

Florida for Online Education, Inc.

By: _____

By: _____

Title: _____

Title: _____

Schedule 1

Education Program

1. Curriculum. OBL will provide the Education Program which includes educational content and materials delivered primarily through the internet and other electronic means (“Curriculum”) which, when supplemented with Teacher provided additions and modifications, meets the State standards. The Curriculum includes:
 - a. OBL standard Course offerings, access to teacher-directed extended learning activities, non-School directed extracurricular activities, and other special events.
 - b. A license to use OBL's standard instructional materials (“Instructional Materials”). Instructional Materials will be provided in compliance with Students' individualized education plan (“IEP”) or 504 Plan when available.
 - c. OBL may offer additional programs at the School such as Career Technical Education, STEM, extended year and accelerated options to the extent permitted by State law, enrollment demand, and programmatic considerations.
 - d. To the extent reasonably possible and so long as within the existing capability of the scope of products and services provided as part of the Education Program, provide modifications or adaptations of assessments, instructional approach and/or lesson presentation to meet individual needs of a Student to the extent documented on an IEP or 504 plan and only after such time as the IEP or 504 plan is provided to OBL. OBL shall have a reasonable period of time (at minimum calendar 15 days) to make such modifications or adaptations following receipt of the IEP or 504 plan.
2. EMS Access. OBL grants Customer a license for the duration of the Term to access and use OBL’s proprietary technology platform (the “EMS”), so that Students, Caretakers of Students, Learning Coaches, Teachers and Administrative Staff have access to the Education Program.
3. Personalized Learning Protocol. Provide Teachers with resources and assistance designed to enhance their effectiveness as well as the personalized learning for each Student, as required to meet or exceed any educational standards established by the State or otherwise required by the Charter.
4. Testing and Assessments. Administer all State required testing and other State mandated assessments, including a series of assessments designed to gauge the Student’s mastery of core concepts and readiness for the State standardized tests or other State mandated testing.
5. Training.
 - a. Provide Customer and School Staff with necessary training in OBL protocols and continuing professional development and other related training, leadership development and peer to peer networking opportunities (collectively “Training”) that support the School mission and delivery of the Education Program and which will allow the respective School Staff to comply with applicable laws that specify Training requirements.
 - b. Provide training and support programs and materials to Students, Learning Coaches, Caretakers and community coordinators on the Curriculum, use of the EMS, various OBL

policies and procedures, and other topics relevant to successfully engaging the Education Program.

- c. All costs associated with such Training shall be the responsibility of OBL, including related travel, housing, meal and hospitality costs, except to the extent OBL notifies the Customer at least three months prior to the Training opportunity of those costs the Customer will be required to cover. OBL's sponsored training will be for the purpose of supporting the School's education mission and other related official school business.
6. NCAA. So long as the School meets the OBL NCAA criteria and agrees to deliver courses and instruction in compliance with the NCAA Guidelines for Connections Academy Schools (both criteria and Guidelines found here: <https://www.connexus.com/library/launch.aspx?id=80237>), the School will be included in the Connections Academy "district" for NCAA purposes at no additional fee, which will entitle Students to receive access to high school courses that meet the NCAA Eligibility.
 7. Public Website. Maintain a public web site on behalf of the School that will contain or link to any information required by applicable law. The web site, its design, layout and non-School specific content is the exclusive property of OBL.
 8. Health and Safety. Assist the Customer in the development of training and policies related to the following standards regarding health and safety:
 - a. Reporting child abuse or neglect where there is reasonable basis for suspecting such abuse or neglect is occurring, as required by state law;
 - b. Adopting policies prohibiting the use of drugs, alcohol, weapons and tobacco in school operated facilities or at school sponsored events;
 - c. Adopting policies prohibiting bullying, sexual harassment, harassment, and other social behaviors prohibited under applicable law; and
 - d. Complying with all state immunization law.
 9. Counseling and Related Services. Provide services to support, monitor, and train the School in its provision of academic counseling, social/emotional counseling, college and career counseling, as well as completion of counseling tasks (transcription, AP exam scheduling, graduation counseling, etc.) and other related services to Students, including assisting in the development of protocols and providing consultative support in connection with the protocols.
 10. Additional Programs. Make available to Students additional programs such as Career Technical Education, STEM, extended year and accelerated options to the extent permitted by State law, and taking into consideration enrollment demand, funding availability, and other programmatic considerations OBL deems relevant in determining the feasibility of implementing such programs.
 11. Facilitation of Customer Oversight Responsibilities.
 - a. Program Oversight. Pursuant to the terms of this Agreement, and as a part of the OBL fee for Educational Services and OBL's Program responsibilities, OBL shall make key personnel reasonably available for advisement and consultation with Customer's representatives who are responsible for managing or overseeing the Education Program.

Except to the extent otherwise agreed, all costs, including reasonable hospitality related expenses, incurred in connection with Program Oversight, shall be paid out of the fee for Educational Services paid to OBL and, therefore, Customer shall not be separately assessed for any costs incurred by OBL in connection with its Program Oversight related responsibilities outlined in this Section.

12. Periodic Review. OBL has invested substantial money and resources in developing a nationally recognized virtual education program under the “Connections Academy” brand and it has an inherent interest in protecting the goodwill generated in connection therewith and the academic integrity of the Education Program. The Parties also recognize that the Customer has a vested interest in OBL protecting such goodwill, as well as the academic integrity of the Education Program in connection with the School’s mission to advance the education interests of its Students. Accordingly, OBL is hereby obligated and authorized to perform ongoing and periodic reviews of School records documenting the manner in which the Education Program is delivered to Students, including documentation of interaction between Teachers and/or Administrative Staff with Students, Learning Coaches and Caretakers and to report to the Customer, Administrative Staff and/or Teachers any deviations from established OBL policies, procedures and protocols, federal or state legal requirements, or established best practices, or other deficiencies OBL takes note of in connection with such ongoing or periodic review.

Schedule 2

Special Education/Section 504/EL Services

1. OBL shall be responsible for the delivery of Special Education Services, including Related Services. The Education Program shall comply with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) and any and all state and federal regulations promulgated in connection therewith. To that end, OBL will provide and oversee all Special Education Services, 504 Services, and EL Services in a manner that complies with applicable law. OBL will recruit and hire the Special Education Manager, the Special Education Teachers and related service providers, supervising said staff and assigning additional administrative staff for the provision and oversight of the Special Education Services. The Customer will adopt Special Education Protocols that comply with state and federal law, and the Charter, with respect to Special Needs Students.
2. The Manager of Special Education shall be responsible for overseeing the provision of Special Education Services, including developing and implementing the Special Education Protocols, overseeing all personnel involved in the provision of Special Education Services, including the Special Education Teachers, the School's Section 504 coordinator, and all outside contractors retained for such purposes. The Manager of Special Education shall be responsible, in consultation with OBL human resource support team, for hiring, dismissal, assigning, supervising, evaluating, and disciplining Special Education Teachers. The Manager of Special Education shall carry out his/her delegated responsibilities in accordance with the law, the Charter, Customer-adopted policies and procedures and OBL processes and protocols. To the extent permitted by law, OBL may elect to have the Manager of Special Education also serve as the School's Coordinator for Section 504 and EL Services' rather than employ a dedicated resource to fill one (1) or both of those roles.

Schedule 3

Employment and Staffing

Administrative Staff and Instructional Staff.

- a. OBL is the employer of Administrative Staff and Instructional Staff. Administrative Staff and Instructional Staff may be full-time dedicated resources to the School or part-time resources, including possible third-party contractors, based on the School's enrollment and other factors.
- b. The Administrative Staff and Instructional Staff shall be licensed and/or credentialed in accordance with Applicable Law.
- c. In circumstances where there is a vacancy or the School's enrollment is insufficient to support one or more full-time Administrative and/or Instructional Staff positions, and to the extent permitted by the law of the states of both affected schools, OBL may utilize the services of certain Administrative Staff and Instructional Staff members from another OBL supported school to staff the School until such time as the relevant vacant position is filled or there are sufficient number of Students to support a particular full-time position, respectively.
- d. OBL will notify the Customer as soon as is practicable of any Administrative Staff or Instructional Staff member who OBL learns has been convicted of a felony or misdemeanor involving a crime of moral turpitude.
- e. Customer shall provide notice with specificity to OBL as soon as practicable of any concerns regarding members of Administrative Staff or Instructional Staff.

Schedule 4

HR Services

Intentionally Omitted: OBL is Employer of all Administrative Staff and Instructional Staff.

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Schedule 5

PSLT and Program Management

OBL will provide the School a Program Manager and a Partner School Leadership Team (PSLT) member whose responsibilities shall be as follows:

1. Program Manager. The Program Manager (sometimes referred to as “PM”) will serve as the first point of contact for School administrative issues. Program Managers support issue resolution, business measurement and reporting, and support with data needs.
 - i. Program Managers generally act as a liaison between OBL and Customer providing support in relationship to:
 - a. Day to day school operation concerns;
 - b. School and Connection processes; and
 - c. Addressing school needs that require interfacing with other Connections departments and requests.
 - ii. Program Managers help ensure processes related to marketing, enrollment, placement, instruction, progress monitoring of students, and business functions are followed.
2. Partner School Leadership Team. The PSLT (known as Director of Schools) is responsible for monitoring the Education Program to ensure the School is implementing it with fidelity to the OBL model, including established protocols and interventions.
 - i. The Director of Schools supports the School’s academic performance and operational health by providing guidance, oversight, and support on:
 - a. School Improvement Planning (SIP);
 - b. Problem solving;
 - c. Management;
 - d. Administrative Staff and School Staff Supervisor;
 - e. Establishment of and adherence to School policy;
 - f. Analysis of School performance and other key data metrics;
 - g. Leadership development and concerns; and
 - h. Targeted intervention strategies.
3. PSLT and PM Communication Methods with School Leaders.
 - i. All School Administrators, PSLT, and PMs
 - a. A weekly Connections Academy School Leader Update (SLU) Information email includes updates or information on items that school leadership teams need to be aware of and/or complete.
 - b. Monthly School Leadership team meetings with all Connections Academy principals, assistant principals, PSLTs and PMs to talk about timely topics. All Principals and Assistant Principals are encouraged to attend these monthly meetings.
 - c. Professional development sessions for school leadership team members. These include monthly meetings on school data, school improvement planning, and other topics. If a school leader is struggling in an area and needs professional

development, these sessions may be assigned as mandatory professional development sessions.

- d. Quarterly School Improvement update sessions. Each school will report on the current results of their school improvement plan. These sessions are required and should be attended by school leaders, the leadership team, and anyone else at the school who owns one of the school action plans. Members of the PM and PSLT teams will also attend. Schools are encouraged to invite other stakeholders (like board members).

4. School Leaders and their assigned Director of Schools and PM.

- i. Weekly one-on-one check-in sessions to touch base and stay informed about:
 - a. School Year Cycle topics;
 - b. School metrics;
 - c. School Improvement Planning (SIP); and
 - d. Daily school operations.

These meetings/check-in sessions may include only the School Leader or may include other members of the school leadership team as well. For a larger school, other members of the leadership team will be encouraged to attend.

- ii. Performance management meetings, where the following will be discussed with the Director of Schools:
 - a. Goal setting for school leader;
 - b. School Leader performance level with improvement suggestions;
 - c. Improvement planning; and
 - d. Formalized performance review sessions (mid-year and end of year reviews).

Schedule 6

Enrollment, Academic Placement and Public Information Campaign

1. Enrollment and Academic Placement Processing. Implement and conduct the School enrollment process on behalf of the Customer, in accordance with placement and withdrawal policies and procedures adopted by the Customer and OBL, and consistent with local, state and federal law.
 - i. The Customer appoints OBL as the School's agent throughout the enrollment and placement process for purposes of obtaining and delivering information from and to Students and Caretakers in connection with the enrollment and placement process.
 - ii. OBL shall maintain a list of the Students enrolled in the School and shall provide such list to the Customer promptly upon request.
 - iii. Dual or part-time enrollment will not be permitted unless mutually agreed upon by OBL and Customer.
2. Public Information Campaign.
 - i. OBL will develop and implement a Public Information Campaign ("PIC") to inform potential students, their Caretakers, and other interested parties about the Education Program. OBL will not implement PIC initiatives promoted by the Customer that OBL determines may have a negative impact on its brand identity and/or reputation in the Marketplace, including in connection with the School.
 - ii. To the extent there is more than one OBL supported school in the State, the Customer acknowledges aspects of the PIC will be designed to benefit all such schools located within the State. Enrollment Leads generated from such PIC will benefit all OBL supported schools in the State and shall be distributed among the schools in an equitable and neutral fashion with the goal of maintaining enrollment parity among all schools, except that, absent an enrollment cap, siblings of an existing student in a particular school will be placed in that same school, returning students, including students who withdraw and return, are placed in the school of initial enrollment, students who specifically request a particular school are placed in the school of choice, or specific enrollment criteria of a particular school prohibits a particular student from being enrolled in that school. Once a school has reached its enrollment cap, no students will be waitlisted for that school until such time as other OBL supported schools in the state have reached their enrollment cap, if any. Any methods, processes, collateral, and Enrollment Leads that are obtained, developed and/or used in connection with the PIC is proprietary OBL Confidential Information, and is the property of OBL.
 - iii. OBL maintains an Enrollment Lead data base of all generated leads developed through OBL's PIC efforts, including Enrollment Leads who later enroll in a particular OBL supported school. The Enrollment Lead data base is the exclusive property of OBL, regardless of whether an Enrollment Lead begins the enrollment process, converts to an enrolled student or takes no further steps toward enrollment after becoming an Enrollment Lead. Customer is not entitled to receive any benefit of Enrollment Lead Data received by OBL on or after January 1 of the last Academic Year of the Term, which Enrollment Leads are presumed to be in support of the Academic Year immediately following the last Academic Year of the Term.

- iv. OBL is authorized by Customer to access Student Records for communications directly with Caregivers and Students in support of the School's education mission about education enrichment related opportunities of potential interest, including post high-school opportunities, clubs and activities, academic contests and competitions, summer school opportunities, internship and job training opportunities. OBL may authorize other Pearson affiliated businesses to send such communications, so long as OBL approves of the communication content.
- v. OBL and the Customer's PIC coordinator, if any, will work together each year during the Term to develop and implement a PIC for the upcoming Academic Year. OBL is under no obligation to implement any PIC initiatives promoted by the Customer that OBL determines will have a negative impact on its brand identity and/or reputation in the Marketplace, including in connection with the School.
- vi. The Customer delegates responsibility for the PIC to OBL and shall not undertake any independent PIC or other marketing activities without the express written consent of OBL and then only under the terms OBL establishes for any such independent PIC or other marketing activities. To the extent the Customer desires to implement independent marketing, it will provide OBL with 120 days' notice and obtain prior approval from OBL with respect to such campaign's content and distribution channels. Any independent marketing campaign undertaken by the Customer shall at minimum comply with all applicable federal and state laws, as well as fall within Customer's budget and comply with OBL's trademark usage guidelines and the Connections Academy Brand style guide, both of which may be updated from time to time and are available to Customer upon request. To the extent such a campaign results in an increased cost to OBL, OBL is entitled to seek reimbursement thereof.
- vii. Public information and Enrollment Services supporting a given Academic Year commence during the prior Academic Year but are covered by invoices issued to the School on or after the first day of the Academic Year for which they are intended to benefit. For the sake of clarity, the public information and enrollment services related to the 2021-2022 school year may begin as early as January 2021, but the invoicing for them will not commence until on or after July 2021. OBL will have no obligation to develop and implement a PIC or perform enrollment services for the Academic Year that follows any termination and non-renewal of this Agreement. For example, if the Agreement terminates and non-renews on June 30, 2025, then during the 2024-2025 Academic Year, OBL has no obligation to develop and implement a PIC to support the recruitment and enrollment of students for the 2025-2026 Academic Year.

Schedule 7

Student Records and Data

1. Repository of School Records. The Customer hereby appoints OBL its repository of electronic Student Records and other electronic School records, including financial records, subject to the access, confidentiality, and privacy requirements of FERPA, the IDEA, Section 504, and other state and federal law.
 - i. OBL will store and maintain such electronic records in accordance with state, local and federal requirements and consistent with commercially reasonable technical and organizational measures intended to protect against: (i) accidental or unauthorized destruction; (ii) accidental or intentional loss or alteration; or (iii) unauthorized disclosure or access.
 - ii. In the event the Agreement terminates, OBL will maintain such repository of records for a period of seven (7) years following such termination for no additional fee.
2. Student Records Support. In furtherance of its enrollment and placement related obligations set forth in this Agreement and in connection with its repository obligations set forth above:
 - i. OBL shall receive from Caretakers all Student Records on the School's behalf that are submitted electronically through its secure, password-protected system.
 - ii. All Student Record information remain the property of the School, and, to the extent not immediately available through the School's on-demand access, shall be provided to the Customer via a secure means without unreasonable delay upon written request for such information. To the extent permitted by law, OBL may retain a copy of such records subject to the confidentiality requirements of this Agreement until such time as the Customer provides written notice requesting that specific records be returned or Destroyed.
 - iii. OBL shall certify to the Customer within 30 days from the date OBL receives instructions from Customer to return or Destroy a particular Student's Student Records that such Student Records have been or will be returned or Destroyed in a period of time consistent with applicable law.
3. Protection of Student Records. OBL and the School acknowledge and agree that pursuant to FERPA and any regulations promulgated thereunder, the parties have certain obligations with regard to maintaining the security, integrity and confidentiality of "education records", as that term is defined by FERPA (also referred to herein as "Student Records"). The parties acknowledge that the School at all times owns the Student Records and each party must perform its obligations under the Agreement in compliance with FERPA and any regulations promulgated thereunder. OBL and the School each designate the Lead School Administrator, School Staff, Customer, third party service providers (including OBL and volunteers who are providing educational and/or administrative services to the Students as agents of the School) as individuals having a legitimate educational interest and thus entitled to access education records under FERPA. OBL and the School shall also maintain Student Records in accordance with all other applicable laws and regulations.

4. Confidential Information. Each Party shall maintain the confidentiality of Student Records in accordance with applicable federal and state laws as more fully set forth in Schedule 13 (Legal Terms).
5. Aggregated Data. Student specific data, including corresponding Caretaker data, is the property of the School, Student and/or the Caretaker ("Student Information"). OBL will not use any such School-owned Student Information for any non-school related purpose without obtaining the written permission of the School or the Student or Student's Caretaker (as the case may be).
 - i. OBL may freely aggregate School owned Student Information so long as such aggregated use does not reveal identifying characteristics that would enable a third party to determine the identity of any individual Student, including that Student's Caretaker.
 - ii. All such aggregated data shall be the property of OBL. OBL may freely use all such aggregated data and identify its source as being the School.
 - iii. OBL shall, from time to time, provide to the School reports in an electronic format requested by the School to the extent OBL's systems and capabilities permit. Upon receipt of such request from the School, OBL will work with the School to formulate queries, formats and designs that will generate Student Information in a manner most useful to the School, based on the School's objectives and OBL's existing capabilities.
6. Communications from OBL. Customer acknowledges and agrees that OBL may periodically contact Authorized Users for the School in connection with the Education Program, as well as to inform Caretakers and Students of educational opportunities related to such Students' academic pursuits in compliance with state and federal law. Unless prohibited by law, the School specifically consents to such communications being delivered to Caretakers and Students via the EMS e-mail portal and message boards, personal email to the extent such information is available, and direct mail. Except as expressly permitted by law, OBL will not deliver communications to Students that constitute targeted advertising based on personally identifiable information from Student Records. Telephone communications will be limited to School related communications of an immediate nature that impact a Student's access to the Education Program or are related to the Students' academic participation and/or academic achievement. By accessing the Licensed Collateral, the School and Authorized Users will be deemed to have consented to receive such communications.

Schedule 8

Technology and Facility

1. Technology. OBL will provide the following Computer Technology and services associated therewith:
 - a. OBL will ensure access to technology is available to Students, on a case by case basis as necessary to fully access the curriculum and as otherwise required by law. Such Computer Technology will be the exclusive property of OBL or its contractors and will be returned upon the termination of this Agreement, or when the Student is no longer Enrolled, whichever is sooner. OBL may invoice Students, unless prohibited by law, for Computer Technology not returned.
 - b. Provide 24/7/365 technical support through on-line Help (in the EMS) and live phone support via OBL Support Services to parents and students Monday-Friday 9:00 a.m. to 9:00 p.m. (ET), and to staff Monday-Friday 8:00 a.m. to 6:00 p.m. (ET). For Students not using computer technology provided by OBL, OBL shall provide initial technical support to ensure Students have the minimum requirements necessary to participate in the Education Program, and ongoing technical support on an as needed basis for the Students' use of the EMS.
 - c. Student Technology Support Stipend Administration. To the extent the Customer has established a student technology support stipend program, OBL shall act as the agent for administering such a program. Payment of the stipend to eligible households would be facilitated by OBL, which will be issued to the Caretaker (and in certain circumstances, the Student) according to the schedule outlined in the School handbook, which shall be consistent with the rate used in the development of the Budget, when applicable. The Customer's student technology support stipend program will be limited to the eligibility and amount required by law unless OBL has agreed to a program that exceeds the minimum required by law.
2. Facility Support. OBL or its designee shall provide the following Facility Management and Maintenance:
 - a. OBL will procure administrative office space on behalf of the School. OBL or its designee will work with the Landlord and oversee the buildout of the office space to accommodate the needs of the School;
 - b. OBL will provide management and maintenance responsibilities for the space on behalf of the School, including management and maintenance of equipment, furniture, and utilities. All rent and any common area maintenance charges paid by OBL to the Landlord on behalf of the School are a pass-through expense and shall be paid to OBL in accordance with Schedule 9 (Funding).
 - c. The office space shall be compliant with the Americans with Disabilities Act and meet any other requirements of applicable law.
 - d. If this Agreement is terminated prior to its expiration, any capital equipment or furniture and fixtures ("Capital Assets") owned by OBL and located in the facility may be purchased by the Customer at the then current book value as recorded on OBL's financial records.

- e. Any Capital Assets not otherwise the property of the Landlord pursuant to the terms of the lease, as well as any other furniture, equipment or fixtures purchased by OBL on behalf of the School using federal or state grant funds or any other sources of public money, will continue to be deemed the property of the School.

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Schedule 9

Customer Responsibilities

1. General. The Customer is responsible for monitoring the Education Program quality and efficacy, implementation of the OBL model with fidelity, monitoring Student safety and well-being, and ensuring the School's financial accountability, as well as adopting any necessary policies to comply with State law in oversight of the School, and overseeing OBL's day to day operation of the School, except for those services to be performed by Customer under this Agreement.
2. Diplomas. Grant diplomas based on attainment of minimum requirements for graduation with a School diploma.
3. Collection of Funds due from other Districts. Provide reasonable and appropriate resources in support of OBL's efforts to collect all amounts due the Customer from other school districts or jurisdictions.
4. Insurance. Maintain the insurance identified on Schedule 12.
5. Student Data Transfer/Access Requests. Customer is responsible for determining that any Customer request for access to or transfer of Student personally identifiable information or Customer information to any third-parties, including government agencies, is appropriate, accurate and compliant with applicable local or Customer policies and procedures, as well as compliant with state or federal law, and for informing OBL of any restrictions OBL must follow in providing such requested access or transfer. To the extent permitted by law, the Customer shall hold OBL harmless and indemnify OBL regarding such access.
6. Abide by Established Protocols, Policies and Procedures. The Customer shall abide by all OBL established protocols, policies and procedures in connection with the Education Program, including requirements for Course completion (including awarding of transfer credit where applicable), grade attainment and attendance in order to meet minimum requirements for graduation with a School diploma, and return and recovery policies in connection with the use of OBL-provided Computer Technology and Instructional Materials. In the event Customer becomes aware of a known or potential conflict with federal, State or local law, that makes compliance with this paragraph impossible or impracticable, Customer shall immediately provide OBL with written notification of the known or potential conflict and work with OBL to satisfactorily resolve such conflict.
7. Regular Meetings. The Customer shall meet regularly with OBL's Partner School Leadership Team, State and Strategic Account Relations, and Board Relations teams to discuss updates related to the School operation and performance, as well as the parties' relationship.
8. Other Services. To the extent there are products and services not included in the Education Program and the Customer elects to contract with a third party other than OBL for such products or services, it shall be the Customer's responsibility to ensure that such products or services are provided consistent with the Budget and in accordance with any requirements of Charter School Law or other applicable law and any requirements in the Charter.

Schedule 10

Collection of Funds, Pricing and Payment Terms

1. **Pricing and Payment Terms:**

- a. **Payments.** OBL shall receive funds in accordance with the annual schedule of fees for services (the “Fee Schedule”), attached and incorporated hereto. OBL reserves the right to increase the fees set forth in the Fee Schedule for each subsequent year of the Term, but in no event will such fee increase exceed 3% in any given year (“Cap”), and OBL shall notify the Customer by February 1 of the current Academic Year of such proposed increase. OBL shall update the Fee Schedule in connection with any such increase. Notwithstanding anything to the contrary, the Cap shall not apply to any discretionary services offered by OBL.
- b. **Collection of Funds due to the School.** The Customer shall make all efforts to pursue any and all funding generated by their Students, including all state funding (inclusive of categorical funding sources such as teacher allocation funds) and Federal funding such as Title I, Title II, IDEA and any other source of funding.
- c. **Invoicing.**
 - i. OBL shall invoice Customer monthly, unless the Parties agree in writing otherwise. Customer shall remit payment to OBL for these invoices within thirty (30) days of receipt. Any other payments due to OBL by Customer for funds received for additional state or federal revenues or receipts from Customer’s for Special Needs Students shall be paid within thirty (30) days of receipt of such funds by Customer. The Parties may establish alternate payment arrangements by mutual agreement. In no event shall failure by OBL to invoice Customer, in part or in full, constitute an abrogation of Customer’s obligation to make payment to OBL as provided for in this Schedule
 - ii. OBL and Customer may charge interest at the rate of one-half percent (0.5%) per month for any invoices paid more than sixty (60) days after the date of invoice, unless such failure to pay is the result of: (i) funds being withheld from the Customer due to a failure by OBL to perform under the terms of this Agreement; or (ii) failure by the State to timely disburse funds due to Customer, in which event Customer shall use its best efforts to cause the funds to be disbursed and the shortfall will be paid as soon as reasonably practicable after the funds are received; or (iii) Customer or OBL disputes any charges. Customer or OBL, as the case may be, shall notify the other of any dispute and the basis for any dispute within five (5) days of receipt of the invoice and shall work to resolve the dispute within thirty (30) days. All amounts other than any amounts in dispute shall be paid according to the terms herein.
- d. **School Funds.** The Customer is responsible for using its portion of all funding it is entitled to receive under the Charter Agreement and not paid to OBL (“School Funds”) to pay all of the Customer’s required expenses, such as legal expenses and audit fees and insurance premiums. Any costs required by the Charter Agreement not included in this Agreement shall be paid by the Customer.

- e. Payment Agent. The parties may agree to have OBL act as its payment agent for various expenditures, in which case OBL shall act as payment agent for payment of School Staff compensation during the Term. OBL will submit to the Customer appropriate documentation evidencing payment of such expenditures and upon said submission shall be entitled to a dollar for dollar reimbursement for these expenses.
- f. Funds Character. All School funds received by the Customer, from whatever source, retain their character as charter school funds until such time as they are paid out to a third party, including OBL, as payment for a service performed (or to be performed) for, or at the direction of, the Customer or for a product obtained at the direction of the Customer, at which time such monies paid to such third parties shall lose their charter school fund character.
- g. Budgets. No later than the earlier of June 1 or fourteen (14) working days prior to any deadline specified in the Charter or other regulatory mandate, OBL will present to the Customer treasurer or its designee a proposed balanced budget (i.e., not resulting in a cumulative net asset deficit) for the following fiscal year developed under the direction of the Customer or its designee. The Budget shall be in reasonable detail and shall be based on the applicable Fee Schedule. In the event that the Customer and OBL do not agree on a Budget, the Parties agree that OBL will continue to perform all of its responsibilities under this Agreement and will use the then current approved Budget and the corresponding Fee Schedule as the basis for operations until the Parties agree to a new Budget. OBL will use the staffing model in existence as of such date to release new positions that need to be filled in order to accommodate the projected growth in enrollment for the following Academic Year, which will allow the Customer to recruit, hire, and train new staff in time for the start of the following Academic Year.
- h. Protection Against Deficits and Service Credit.
 - i. In the event that as of June 30 of each year during the Term, Total Revenues are less than the School's expenditures, including payments to OBL as well as those incurred and paid by the School, but excluding any payments for capital expenditures (the "Total Expenditures"), and in the event that the School does not have positive Net Assets (as defined in its annual audited financial statements) sufficient to offset the difference between Total Revenues and Total Expenditures, to the extent that any expenditures in excess of Total Revenues were included in the balanced budget or were subsequently approved by both Parties in a written budget amendment, OBL shall issue a credit or discount to the School to the extent required to maintain positive Net Assets at least equal to Ten Thousand Dollars (\$10,000) as of each June 30 during the Term of this Agreement ("Service Credit"). Any credit or discount offered under this clause will not be recoverable by OBL in subsequent years. This may be known as a "Service Credit" in the Coastal Connections Academy charter application and budget documents.
 - ii. In order for the School to qualify for a Service Credit, the parties must formally approve the School's annual budget and any amendments to it during the year, such budget and amendment(s) to be reduced to a writing signed by the parties. To the

extent the School engages in spending outside the approved budget, as may be amended from time to time, the gross sum of such expenditures shall not be subject to the Service Credit. For example, if at the end of year two (2) of the Term, the School runs a deficit of three hundred thousand dollars (\$300,000) that would otherwise be subject to Service Credit and fifty thousand dollars (\$50,000) of such deficit is attributable to expenses incurred on spending not approved in the School's annual budget for that year, then only two hundred and fifty thousand dollars (\$250,000) of such deficit is covered by Service Fee. Further, to the extent the fifty thousand dollars (\$50,000) in spending is carried forward to future Academic Years, such spending shall not be covered by Service Credit in such future years unless and then only to the extent expressly agreed to in writing by OBL.

- i. State Audit Adjustments. To the extent that any adjustments as a result of a state audit are the result of OBL's failure to adequately perform its responsibilities under this Agreement, OBL will be required to either, at the choice of OBL: (i) return funds to the Customer in the amount determined as a result of a State audit; or (ii) to the extent that funds are withheld from future payments to the Customer, reduce amounts invoiced to the Customer by the amount funding is withheld.
- j. Customer Provided Services. OBL may contract with Customer for the direct purchase of Customer services that can be provided within the boundaries of the Customer, including, without limitation, supervision of Students who are engaged in OBL sponsored activities within Customer's boundaries. The amount to be paid by OBL for any Customer provided service shall be the actual cost incurred by Customer in providing the services and shall be remitted to Customer by OBL within thirty (30) days of invoice.

Fee Schedule
SAMPLE – Subject to Change

Schedule of fees for the Educational Program under the terms of the Agreement:

Fee Type	Rate	Basis
Per Funded FTE	\$3,130	As reported by school no later than the deadline for amending the final student membership report for that year.
Percent of Compensation (Benefits Fee)	As determined in annual budget	Discretionary Service: Charged as a % of compensation (wages, bonus, stipend, etc.) earned by school staff.
Short Term Substitute Services	As determined in annual budget	Discretionary Service: Charged on a per day basis whenever the school has elected to use OBL to provide a substitute teacher to cover a short-term need.
Direct Course Instruction	As determined in annual budget	Discretionary Service: Charged on a per student per course per day basis whenever the school has elected to use OBL to provide course instruction.

Schedule 11**Notice Information**

Notices. All notices, consents and other communications under this Agreement shall be given in writing and shall be sent by and deemed to have been sufficiently given or served for all purposes as of the date it is delivered by hand, received by overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid to the parties at the following addresses (or to such other address as hereafter may be designated in writing by such party to the other party):

If to OBL:	Pearson Online & Blended Learning K-12 USA 10960 Grantchester Way Columbia, MD 21044 Attn: General Manager
With a copy to:	Pearson Online & Blended Learning K-12 USA 10960 Grantchester Way Two Merriweather Columbia, MD, 21044 Attn: Legal E-mail: Legal-PearsonOBL@pearson.com
If to the Customer:	Florida for Online Education, Inc.
With a copy to:	

Schedule 12

Insurance

1. OBL Requirements. OBL will maintain and keep in force insurance policies and limits no less than such amounts as outlined below, to cover insurable risks associated with operations under this Agreement. The below limits of liability may be provided under the primary insurance policies, or in a combination with the limits provided by an Umbrella or Excess policy. If the terms of this Agreement include insurance procurement services on behalf of the School, the School will be included as an additional named insured under the policies as allowed by law, or OBL shall procure stand-alone policies on behalf of the School with similar coverage and limits, but in no event less than required by the charter, applicable law, or both.
 - i. Workers' Compensation insurance, including Employer's Liability coverage with limits of at least \$1,000,000 for each coverage provided thereunder.
 - ii. Employment Practices Liability in an amount no less than \$5,000,000 each claim and in the annual aggregate.
 - iii. Commercial General Liability insurance with limits of at least \$10,000,000 per occurrence and in the annual aggregate.
 - iv. Sexual Abuse and Molestation coverage with limits of at least \$5,000,000 per each abusive conduct limit and in the aggregate.
 - v. Automobile Liability insurance covering all owned, non-owned and hired vehicles in an amount no less than \$10,000,000 each accident.
 - vi. Property Insurance for the agreed upon replacement cost value of personal property.
 - vii. Educator's Legal Liability insurance in an amount no less than \$5,000,000 each claim and in the annual aggregate.
 - viii. Crime Insurance in the amount of no less than \$500,000 each claim and in the annual aggregate. Each claim limit applies separately to Crime coverages: Employee Theft, Forgery or Alteration, Computer and Funds Transfer Fraud, Money Orders & Counterfeit Currency, and Money & Securities inside and outside the premises.
2. Customer Requirements. Liability insurance, for any facility leased directly and/or managed by the School and any capital equipment or furniture and fixtures owned by the School will be the responsibility of the School.

OBL will assist the School with procuring Directors and Officer's Insurance in the amount required by the Authorizer and/or State law, but in no event less than One Million Dollars (\$1,000,000) in the aggregate.

Schedule 13

Legal Terms – Charter School

1. Term. The Term of this Agreement shall be as described on the first page of this Agreement, section 2.
2. Termination. Any notice of early termination shall take effect at the closing of the last day of the Academic Year, unless otherwise agreed to by the parties or provided for herein. Notices of termination must be made in writing and delivered to the addresses set forth herein no later than December 15 of the current Academic Year, unless another date is specifically provided for, and shall list all reasons for said early termination. Except as specifically provided for herein, this Agreement can only be terminated before its expiration as follows:
 - a. By either party, immediately, if one (1) party materially breaches this Agreement and fails to cure the breach within thirty (30) days following written notification of the breach from the other party. In the event objectively ascertainable reasonable efforts have been made to effect the cure and the breach at issue does not objectively lend itself to cure within that thirty (30) day period, then such additional time as necessary to complete the cure, but in no event longer than sixty (60) days following written notification of the breach;
 - b. By OBL, if the payments to which OBL is entitled in Schedule 10 of this Agreement are materially reduced as a result of a change in funding provided to the School or applicable laws or regulations impose requirements that are materially different from those previously provided under this Agreement and OBL is unwilling or unable to make the required changes. Termination under this provision may only take effect on the earlier of the effective date of the change in funding provided to the School or at the end of the then current Academic Year;
 - c. By OBL, if there are unresolvable differences between the Parties relating to what OBL, in its sole discretion, considers to be conduct that reflects materially and unfavorably upon OBL's reputation with respect to the manner in which School carries out its responsibilities under the terms of this Agreement and OBL provides the School with thirty (30) days written notice of its intent to terminate during which such time the Parties shall work in good faith to alleviate to OBL satisfaction the circumstances giving rise to the unresolvable differences. Termination under this provision may only take effect at the end of the Academic Year in which such notice is given;
 - d. By Customer, if Customer determines at the end of an Academic Year that the Education Program set forth in this Agreement does not meet the requirements for a publicly funded virtual school, as defined by applicable laws and regulations, but only if OBL is unable to cure the identified deficiency within 60 days after being given reasonable notice of the deficiency and the requirements to cure the deficiency, and, in the event Customer determines OBL's cure efforts do not cure the deficiency, OBL is

provided reasonable time, which shall be no less than 30 days, to address the areas of deficiency identified by Customer;

- e. By either party, immediately, if the Charter is terminated or if the School is no longer authorized by the Authorizer as required by applicable state law and regulation.
3. Obligations on Termination. In the event this Agreement is terminated by either party for any reason:
- a. OBL shall provide reasonable assistance to Customer in the transition of the responsibilities from OBL to the Customer to minimize the disruption to the Students; provided, however, that this provision shall not apply if the Agreement was terminated due to Customer's material breach thereof;
 - b. Each party will promptly (not later than thirty (30) days after the effective date of termination) return to the other party all Confidential Information, property and material of any type belonging to the other party, including but not limited to, electronic versions, hard copies and reproductions and will not retain copies of any such property or material except as may be expressly permitted in this Agreement or required by applicable law;
 - c. All access to EMS and other educational products and services contracted for herein shall be discontinued upon the effective date of any such termination;
 - d. OBL shall provide to Customer copies of all Student Records not otherwise in the School's possession within a reasonable time after receipt of such request or able to be taken into Customer's possession through self-help means available to the Customer through its access rights, taking into account OBL's competing priorities;
 - e. The Customer shall pay OBL all amounts due under this Agreement upon the earlier of either their due dates or thirty (30) days after the effective date of termination;
 - f. Customer's license to use the Licensed Marks shall immediately terminate, except as expressly permitted in this Agreement. The Customer agrees that within thirty (30) calendar days from the date of termination, all references to "Connections Academy" or "Pearson", and any other Licensed Marks shall be removed from the School's signage, stationary, website, marketing materials and any other material or location it appears.
4. Grant of Rights and Access.
- a. License. OBL hereby grants to the School a non-exclusive, nontransferable, royalty-free, limited license during the Term of the Agreement for Authorized Users to access and use the EMS and the Content and Instructional Materials and other Intellectual Property contained in the EMS (collectively the "Licensed Collateral"). The School's right to access and use the Licensed Collateral is solely for the intended purpose for which the access is granted and is subject to OBL's Intellectual Property provisions of this Agreement set forth below. OBL may update the features and functions of the EMS from time to time. Any right to use the Content and Instructional Materials shall be solely for the applicable Course for which a Student is enrolled or that an Authorized User is otherwise authorized to access.

- b. Permitted and Prohibited Uses. All rights not expressly granted to the School and Authorized Users pursuant to the Agreement are reserved to OBL, and any uses of the Licensed Collateral by the School and Authorized Users not expressly permitted in the Agreement are strictly prohibited.
- c. Unless otherwise authorized by OBL in furtherance of the delivery of Education Program related services, School will not, and will not permit Authorized Users, School's employees or agents or any third party to: (i) access the Content and Instructional Materials or the EMS, except in connection with Courses for which a Student is enrolled; (ii) use the Curriculum, Content and Instructional Materials except in strict compliance with the Agreement and the Terms of Use; (iii) copy, reproduce, modify, alter, transfer, transmit, perform, publish, display, sub-license, distribute, circulate provide access to, rent, or create Derivative Works from the Content and Instructional Materials or any portion thereof; (iv) decompile, reverse engineer, disassemble, or otherwise determine or attempt to determine the source code (or the underlying ideas, algorithms, structure or organization) of the Content and Instructional Materials or of the EMS; (v) upload files that contain viruses, Trojan horses, worms, time bombs, cancel bots, corrupted files, or any other similar software or programs that may damage the operation of the EMS; (vi) take any actions, whether intentional or unintentional, that may circumvent, disable, damage or impair the control or security systems of the EMS or the Content and Instructional Materials, nor allow or assist a third party to do so; (vii) use the Content and Instructional Materials in a manner that disparages the EMS, Content, Instructional Materials, OBL or its content providers, or in any manner that OBL may, in its sole discretion, deem inappropriate; or (viii) disclose Log-In Information or permit access to the EMS and/or the Content and Instructional Materials by unauthorized persons using an Authorized User's Log-In Information.
- d. Usage Guidelines and Rules of Conduct. The School (including its employees and agents) and Authorized Users may use the Licensed Collateral for bona fide educational and other contracted-for purposes only. The School will comply and assure compliance by its employees, agents and the Authorized Users with Terms of Use of the EMS, Privacy Policy, and other applicable OBL policies, as may be updated from time to time by OBL in its sole discretion. The Privacy Policy and Terms of Use are posted on the Website and are accessible from the EMS login page. The School acknowledges that OBL may also institute basic rules for academic and personal conduct for Authorized Users' use of the Licensed Collateral, and that OBL will enforce those rules in its sole discretion, including terminating access for Authorized Users in the event of their failure to adhere to those rules. Included in the rules of conduct are prohibitions against any Authorized User's attempt to make inappropriate communication or contact with any other Authorized Users through the EMS, as well as, hacking, viral infection, or other technical attempts to gain unauthorized access to or cause damage to the EMS. The School shall immediately provide OBL with written notice of any unauthorized use or distribution of the Content, Instructional Materials, or Education Program of which the School becomes aware and shall take all necessary steps to ensure that such unauthorized use or distribution is terminated.

- e. Security and Use of Passwords. Each Authorized User will have a username and password for the purpose of accessing the EMS and the Content and Instructional Materials (the “Log-In Information”). The School and its Authorized Users must keep all Log-In Information strictly confidential, and all Log-In Information may be used only by the assigned Authorized User. The School and its Authorized Users are responsible for maintaining the security and confidentiality of all Log-In Information, and for preventing access to the EMS and/or the Content and Instructional Materials by unauthorized persons using an Authorized User's Log-In Information. Unauthorized access to or use of the EMS and/or the Content and Instructional Materials by someone using an Authorized User's Log-In information may be attributed to such Authorized User.
- f. Availability and Support. OBL strives to provide access to the EMS twenty-four (24) hours per day, seven (7) days per week; however, it is anticipated that there will be periodic system interruptions due to occasional computer technology failures, system maintenance and updates, and/or internet provider service interruptions and that those interruptions may be for an extended period of time during times of social disruption; a cyber-security incident, or catastrophic system failure. Any system access failures resulting from degradation or loss of internet access is outside the control of OBL and cannot be attributed to OBL.
- g. School Name. During the Term, OBL grants a limited, royalty free, nontransferable license for the duration of the Term, unless terminated earlier as described herein, to use the name Coastal Connections Academy as the name for the School being operated under the terms of this Agreement. Any aesthetic changes, such as font and color scheme, to the Connections Academy brand, including to the star person design mark or other design mark that OBL adopts to be used in proximity to the Connections Academy brand, Customer agrees to adopt as requested by OBL. The Customer agrees that OBL is permitted to place in proximity to the School’s name an OBL endorsement, including but not limited to “by Pearson.” Customer agrees that even in circumstances where the licensed School name does not contain the Connections Academy brand as part of its name, the goodwill associated with the School name is directly attributable to the use of the Connections Academy Education Program and the interactions between Students, Caregivers and Learning Coaches, as well as School Staff and OBL systems, curriculum and tools, and service providers and that changing the School name is essential to protecting OBL goodwill and reputation in the marketplace.
- h. Social Media. As part of its public relations and marketing service offering to Customer, OBL has agreed to develop, manage and maintain a website and other social media presence, which currently consists of a Facebook page, but may expand to other social media platforms such as Instagram and Twitter (collectively “Social Media Channels”), exclusively for the use of the School. The design, branding/name, URL, content (including quoted material from School teachers and families obtained by OBL) are for use on the website and Social Media Channels, and are developed and maintained by OBL. School is hereby granted a beneficial license to the website and Social Media Page Channels during the term of this Agreement, and any extension thereto. Customer is prohibited from creating branded Social Media Channels without the express written consent of OBL, which consent can be freely withheld. Updates to

the website or Social Media Channels, except updates required by law, shall no longer be made as of February 20 of the last year of the Term and Social Media Channels will be deactivated as of April 30 of the last year of the Term. Further, except for graduation support, no School specific public relations services will be provided after April 30 of the last year of the Term. Under no circumstances is Customer permitted to copy and paste or use any content from OBL's developed and maintained website and Social Media Page Channels to its collateral. All search history, metadata, and similar attributes of use of the website and Social Media Page Channels inure to the exclusive benefit of OBL.

5. Trademarks.

- a. OBL and its Affiliates are the owners of various trademarks, service marks, logos, or trade names used in its business of providing Education Program. OBL trademarks can be found at: <https://www.connectionsacademy.com/Portals/4/ca/documents/pdfs/legal/common-law-trademarks.pdf> (collectively, the "Licensed Marks"). OBL grants to the School a non-exclusive, non-transferable, royalty-free sub-license to use the Licensed Marks during the term of this Agreement solely in connection with the performance of this Agreement and subject to pre-approval of such use by OBL. The School agrees to use the Licensed Marks in accordance with any trademark usage guidelines provided by OBL, the most up-to-date version of which can be found at: <http://www.connectionsacademy.com/terms-of-use/trademark-guidelines.aspx>. OBL retains all right, title and interest in and to the Licensed Marks and any related proprietary rights not expressly granted to the School hereunder. All goodwill attributable to the Licensed Marks will inure exclusively to the benefit of OBL.
- b. Upon termination of this Agreement, the School's license to use the Licensed Marks shall immediately terminate, except as expressly permitted in this Agreement or by applicable law. The School agrees that within thirty (30) calendar days from the date of termination, all references to "Connections Academy", and any other Licensed Marks shall be removed from the School's signage, stationary, website, marketing materials and any other material or location it appears.

6. Intellectual Property.

- a. Limitations on Use. The Licensed Collateral, including but not limited to, the EMS and all technology, programs, services, and materials hosted thereon, the Curriculum, all tangible and intangible education materials, all OBL trademarks and copyrighted works, and the trade name "Coastal Connections Academy" are the Intellectual Property of OBL. The School's right to use and benefit from said Intellectual Property is limited to its license rights set forth in this Agreement and shall terminate automatically with the termination of expiration of this Agreement.
- b. No Sale. Nothing in this Agreement shall be interpreted to be a sale or transfer of ownership interest from OBL to the School, School Staff, Students, Caretakers, or Learning Coaches.
- c. No Use of School Funds to Develop or Procure. No School funds shall be used by OBL to develop or procure Courses or Content or Instructional Materials or improvements

to the EMS, provided, however, any School funds paid to OBL for provision of the Education Program hereunder, once paid, shall not be deemed to be School funds.

7. Confidentiality.

- a. Confidential Information. The receiving party shall use the Confidential Information of the disclosing party only in connection with the furtherance of the business relationship between the parties, and the receiving party shall make no further use, in whole or in part, of any such Confidential Information. The receiving party agrees not to disclose, deliver or provide access to all or any portion of the disclosing party's Confidential Information to a third party or to permit a third party to inspect, copy, or duplicate the same. The receiving party will disclose Confidential Information only to its employees and agents who have a need to know such Confidential Information in connection with the performance of the Agreement and who are under a written obligation to protect the confidentiality of such Confidential Information. The receiving party will treat the Confidential Information with the same degree of care and confidentiality that the receiving party provides for similar information belonging to the receiving party that the receiving party does not wish disclosed to the public, but not less than holding it in strict confidence.
- b. Student Records. OBL and the School acknowledge and agree that pursuant to FERPA and any regulations promulgated thereunder, the parties have certain obligations with regard to maintaining the security, integrity and confidentiality of "education records", as that term is defined by FERPA (also referred to herein as "Student Records"). The parties acknowledge that the School at all times retains ownership of Student Records and that each party must perform its obligations under the Agreement in compliance with FERPA and any regulations promulgated thereunder. OBL and the School each designate the Lead School Administrator, School Staff, Customer, third party service providers (including OBL and volunteers who are providing educational and/or administrative services to the Students as agents of the School) as individuals having a legitimate educational interest and thus entitled to access education records under FERPA. OBL and the School shall also maintain Student Records in accordance with all other applicable laws and regulations
- c. Exceptions. The foregoing shall not prevent the receiving party from disclosing Confidential Information that must be disclosed by operation of law, provided: (i) the receiving party shall promptly notify the disclosing party of any such request for disclosure in order to allow the disclosing party full opportunity to seek the appropriate protective orders, and (ii) the receiving party complies with any protective order (or equivalent) imposed on such disclosure. It is understood and agreed that this is not intended to permit the disclosure of education records referenced in the sub-section above, unless permitted by Applicable Law.
- d. Directory Information. To the extent permitted by law, OBL is authorized by Customer without submitting a formal public records request, to collect Directory Information from School for purposes of supporting OBL's advocacy efforts on School's behalf and for communicating with families about other educational opportunities available through OBL or its affiliated businesses.

- e. Return of Confidential Information. The receiving party agrees that it will, within ten (10) days after written request by the disclosing party, return to the disclosing party, or at the option of the disclosing party, destroy and certify in writing the destruction of, all Confidential Information received from the disclosing party, including copies, reproductions, electronic files or any other materials containing Confidential Information.
 - f. Remedy for Breach. The parties acknowledge that monetary damages may not be a sufficient remedy for unauthorized disclosure of Confidential Information and that a disclosing party shall be entitled, without waiving any other rights or remedies, and without the posting of bond or other equity, to such injunctive or equitable relief as may be deemed proper by a court of competent jurisdiction.
8. Indemnification.
- a. Indemnification Obligations. Each party shall defend, indemnify, save and hold harmless the other party, its Affiliates, Parent, subsidiaries and its respective directors, officers, agents and employees (together “Indemnified Party”) against and from any and all claims, actions, liabilities, costs, expenses, damages, injury or loss (including reasonable attorney's fees) made, brought, incurred, or alleged by any third party (“Claim”) to which the Indemnified Party, its Affiliates and their respective directors, officers, agents and employees may be subject to liability by reason of any wrongdoing, misconduct, negligence, willful misconduct or default by the Indemnifying Party, its agents, employees, subcontractors, or assigns in connection with the performance of this Agreement. OBL’s indemnification obligations with respect to claims arising out of the provision of Special Education Services remain in effect so long as OBL is the employer of Administrative Staff and Special Education Teachers, and provider of Special Education Services. This indemnification, defense and hold harmless obligation on behalf of Indemnifying Party shall survive the termination of this Agreement.
 - b. Indemnification Procedure. The Indemnified Party will: (a) promptly notify the Indemnifying Party in writing of any claim, loss, damages, liabilities and costs, and for third party claims, (b) allow the Indemnifying Party to control the defense, and (c) reasonably cooperate with the Indemnifying Party in the defense and any related settlement negotiations. In addition to any defense provided by the Indemnifying Party, the Indemnified Party may, at its expense, retain its own counsel. If the Indemnifying Party does not promptly assume the Indemnified Party’s defense against any third-party claim, the Indemnified Party reserves the right to undertake its own defense at the Indemnifying Party’s expense.
9. Power and Authority; Authorization. Each Party has the power and authority to execute and deliver this Agreement and to perform its respective obligations hereunder. The Customer has provided and will provide OBL with the authority and power necessary and proper to undertake its obligations and responsibilities pursuant to this Agreement.
10. Sales Tax, Gross Receipts Tax or Other Business Tax (collectively “Business Tax”). The School shall provide OBL with support that it is tax exempt. The School shall be responsible for all state or local Business Tax assessed, if any, based on the Education Program provided

by OBL hereunder, regardless of whether such law assigns responsibility for payment of the tax to OBL.

11. Limitation of Liabilities. In no event will either Party, or such Party's Affiliates, directors, officers, employees, or agents, be responsible or liable for the debts, acts or omissions of the other Party or such Party's Affiliates, directors, officers, employees, or agents.
12. Governing Law. This Agreement shall be governed and controlled by the laws of the State. Any legal actions prosecuted or instituted by any party under this Agreement shall be brought in a court of competent jurisdiction located in that state, and each party hereby consents to the jurisdiction and venue of any such courts for such purpose.
13. Dispute Resolution. Any dispute arising out of or relating to this Agreement shall be resolved in accordance with the procedures specified in this Section, including disputes related to whether a Party has breached this Agreement, unresolvable difference between the Parties, or Customer's payment of sums owed to OBL under this Agreement.
 - a. Negotiation. The parties agree to negotiate in good faith all disputes arising out of or relating to the rights and obligations of the Parties, as set forth in this Agreement and/or established by applicable law. Any dispute not resolved within the normal course of business shall be referred to the Senior Vice President of School Operations for OBL and the Board President for Customer or his/her designee, for discussions related to the nature of the dispute and an agreed course of action as to how to resolve the dispute or to other such persons within the organization of OBL and the School as the Parties mutually deem appropriate.
 - b. Mediation. In the event the parties are unable to fully resolve a dispute through negotiation, each Party agrees to submit all unresolved disputes to nonbinding mediation pursuant to processes and procedures mutually agreed upon by the Parties. In the event the Parties are unable to agree to such processes and procedures, the Parties agree to submit the matter to a third party agreed upon by the Parties, who will establish the processes and procedures by which such unresolved disputes will be mediated. In the event the dispute arises out of an early termination provision allowing for a cure period, mediation must occur within the cure time frame permitted under such provision.
 - c. Confidentiality. The Parties agree to treat all discussions and sharing of documents related to this Section 13 as confidential and not subject to disclosure to any third party to the extent permissible by law, except as consented to by the disclosing Party. In the event the Parties are unable to resolve such dispute through nonbinding mediation, to the extent such dispute remains unresolved, each Party, upon providing the other party ten (10) calendar days' notice of its intent to do so, may pursue their respective contractual, administrative, legal and/or equitable remedies available to them in order to fully resolve such dispute.
14. Attendance at Meetings. The parties agree that during the Term, OBL is hereby invited (through a OBL-designated individual or individuals) to attend all Governing Board closed session meetings except to the extent such attendance: (i) is prohibited by applicable law; (ii) will result in a waiver of the attorney/client privilege; (iii) will result in OBL being present during discussions concerning negotiations regarding the renewal or termination of

this Agreement, or (iv) will result in OBL being present during discussions regarding such other matter with respect to which OBL has a conflict of interest.

15. Non-Discrimination. Neither OBL nor the Customer will discriminate against any person on the basis of race, creed, color, sex, national origin, religion, ancestry, sexual orientation or disability, or any other basis prohibited by federal or State law.
16. Severability. If any provision of this Agreement is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Agreement. If any provision of this Agreement shall be or become in violation of any federal, state, or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect; provided, however, that If such nullification, in OBL's sole discretion, materially affects OBL's ability to provide the Education Program, OBL may terminate this Agreement.
17. Successors and Assigns. The terms and provisions of this Agreement shall be assignable by either party only with the prior written permission of the other, which consent shall not be unreasonably withheld; provided that a change in control of OBL or its managing member or an assignment from or to a wholly owned subsidiary of OBL, notice of which shall be provided by OBL to Customer, shall not be deemed a violation of this Agreement if such assignment is made without prior written permission.
18. Complete Agreement; Modification and Waiver. This Agreement, including all schedules attached thereto, constitutes the entire agreement between the Parties with respect to the matter contained herein and supersedes all prior and contemporaneous agreements, warranties and understandings of the Parties. There are no agreements, representations or warranties of any kind except as expressly set forth in this Agreement. No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both parties, provided, however, the parties may execute written amended (including restated) schedules without amending the entirety of the Agreement. Unless any amendment results in a modification of fee for services or other remuneration to either party, the VP of State Account Relations is authorized by OBL to execute schedule amendments. No waiver of any provision of this Agreement will be effective unless it is in writing and signed by the Party to be charged with such modification, and no such waiver will constitute a waiver of any other provision(s) or of the same provision on another occasion.
19. Force Majeure. If any circumstance should occur that is not anticipated or is beyond the control of a Party or that delays or renders impossible or impracticable performance as to the obligations of such Party, the Party's obligation to perform such services shall be postponed for a period equal to the time during which such circumstance shall extend, or, if such performance has been rendered impossible by such circumstance, shall be cancelled.
20. No Third-Party Rights. This Agreement is made for the sole benefit of the Parties. Except as otherwise expressly provided, nothing in this Agreement shall create or be deemed to create a relationship among the Parties or any of them, and any third party, including a relationship in the nature of a third-party beneficiary or fiduciary.
21. Professional Fees and Expenses. Each party shall bear its own expenses for legal, accounting, and other fees or expenses in connection with the negotiation of this Agreement.

22. 501(c)(3) Status. The Parties agree to negotiate in good faith an amendment to this Agreement to cure any IRS cited defect in the Agreement that will impede the issuance of a determination from the IRS that the School is a tax exempt organization under Internal Revenue Code Section 501(c)(3) (only applicable where a school has applied for 501(c)(3) designation).
23. Counterparts. This Agreement may be signed in counterparts, which shall together constitute the signed original Agreement.
24. Compliance with Laws, Policies, Procedures, and Rules. Each Party will comply with all applicable federal and state laws and regulations including all the specific requirements of the Charter, applicable local ordinances and the School's policies whether or not specifically listed in this Agreement.
25. Interpretation of Agreement. The parties hereto acknowledge and agree that this Agreement has been negotiated at arm's length and between parties equally sophisticated and knowledgeable in the subject matter dealt with in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities in this Agreement against the party that has drafted it is not applicable and this Agreement shall be interpreted in a reasonable manner to affect the intent of the parties as set forth in this Agreement.
26. Headings; Exhibits. The section headings contained herein are for convenience only and shall not in any way affect the interpretation or enforceability of any provision of this Agreement. All schedules and exhibits to this Agreement are incorporated herein and shall be deemed a part of this Agreement as fully as if set forth in the body hereof.
27. Electronic Signatures. This Agreement and related documents may be accepted in electronic form (e.g., by scanned copy of the signed document, an electronic or digital signature or other means of demonstrating assent) and each Party's acceptance will be deemed binding on the Parties. This Agreement may also be signed in counterparts, which shall together constitute the signed original Agreement. Each Party acknowledges and agrees that it will not contest the validity or enforceability of this Agreement and related documents, including under any applicable statute of frauds, because they were accepted or signed in electronic form. Each Party further acknowledges and agrees that it will not contest the validity or enforceability of a signed scanned PDF or facsimile copy of this Agreement and related documents on the basis that it lacks an original handwritten signature. Facsimile and scanned PDF signatures shall be considered valid signatures as of the date hereof. Computer maintained records of this Agreement and related documents when produced in hard copy form shall constitute business records and shall have the same validity as any other generally recognized business records.
28. Survival. The rights and responsibilities the parties with respect to Fees and State Audit Adjustments; Trademarks; Derivative Works; Confidentiality; Obligations on Termination; Indemnification; Limitation of Liabilities; Notice; Governing Law; Resolution of Disputes; No Third Party Rights; Professional Fees and Expenses; Compliance with Laws, Policies, Procedures and Rules; Interpretation of Agreement; and Status and Relationship of Parties, shall survive the termination of this Agreement.
29. Status and Relationship of the Parties. OBL is a limited liability company organized under the laws of the State of Delaware and is not a division or a part of the Customer. The Customer is the governing board of a State public charter school authorized by State law and is not a division or part of OBL. The parties intend that the relationship created by this Agreement is

that of an independent contractor and not employer-employee. No agent or employee of OBL shall be deemed to be an agent or employee of the Customer OBL shall be solely responsible for its acts and the acts of its agents, employees and subcontractors, and the Customer shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between OBL and the Customer is based solely on the terms of this Agreement, and the terms and conditions of any other written agreement between OBL and the Customer. The Parties acknowledge that OBL has the right to provide the Education Program to others within and outside of the State.

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Schedule 14

Index of Defined Terms – District Portfolio Schools

- a. “Academic Year” shall mean the school year as defined by the School Calendar under which the School operates.
- b. “Administrative Staff” shall mean the administrative staff and personnel OBL believes appropriate and necessary to provide administrative services to the School, so long as such positions are within the budget allowance approved by the Customer for the relevant Academic Year (collectively “Administrative Staff”).
- c. “Affiliates” means any entity controlling, controlled by or under common control with another entity. With respect to OBL, Affiliate shall also include Pearson plc and its Affiliates. For the purposes of this definition, “control” means the possession, directly or indirectly, of the power to direct the management and policies of an entity whether through the ownership of voting securities, registered capital, contract or otherwise.
- d. “Applicable Law” is defined herein as the Constitution of the United States, Constitution of the State, the State education laws and/or code, the federal Elementary and Secondary Education Act, the federal Individuals with Disabilities in Education Act, other applicable federal, state or local statutes, ordinances and regulations, any amendments to or recodification of the aforementioned laws, and other binding rulings applicable to virtual public charter schools in the State.
- e. “Authorizer” is the entity which has been granted the authority by law to permit the Customer to operate a school in accordance with the Charter and Applicable Law. The Authorizer is Santa Rosa County District Schools
- f. “Authorized Users” shall mean the Students, Caretakers, Teachers, Instructional Aides, Administrative Staff, Learning Coaches, and School Board members who are authorized to access the EMS, the Content, Instructional Materials and Courses pursuant to the terms of this Agreement.
- g. “Budget” shall mean the operating budget for the School, as approved by the Customer.
- h. “Caretaker” shall mean the parent(s), legal guardian(s) or another individual designated by a parent or legal guardian as a Student’s Caretaker.
- i. “Charter” is defined as the authorization provided to the Customer by the Authorizer pursuant to Applicable Law, permitting the Customer to operate a public charter school and entitled to receive public funds, appropriations and other revenues.
- j. “Community Coordinators” shall mean individuals who volunteer their services to coordinate school-sanctioned community activities and field trips that enhance the educational experience of Students and provide them with the opportunity to engage other Students residing in the immediate geographic area who also attend the School.
- k. “Computer Technology” shall mean (a) computer hardware, software, or both, that shall meet or exceed any specifications required by law, for each eligible household in which one (1) or more Students reside, and (b) any computer hardware, software, or both, required by Administrative Staff or Teachers.

- l. “Confidential Information” shall mean proprietary business, technical and financial information of each of the parties, including for example and without limitation, each party’s respective information concerning: (a) business strategy and operations such as business plans, methods, marketing strategies, outreach plans and sales information, pricing information and customer and prospect lists, the identities and locations of vendors and consultants providing services or materials to or on behalf of the disclosing party; (b) product development such as product designs and concepts; (c) financial information such as budget and expense information, economic models, pricing, cost and sales data, operating and other financial reports and analysis; (d) human resource information such as compensation policies and schedules, employee recruiting and retention plans, organization charts and personnel data; (e) unpublished educational content, curricula, teaching outlines, lesson plans, testing processes and procedures; (f) Student Records and other student-related or parent-related personal information; (g) the terms of this Agreement; (h) login and password information for the EMS; (i) technical information such as development methods, computer software, research, inventions, the design and operation of the EMS; and (j) other similar non-public information that is furnished, disclosed or transmitted to the receiving party or to which the receiving party is otherwise given access by the disclosing party, orally, in written form, in any type of storage medium, or otherwise. Confidential Information, in whatever form provided, shall remain the exclusive property of the disclosing party at all times, and the parties hereby acknowledge and agree that all such Confidential Information of a party are its trade secrets. Except as specifically provided for herein, nothing contained in this Agreement shall be construed as granting or conferring any rights in any Confidential Information disclosed to the receiving party, by license or otherwise.
- m. “Content” means the components of a Course and/or Service Delivery Resource (as each is defined herein) licensed, designed, developed, owned or provided by OBL and its third party content partners and delivered in an online format through the EMS (as defined herein) or in an offline format (textbooks and other materials) to teach students in various subjects in grades K–12 and/or to deliver resources in connection with the Services (defined herein). Content may include the courseware, data, documentation, text, audio, video, graphics, animation, drawings, programming, icons, images, pictures and charts, Teachlet® tutorials and LiveLesson® sessions. OBL reserves the right to add Content, withdraw Content, modify and/or offer substitute Content, in its sole discretion, provided that the School will receive reasonable notification concerning any substitution or withdrawal that is substantial.
- n. “Course(s)” shall be comprised of a set of lessons and assessments, including Instructional Materials, that shall meet the educational content or other standards established by the State in order to be recognized for high school credit in grades 9-12 and/or for meeting educational requirements in grades K-8, as the case may be.
- o. “Curriculum” means a program of instruction provided by OBL, which includes Content and Instructional Materials accessed primarily through the EMS, that, together with Teacher provider additions and/or modifications, shall meet the educational content or other standards established by the State in order to be recognized for high school credit in grades 9-12 or for meeting educational requirements in grades K-8.

- p. "Curriculum Guide" means the publication which sets forth the list of Courses offered by OBL during a particular Academic Year and may sometimes be referred to in this Agreement as a "Program Guide".
- q. "Derivative Works" include any translation, editorial revision, annotation, elaboration, or other modification, correction, addition, enhancement, extension, condensation, upgrade, improvement, compilation, abridgement or other form in which the Content or Instructional Materials or other Licensed Collateral may be recast, transformed or adapted, including but not limited to all forms in which such Derivative Works may or may not infringe any of the copyrights in the Content or Instructional Materials.
- r. "Destroyed" means at minimum removing personally identifiable information from the Student Record stored on OBL' production systems.
- s. "EMS" means the website or Education Management System with the URL <http://www.Connexus.com>, or such other URL as OBL or its Affiliates may designate from time to time, through which Authorized Users access OBL Content via a secure, password protected website. The features and functions of the EMS may be modified and/or updated from time to time by OBL. Access to the EMS is governed by the Terms of Use located at <https://www.Connexus.com/public/termsOfUse.html> and defined herein.
- t. "English Learners" shall mean students identified through the Home Language Survey as needing English language instruction.
- u. "Enrollment Leads" shall mean the Caretaker names, contact information, demographic and other information developed and collected through OBL marketing efforts (including but not limited to Public Information Campaigns defined herein) at any time before, during or after the initial or any renewal term of this Agreement, including leads, developed and collected through radio, online and television advertisements, online and in person information sessions, the Connections Academy website, surveys and petition gathering efforts, and other marketing activities performed on behalf of OBL and/or the School.
- v. "FERPA" means the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232 (g), as amended from time to time.
- w. "Instructional Staff" shall mean all staff providing teaching services to the School, including Teachers and Special Education Teachers.
- x. "Intellectual Property" means collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide, now or in the future, including but not limited to, moral rights, industrial design rights and similar rights, and shall in all cases include Enrollment Leads, data and materials and other related collateral developed by OBL, regardless of whether such data, materials and collateral are developed specifically for the School.
- y. "Learning Coach" shall mean a Caretaker of the Student or another adult specifically designated by the Student's Caretaker, or the Student where over 18 or emancipated, who will perform the responsibilities as defined in the Caretaker Acknowledgement, Designated Learning Coach Agreement or Eligible Student Acknowledgement, respectively, and the School Handbook, which shall be subject to the review and approval annually by the Customer. Learning Coaches are not employees or contractors of either the School or OBL;

shall not receive any compensation for their services from either OBL or the Customer; and shall look solely to the Caretaker to collect any alleged agreed to compensation. Learning Coaches shall not fall within the definition of “Instructional Aides”.

- z. “Licensed Collateral” shall mean the EMS and all technology, programs, services, and materials hosted thereon to which Customer is granted access, the Curriculum, all tangible and intangible education materials and other proprietary and copyright protected works and other Intellectual Property to which Customer is granted a right of use (whether in digital, print or both and including third party content contained therein or linked to therefrom), and all OBL trademarks, and the trade name “Coastal Connections Academy”.
- aa. “Marketplace” shall mean each of United States and its territories and lawful possessions (individually and in the aggregate).
- bb. “Public Information Campaigns” or “PIC” shall mean such activities as marketing and outreach efforts by offline medial advertising, online advertising, direct mail, telephone calls, traditional public relations, and other advertising efforts, as well as online and in person information sessions, managing social media messaging, etc.
- cc. “Privacy Policy” means that certain statement of OBL’s practices for handling personally identifiable and non-personally identifiable information gathered by OBL through the EMS or any web site maintained by OBL from time to time.
- dd. “Related Services” shall mean services related to the provision of speech therapy, occupational therapy, physical therapy, counseling, social skill development, psych-educational evaluations, closed captioning, sign language interpreting, transition and job coaching, academic support for the vision and hearing impaired, adapted physical education, assistive technology, and other services of a similar nature.
- ee. “School Calendar” shall be the days when the Education Program under this Agreement will be delivered to Students, as defined by the School Handbook. OBL will provide Educational Products and Services on those days established to be the School Calendar for the Academic Year, except that Students may continue to report attendance during scheduled school holidays to the extent permitted under State law. The School Calendar for each Academic Year is subject to the prior approval of the Customer, taking into account all reasonable comments and suggestion by OBL, and shall meet any regulatory requirements for days and hours of instruction required by law or regulation.
- ff. “School Handbook” shall mean the set of policies, rules, and guidelines [promulgated by OBL] that are to be followed by Students and their Caretakers.
- gg. “SDR” means Service Delivery Resource and relates to any tools, instructions, assessments or other support materials used in the delivery of Services, either through the EMS or otherwise.
- hh. “School Staff” shall refer collectively to Administrative Staff and Instructional Staff.
- ii. “Services” means any service provided by OBL to Students, including therapeutic or educational services, under the terms of the Agreement between the School and OBL.
- jj. “Special Education Protocols” shall mean the policies, procedures and protocols that govern the provision of Special Education Services and shall, at minimum comply with applicable state and federal law requirements.

- kk. “Special Education Services” shall mean all necessary special education programs and services, including the development and implementation of IEPs, GIEPs, Section 504 plans and English Learner services handling administrative proceedings and specialized services, submitting state or federal reports, applying for and administering supplemental funding, providing other Related Services and all other administrative services associated with the delivery of services to Special Needs Students.
- ll. “Special Needs Students” shall mean Students (as hereinafter defined) who have been identified as disabled under the Federal Individuals with Disabilities Education Improvement Act, as amended (“IDEA”) or Section 504 of the Federal Rehabilitation Act of 1973 or English Learner students.
- mm. “Student” means any person actively enrolled in the School.
- nn. “Student Records” shall mean those “educational records,” as defined in subsection (a)(4)(A) of FERPA (as defined herein), which the School or OBL is required to retain in accordance with State law.
- oo. “Teacher” means any and all educators (including OBL Teachers) involved in providing instruction, assessment and/or other educational support of Students pursuant to the terms of this Agreement and the Charter.
- pp. “Terms of Use” means certain rules governing how Authorized Users may and may not use EMS and any Content and Instructional Materials accessible through the EMS. The most current version is located at <https://www.Connexus.com/public/termsofuse.html>.
- qq. “Website” means the OBL website with the URL <http://www.connectionsacademy.com/home.aspx> and any subpages connected thereto.

Attachment B: Pupil Progression plan, if applicable

Coastal Connections Academy will use Santa Rosa County District Schools' Progression Plan:

<https://sites.santarosa.k12.fl.us/files/opdocs/spp.pdf> as well as
<https://sites.santarosa.k12.fl.us/aap/admitHigh.html>

Therefore, we are not including a different progression plan in this attachment.

Attachment C: Assessment Schedule

Grade Level	Measures Used to Indicate Progress	Frequency of Assessing
BENCHMARK ASSESSMENTS		
K-12	Renaissance Star Assessments	Fall, Winter, Spring
STATE TESTS		
3-10	Florida Standards Assessments (FSA)	Fall, Spring
5 and 8	Statewide Science Assessment	Spring
K-12	Florida Comprehensive Assessment Test (FCAT) 2.0 Reading Retake	Fall, Spring
K-12	End-of-Course (EOC) Assessments	Spring, Summer
K-12	ACCESS for ELLs 2.0	Winter, Spring
K-12	FSAA (Florida Standards Alternate Assessment)	Winter, Spring
NATIONAL AND INTERNATIONAL ASSESSMENTS		
7-12	Program for International Student Assessment (PISA)	Fall 2021
8	International Computer and Information Literacy Study (ICILS)	2020
4 and 8	Trends in International Mathematics and Science Study (TIMSS)	2023 ⁴⁵
4	Progress in International Reading Literacy Study (PIRLS)	Spring 2021

⁴⁵ <https://nces.ed.gov/timss/>

Attachment D: Proposed Discipline Policy or Student Code of Conduct, if applicable

- o Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;**

Practices Coastal Connections Academy Will Use to Promote Discipline

Coastal Connections Academy will be committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and will convey this commitment through its written policies (in the form of the General School Handbook and the School-Specific Handbook Supplement [collectively referred to as the “handbooks”]), which all Caretakers are provided access to and must agree to abide by as part of the enrollment process and its collaboratively developed school culture.

Coastal Connections Academy will provide the handbooks to caretakers and students so they are aware of the overall expectations for students enrolled in the school and have detailed information on important school policies related to their education and safety. The handbooks will include a clear and fair set of roles and responsibilities for students, Learning Coaches, and school staff that complies with the students' due process rights and aligns with the school's mission. Caretakers will be provided with access to the handbooks at the beginning of the enrollment process and will have 24/7/365 access to it via their EMS home pages.

Appropriate conduct will be expected of all students. As a personalized, high-expectation virtual school, Coastal Connections Academy anticipates being able to effectively manage student discipline issues. The expectations for student conduct will be explained in the handbooks and will include steps to be followed in the event of misbehavior. Coastal Connections Academy will follow formal due process procedures to manage the discipline of students. In addition, the virtual curriculum will allow the school to minimize academic interruptions caused by suspensions; students may be expected to work regardless of their disciplinary status.

Incentives for Positive Behavior

Coastal Connections Academy is committed to providing a safe, positive, productive and nurturing educational environment for all of its students. The school will implement a system of tools and strategies for teaching, acknowledging appropriate behavior and correcting inappropriate behavior.

Penalties for Infractions by Students

Plagiarism or Cheating

First Offense

The first time a student is determined to have plagiarized or cheated, the student will receive a warning. The student's teacher will contact the student to explain to the student the specific reason(s) why the work submitted is considered plagiarism or cheating, and will discuss with the student how to avoid plagiarizing or cheating again.

The student will be required to resubmit the question/assignment with original work, by a due date that has been assigned by the teacher. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

Second Offense

The second time a student is caught plagiarizing or cheating, they will be required to redo the question/assignment, but can only receive up to half credit. Assignment must be submitted by the due date determined by the teacher. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

Third Offense

The third time a student is caught plagiarizing or cheating, they will receive a zero and will not have the opportunity to redo the question/assignment. Such repeated offenses of plagiarism or cheating by a student may result in a recommendation by the School Leader that the student be determined to be a repeat violator of school or program policy and a disruption of discipline. Such recommendation may result in a determination to suspend or expel the student in compliance with Santa Rosa County District Schools' policies.

Discipline Measures

There are three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

1. Warning

Students who receive warnings from the school will have a conference (via phone or in person) with their Caretaker(s) and the school administrators, and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will not be removed from the class (the EMS).

Warnings are issued when a student demonstrates a breach of expected conduct, but does not demonstrate behavior(s) as serious as those listed under the suspension and/or expulsion categories in the handbooks.

2. Suspension

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

During a period of suspension as defined by the School Leader, a student's permission to log on to and/or use parts of the EMS is restricted. Student access to email, the message boards, online clubs/activities, and/or all of the EMS may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the EMS and obtaining the student's assignments, responding to email, and recording assessment responses for the student. The student should continue with their schoolwork during a suspension.

3. Expulsion /Change of Placement

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

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

The school will follow the disciplinary processes for students protected under Section 504 of the *Rehabilitation Act* of 1973, the *Individuals with Disabilities in Education Act* (IDEA), or the *American with Disabilities Act* (ADA) in accordance with the requirements of those acts and state law. The Section 504 and/or IEP Teams will follow the Manifestation Determination process to determine if behaviors or policy violation are manifestations of students' disabilities.

- o **List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;**

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

1. ***Cheating on tests or daily work:*** A student who knowingly participates in copying, using another's work, and representing it as their own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
2. ***Plagiarism:*** A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
3. ***Unexcused absence:*** An unexcused absence is the absence of a student due to truancy, illegal employment, or parental neglect.

4. **Illegal absence:** Illegal absences are unexcused absences by a student who is under the age of 17 who is absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations, and truancy.
5. **Abusive conduct:** A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
6. **Bullying:** A student that repeatedly engages in negative actions against another student in an attempt to exercise control over them.
7. **Harassment:** A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, gender, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
8. **Vandalism:** A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
9. **Theft and robbery:** A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
10. **Sexual harassment:** A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
11. **Violation of acceptable use policy:** Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as caretakers, siblings or other students and/or using the EMS (including email and message boards) or LiveLesson sessions for non-sanctioned communication or activities.
12. Repeated violation of any disciplinary issue.

o Describe the roles of administrators, teachers, and the governing board regarding the discipline policy;

The handbooks will be formally reviewed by the Governing Board, School Leader, school staff as appropriate, and other key stakeholders annually. It will be revised or updated as needed during the year to stay current and compliant with local, state, and/or federal policies and to reflect the school's intended culture.

While the school administrators make the final decision regarding the level of discipline, all school staff have an equally important role in recognizing inappropriate behavior. Students, caretakers, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on Santa Rosa County District Schools' Policy and Regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify and respond to bullying or harassment in schools.

- o Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;**

Coastal Connections Academy will follow Santa Rosa County District Schools' SP&P (ESE Policies and Procedures documents) Discipline section: <http://beess.fcim.org/sppDistrictDoc.aspx>.

If a student with a disability violates a code of conduct, a Section 504 or IEP team will convene a meeting to determine if the violation is related to their disability. They may be disciplined according to the discipline measures described in the handbooks for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 consecutive days, the school will determine if the student's behavior is a manifestation of the student's disability. If the school determines that the behavior that is subject to the disciplinary action is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the behavior that is subject to the disciplinary action is a manifestation of the student's disability, the school shall conduct a functional behavior assessment and develop a behavior intervention plan to address the behavior violation.

- o Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and**

Students are guaranteed due process of law as required by the 14th Amendment to the United States Constitution. The discipline policy and due process policies reflect Coastal Connections Academy's standard policies and expectations. However, these policies may be amended as needed.

Due Process for Students

Suspension (up to 5 days)

An informal hearing will be convened with the student, Caretaker, School Leader, and other staff members as appropriate. The School Leader will inform the student and Caretaker of the charges and provide an explanation of the evidence that supports the charges. The student will be provided with an opportunity to present his or her version of the occurrence. If the School

Leader determines that the incident(s) justifies suspension, written notice will be sent to the student and their Caretaker. The student will be provided all due process as required by law.

Suspension (up to 10 days)

When a student is suspended, the student and Caretaker will be notified in writing of the specific charges, including the nature of the evidence, against the student. The student and/or caretaker will have the opportunity to appear and respond to the charges prior to the suspension. An appeal must be addressed to the School Leader. However, an appeal will not delay the suspension.

Expulsion / Change of Placement

If the school determines that a student's conduct may warrant expulsion or an administrative Change of Placement, the School Leader will provide written notice to the Caretaker of the student of their determination and the student's right to a hearing.

Such notice shall include (1) date, time, and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. This hearing will be held within three (3) school days after the removal is ordered. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present their version of the incident(s), call witnesses, cross-examine witnesses, and be represented by counsel. After the hearing, the School Leader will make a recommendation for or against expulsion to the school's discipline committee. Once the discipline committee rules on the expulsion, the School Leader and/or the discipline committee will provide notification to the student and Caretaker of the committee's decision and discipline determination. The decision of the discipline committee is final.

o Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

As soon as families begin the enrollment process, they have access to the handbooks online. As noted, in order to complete the enrollment process, caretakers must agree, via an online agreement form, that they have been provided access to and agree to be bound by the terms of the handbooks. Caretakers have a link to the handbooks on the Parent (Legal Guardian) Caretaker Acknowledgment (PLCA) data view within the EMS. Caretakers acknowledge that they agree to the terms to complete the PLCA. In addition, all students must sign the honor code, which includes but is not limited to agreeing that they will:

- Read and understand the contents of the handbooks.
- Adhere to all Connections' Student Conduct guidelines for proper use of the Internet and of all Connections' equipment or materials provided.

Throughout the enrollment process and for the duration of the student's enrollment in the

school, the school handbooks will be provided to families via the Virtual Library (online). Caretakers have a link to the handbooks as part of their Final Confirmation for each student with an acknowledgment that they agree to the terms to complete their enrollment

All enrolled students and their caretakers have 24/7 access to the Virtual Library through the EMS. Families can access the handbooks at any time via a link on their EMS home page, by accessing the Virtual Library directly via the Virtual Library tab in the EMS, and can also print out the handbooks if they chose to do so. Families may also request a printed or electronic copy (email) of the handbooks directly from the school at any time.

Teachers, counselors, and school staff regularly refer to the handbooks when discussion school expectations and requirements with caretakers and students.

Attachment E: Articles of Incorporation

State of Florida

Department of State

I certify the attached is a true and correct copy of the Articles of Incorporation of FLORIDA FOR ONLINE EDUCATION, INC., a Florida corporation, filed electronically on September 28, 2020 effective September 28, 2020, as shown by the records of this office.

I further certify that this is an electronically transmitted certificate authorized by section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N20000011020.

Authentication Code: 201007115936-900352786149#1

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this the
Seventh day of October, 2020



Laurel M. Lee
Laurel M. Lee
Secretary of State

Electronic Articles of Incorporation For

N20000011020
FILED
September 28, 2020
Sec. Of State
tscott

FLORIDA FOR ONLINE EDUCATION, INC.

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:

FLORIDA FOR ONLINE EDUCATION, INC.

Article II

The principal place of business address:

164 S COOPERS HAWK WAY
PALM COAST, FL. US 32164

The mailing address of the corporation is:

10960 GRANTCHESTER WAY
COLUMBIA, MD. US 21044

Article III

The specific purpose for which this corporation is organized is:

INCLUDING BUT NOT LIMITED TO, PROMOTING, SUPPORTING AND
REPRESENTING THE INTEREST OF, AND OPERATING A VIRTUAL
CHARTER SCHOOL IN THE STATE OF FLORIDA.

Article IV

The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

Article V

The name and Florida street address of the registered agent is:

CORPORATION SERVICE COMPANY
1201 HAYS STREET
TALLAHASSEE, FL. 32301

I certify that I am familiar with and accept the responsibilities of
registered agent.

Registered Agent Signature: MAUREEN DICARLO

Article VI

The name and address of the incorporator is:

DENISE HARSHBARGER
164 S COOPERS HAWK WAY

PALM COAST, FL 32164

Electronic Signature of Incorporator: DENISE HARSHBARGER

I am the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are true. I am aware that false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S. I understand the requirement to file an annual report between January 1st and May 1st in the calendar year following formation of this corporation and every year thereafter to maintain "active" status.

Article VII

The initial officer(s) and/or director(s) of the corporation is/are:

Title: DIR.
DENISE HARSHBARGER
164 S COOPERS HAWK WAY
PALM COAST, FL. 32164 US

Title: DIR.
TONY BARRINGER
PO BOX 150193
CAPE CORAL, FL. 33915 US

Title: DIR.
MICHELLE SPENCE
1974 SAN MARIE DRIVE NORTH
JACKSONVILLE, FL. 32217 US

Article VIII

The effective date for this corporation shall be:

09/28/2020

Attachment F. 501(c)(3) Tax-Exempt Status Determination Letter (or copy of the filing form)

Application for tax exempt status under Section 501c3 of the Internal Revenue Code is in process.

Attachment G. Governing Board By-Laws

BYLAWS OF
FLORIDA FOR ONLINE EDUCATION, INC.

ARTICLE I

Offices

Section 1. Principal Office. Florida for Online Education, Inc. (the “Corporation”) may have such offices within the State of Florida, as may be designated from time to time by resolution of the Board of Directors, one of which may be designated as the principal office.

Section 2. Registered Office and Registered Agent. The Corporation shall maintain a registered office and registered agent in the State of Florida. The registered office may, but need not be, the same as any of its places of business. The identity and address of the registered agent may be changed from time to time by notifying the Florida Secretary of State’s Office pursuant to the provisions of Florida law.

Section 3. Mission. The Corporation’s mission is to provide top-quality personalized education for students and families who seek an alternative to the conventional classroom. The school advised by the Corporation will maintain a commitment to excellence in curriculum, instruction, accountability and communication for virtual schools and will work in partnership with its sponsoring authority, and according to the terms of its Charter School Contract.

Section 4. Purpose and Powers of Corporation.

1. This Corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.

2. No part of the net earnings shall inure to the benefit of or be distributed to its directors, trustees, officers, members, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in Article I Section 3. No substantial part of the activities of the Corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in, a political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a Corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

3. The powers and purposes of this Corporation shall, at all times, be so construed and limited as to enable this Corporation to qualify as a not-for-profit organization, and it shall have all power and authority as set forth in applicable sections of Florida law.

4. Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, including its liabilities under the Corporation's charter as a charter school, shall return any funds received not more than thirty (30) days after dissolution. All remaining assets of the Corporation shall be distributed consistent with the purposes of the Corporation to such organization or organizations as shall at the time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine.

ARTICLE II

Board of Directors

Section 1. General Powers. The affairs of the Corporation shall be managed by its Board of Directors.

Section 2. Number and Qualifications of Directors.

(a) Number. The number of Directors shall be as determined by the Board of Directors from time to time but in no event be less than three (3) nor more than seven (7) and shall serve for the term provided in Section 3 of this Article. The number of Directors shall not be less than the number required for charter schools.

(b) Qualifications. Any member of the greater Florida community may seek appointment to the Board of Directors, with the exception of employees of the Corporation, and any person who has been convicted of a felony. Directors shall be subject to the eligibility, approval, and disclosure requirements.

Section 3. Appointment and Term.

(a) Method of Appointment. Directors shall be appointed annually by the Directors of Florida for Online Education, Inc.

(b) Term of Office. A Director will serve until a successor is appointed and qualified so long as there is a vacancy on the Board and such Director has not served his/her maximum allowable time on the Board as set forth herein. The initial Directors' terms shall be staggered beginning with the Board's first Annual Meeting. Thereafter, Directors will serve no more than three (3) consecutive three (3) year terms. Directors may be re-nominated and serve

additional terms on the Board following a three (3) year absence from serving as a Director. Directors shall be divided into three (3) classes, each class to consist of, as nearly as possible, and an equal number of Directors. The Directors of the first class shall hold office for an initial term of one (1) year, and the Directors of the second class for an initial term of two (2) years, and the Directors of the third class for an initial term of three (3) years. At the close of each annual meeting of this Corporation, the successors to the class of Directors whose terms expire that year shall commence to hold office for a term of three (3) years, or until their successors have been appointed and qualified, subject to the limitation in this Section. Each Director shall hold office until the expiration of the term for which they were appointed and shall continue in office until his or her successor is duly appointed and qualified, subject to this Section, or until his or her death, resignation, or removal from office. In the event of an increase in the number of Directors, the Directors shall be appointed in the same manner as set forth above.

Section 4. Resignation. A Director may resign at any time by filing a written resignation with the President or the Secretary of the Corporation. Such resignation shall be effective upon receipt of the written notice of resignation. In the event the resignation of a Director is tendered to take effect at a future time, a successor may be appointed to take office when the resignation becomes effective.

Section 5. Removal.

(a) A Director may be removed from office with or without cause by the vote of two-thirds (2/3) of the other Directors of this Corporation either at a regular meeting or at any special meeting called for that purpose. The Board of Directors may also create policies to promote engagement and ensure commitment, such as but not limited to a Board Attendance Policy, and violation of such policies may also constitute removal of a member of the Board of Directors.

(b) The office of Director shall become vacant if he or she dies or resigns. In such a situation the Board of Directors may declare vacant the office of such Director.

(c) The Board of Directors may declare the Director position vacant if the Director is interdicted or adjudicated an incompetent; if he or she is adjudicated a bankrupt; if he becomes incapacitated by illness or other infirmity to perform his duties for a period of six months (6) or longer; if he ceases at any time to have the qualifications required by the Articles of Incorporation or Bylaws.

Section 6. Vacancies. In the event a vacancy occurs in the Board of Directors from any cause, including an increase in the number of directors, the Governing Board may hold a special meeting to fill the vacancy, following the same rules and procedures as described in Article II, Section 3.

Section 7. Annual Meeting. The annual meeting of the Board of Directors shall be held in the month of June at such time and place as the Board of Directors may determine, for the purpose of transacting such business as may come before the meeting.

Section 8. Regular Meetings. In compliance with the Freedom of Information Act, the Florida Open Meetings Act, and the Florida Open Records Act, the Board of Directors may provide by resolution for regular or stated meetings of the Board, to be held at a fixed time and place, and upon the passage of any such resolution such meetings shall be held at the stated time and place without other notice than such resolution. Notice of the scheduled meeting will be provided annually to the public as required by law.

Section 9. Special Meetings. Special meetings of the Board of Directors may be held at any time and place for any purpose or purposes, unless otherwise prescribed by Florida Law, on the call of the President or Secretary, and shall be called by the Secretary on the written request of any two (2) of the Directors. Notice to the public will be given 24 hours in advance of such meeting.

Section 10. Meetings by Telephone or Other Communication Technology. Teleconferencing, Videoconferencing, or other virtual meetings are permissible for remote officers under these bylaws if properly noticed, and a fixed location where the majority of the officers are present exists. Remote members shall be available via video and audio for the duration of their time in conference. This section shall require compliance with any amendment to Florida law regarding virtual meetings.

Section 11. Notice and Waiver of Notice.

(a) Notice. Notice of the date, time and place of any annual or special meeting shall be given by oral or written notice delivered personally or by written notice given by other than personal delivery in a manner compliant with applicable Florida law. Notice shall be given in one of the methods described in Article III hereof. The purpose of and the business to be transacted at any special meeting of the Board of Directors need not be specified in the notice or waiver of notice of such meeting.

(b) Waiver of Notice. Whenever any notice whatsoever is required to be given under the provisions of the Florida for Online Education, Inc. or under the provisions of the Articles of Incorporation or Bylaws of the Corporation, a waiver thereof in writing, signed at any time by the person or persons entitled to such notice, shall be deemed equivalent to the giving of such notice. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 12. Quorum. A majority of the number of Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 13. Manner of Acting. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by Florida law, or the Articles of Incorporation or Bylaws of the Corporation.

Section 14. Presumption of Assent. A Director of the Corporation who is present at a meeting of the Board of Directors, or a committee thereof, at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless such Director's dissent shall be entered in the minutes of the meeting or unless such Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

Section 15. Compensation. Directors of the Corporation shall not receive compensation for serving as Directors. Directors may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board of Directors.

Section 16. Committees. The Board of Directors, by resolution, may create committees having such powers as are then permitted by Florida for Online Education, Inc. and as are specified in the resolution.

Section 17. Open Meetings. Any provision herein to the contrary notwithstanding the Board of Directors shall comply with Florida law. The Board of Directors may hold an executive session in accordance with the Law upon majority vote authorizing such action.

Section 19. Conflict of Interest. All officers, directors and employees of the Corporation shall comply with the Corporation's Conflict of Interest Policy as adopted by resolution of the Board of Directors.

ARTICLE III

Methods of Giving Notice

Notice of any annual or special meeting of Directors, and any other notice required to be given under these Bylaws or the Floridian for Online Education, Inc., will be communicated to the public in compliance with the Freedom of Information Act, Florida Open Meetings Act, and the Florida Open Records Act. Such communication shall be communicated to the Directors in person, by telephone, email, teletype, facsimile or other form of wire or wireless communication, or by mail. Oral notice is effective when communicated. Written notice is effective at the earliest of the following:

- (a) When received.
- (b) Five (5) days after its deposit in the U.S. mail, if mailed postpaid and correctly addressed.
- (c) On the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

ARTICLE IV

Officers

Section 1. Number. The principal Officers of the Corporation shall be a President, a Secretary, and a Treasurer, each of whom shall be elected by the Board of Directors. The same individual may simultaneously hold more than one (1) office. Officers shall be members of the Board of Directors.

Section 2. Appointment and Term of Office. The Officers of the Corporation shall be appointed annually by the Board of Directors at its annual meeting. If the appointment of Officers is not held at such meeting, such appointment shall be held as soon thereafter as may be convenient. Each Officer shall hold office from the close of the annual meeting, or the regular or special meeting at which Officers were appointed if appointments were not held at the annual meeting, for a period of two (2) years. An Officer shall be absent from holding a previously held office for two (2) years before becoming eligible to be appointed to the same office again.

Section 3. Removal. Any Officer or agent appointed by the Board of Directors may be removed by the Board of Directors, whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Appointment shall not of itself create contract rights.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by a special meeting to fill the vacancy, following the same rules and procedures as described in Article II, Section 3.

Section 5. The President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board of Directors, shall, in general, supervise and control all of the business and affairs of the Corporation. The President shall, when present, preside at all meetings of the Board of Directors. The President shall have authority, subject to such rules as may be prescribed by the Board of Directors, to appoint such agents and employees of the Corporation as he or she shall deem necessary, to prescribe their powers, duties and compensation, and to delegate authority to them. Such agents and employees shall hold office at the discretion of the President. In general, the President shall perform all duties incident to that office, and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. The Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; and (c) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 7. The Treasurer. If required by the Board of Directors, the Treasurer may give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall: (a) have the oversight responsibility for all funds and securities of the Corporation, and for moneys due and payable to the Corporation from any source whatsoever, including the deposit of such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 8. Other Assistants and Acting Officers. The Board of Directors shall have the power to appoint any person to act as assistant to any officer, or to perform the duties of such officer whenever for any reason it is impracticable for such officer to act personally, and such assistant or acting officer so appointed by the Board of Directors shall have the power to perform all the duties of the office to which such person is so appointed to be assistant, or as to which such person is so appointed to act, except as such power may otherwise be defined or restricted by the Board of Directors.

Section 9. Additional Officers. Any additional officer not specified above shall have only such authority, duties and responsibilities as shall be specifically authorized and designated by the Board of Directors.

Section 10. Compensation. Officers of the Corporation shall not receive compensation for serving as Officers. Officers may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board of Directors.

ARTICLE V

Indemnification

Section 1. Mandatory Indemnification. The Corporation shall, to the fullest extent permitted or required by Florida law, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the Corporation to provide broader indemnification rights than prior to such amendment), indemnify its Directors and Officers against any and all Liabilities, and advance any and all reasonable Expenses incurred thereby in any Proceeding to which any Director or Officer is a Party because such Director or Officer is a Director or Officer of the Corporation. The Corporation may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as Directors or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses which such Director or Officer may be entitled under any written agreement, Board resolution, the Florida for Online Education, Inc. or otherwise.

Section 2. Permissive Supplementary Benefits. The Corporation may, but shall not be required to, supplement the foregoing right to indemnification against Liabilities and advancement of Expenses under Section 1 of this Article by (a) the purchase of insurance on behalf of any one or more of such Directors, Officers, employees or agents, whether or not the Corporation would be obligated to indemnify or advance Expenses to such Director, Officer, employee or agent under Section 1 of this Article, and (b) entering into individual or group indemnification agreements with any one or more of such Directors or Officers.

ARTICLE VI

Fiscal Year

The fiscal year of the Corporation shall end on the last day of June in each year.

ARTICLE VII

Seal

The Corporation has no corporate seal.

ARTICLE VIII

Corporate Acts, Loans, and Deposits

Section 1. Corporate Acts. The President plus any one of the Vice-President (if applicable), the Secretary or the Treasurer shall have authority to sign, execute and acknowledge on behalf of the Corporation, all deeds, mortgages, bonds, stock certificates, contracts, leases, reports, and all other documents or instruments necessary or proper to be executed in the course of the Corporation's regular business, or which shall be authorized by resolution of the Board of Directors. Except as otherwise provided by Florida law or directed by the Board of Directors, the President may authorize in writing any officer or agent of the Corporation to sign, execute and acknowledge such documents and instruments in his or her place and stead. The Secretary of the Corporation is authorized and empowered to sign in attestation all documents so signed, and to certify and issue copies of any such document and of any resolution adopted by the Board of Directors of the Corporation, provided, however, that an attestation is not required to enable a document to be an act of the Corporation.

Section 2. Loans. No moneys shall be borrowed on behalf of the Corporation and no evidences of such indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Deposits. All funds of the Corporation, not otherwise employed, shall be deposited from time to time to the credit of the Corporation in such banks, investment firms or other depositories as the Board of Directors may select.

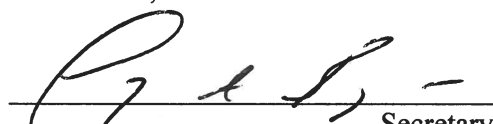
ARTICLE IX Amendments

Section 1. By the Directors. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority of the Board of Directors at any regular or special meeting thereof.

Section 2. Implied Amendment. Any action taken or authorized by the Board of Directors, which would be inconsistent with the Bylaws then in effect, but is taken or authorized by affirmative vote of not less than the number of directors required to amend the Bylaws so that the Bylaws would be consistent with such action, shall be given the same effect as though the Bylaws had been temporarily amended or suspended so far, but only so far, as is necessary to permit the specific action so taken or authorized.

* * * * *

Certified a true and correct copy of the Bylaws adopted on the 8th day of October, 2020, by the Board of Directors of Florida for Online Education, Inc.


_____, Secretary

Attachment H. Governing Board Code of Ethics and Conflict of Interest Policy

CODE OF ETHICS

Date of Approval: October 8, 2020

Purpose

The Board is committed to its role of promoting the mission of the School, overseeing the management of the School, and acting as guardian of the public trust by overseeing School finances. In order to achieve these goals, members of the Board must maintain the highest level of ethical conduct.

This policy establishes the standards of conduct the Board must meet in carrying out its responsibilities to the School and the public.

Policy

The Board is morally and legally obligated to manage the School in the best interests of the public and the School Community. The Board members must demonstrate professional ethical behavior at all times in their responsibilities to the School, in their professional relationships with each other, and in their professional service to the community, and will be required to adhere to this code of ethics.

Board members shall comply with all laws, including those pertaining to ethics, and shall faithfully promote the School's interests, maintain confidentiality of information, carry out their duties honestly, and adhere to all the other policies in the Board Governance and Administrative Policy Manual.

Procedure

At all times Board members shall observe the following specific procedures:

- Be diligent, attend Board meetings, and devote sufficient time for adequate Board meeting preparation.
- Maintain the confidentiality of private and or legally privileged information acquired as a result of Board membership.
- Attend Board governance training and conferences when possible to improve the member's ability to serve the Board.
- Meet regularly to monitor the performance of management and the School as a whole.
- Maintain the separation of duties and responsibilities between the Board and School leadership to promote accountable and balanced decision-making.

- Help ensure that the independent views of Board members receive due consideration and weight.
- Work to provide stakeholders with accurate and balanced information regarding the School's performance, including financial and academic measures.
- Conduct regular self-assessments to ensure each member is contributing optimally to the Board, and if the member's contribution is lacking, pursue either training or assistance to improve the member's performance or seek the member's resignation.
- Help protect the School's assets by considering risk management strategies.
- Ensure that financial and other personal interests do not conflict with the member's duty to the Board and the School.

If the Board determines that the member has violated this policy, the Board shall take appropriate corrective action, which depending on the circumstances will include removal of a member from the Board.

Related Documents

Delegation Policy
Conflict of Interest
Policy Confidentiality
Policy Attendance
Policy
Gift Solicitation and Acceptance Policy
Bylaws

CONFLICT OF INTEREST

Date of Approval: October 8, 2020

Purpose

The Board is committed to high standards of ethical conduct. The purpose of the policy is to protect the School when it is contemplating entering into a transaction or arrangement that might impermissibly benefit the private Financial Interest of an Officer or Director of the Board, and to provide the Board with a procedure which, if observed, will allow a transaction or arrangement to be treated as valid and binding even though Board Director has, or may have, a Conflict of Interest with respect to the transaction.

Policy

The Board places great importance on making clear any existing or potential conflicts of interest. All such conflicts of interest shall be declared by the member concerned and noted in the minutes.

Definitions

“Board” means the members of the Board of Directors of the School or any Board committee with Board-delegated powers that is considering the proposed transaction or arrangement.

“Compensation” means direct and indirect remuneration as well as gifts or favors that are substantial in nature.

“Conflict of Interest” means an interest that is likely to impermissibly benefit the private interest of a Board Director. Examples of a conflict of interest include (but are not limited to):

- When a Board member or his/her Immediate Family or business interests stands to gain financially from any business dealings, programs, or services of the organization.
- When a Board member offers to perform a professional service for the organization
- When a Board member stands to gain personally or professionally from any insider knowledge if that knowledge is used to personal advantage.
- When a Board member has a role on the governing body of another organization, and the activities of the other body might directly conflict or compete with the activities of the School.

“Financial Interest” is an interest held by a person, either directly or indirectly, through business, investment, or family, that falls into one or more of the following categories:

- an ownership or investment interest in any entity with which the School has a transaction or arrangement, or
- a compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or

- a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

A Financial Interest is not necessarily a conflict of interest. In general, a person with a Financial Interest has a Conflict of Interest only if the Board decides that a Conflict of Interest exists. However, under no circumstances may the School purchase anything from a Board Director or lease a facility from a Board Director.

“Immediate Family” means spouse, children, parents, grandparents and grandchildren of Board member.

“Interested Person” means any Director, Officer, or member of the Board who has a direct or indirect Financial Interest.

Procedure

Duty to Disclose

In connection with any transaction or arrangement that might give rise to a conflict of interest, an Interested Person must disclose the existence of his or her Financial Interest and must be given the opportunity to disclose all material facts to the Board. The Interested Person must make this disclosure at the start of the regularly scheduled Board meeting following discovery of the Financial Interest; provided, however, that no action can be taken on such disclosure unless the issue was identified in the posted agenda for the meeting where required by the Open Meetings Law.

Determining Whether a Conflict of Interest Exists

After disclosure of the Financial Interest and all material facts, and after any discussion with the Board, the interested Board member shall not participate in the discussions or vote on the matter. The remaining Board members shall determine whether a Conflict of Interest exists.

Procedures for Addressing the Conflict of Interest

1. If the Board determines that a Financial Interest of a Board member constitutes a Conflict of Interest, the Board Chair (or acting Board Chair if the sitting chair is the interested member) shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement giving rise to the conflict of interest.
2. After exercising due diligence, the Board shall determine whether it can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a Conflict of Interest.
3. If a more advantageous transaction or arrangement is not reasonably attainable, and the State’s Ethics Laws do not prohibit or invalidate the proposed transaction, the Board or committee shall determine by a majority vote whether the proposed transaction or arrangement

is in the School's best interest, for its own benefit, and whether the transaction is fair and reasonable to the School. Based on this determination, the Board shall decide whether to enter into the proposed transaction or arrangement.

4. The Board shall make its determination using the Rebuttable Presumption Checklist (Property) as a guide.

Violations of the Conflict of Interest Policy

1. If the Board or committee has reasonable cause to believe that a member has failed to disclose an actual or possible Conflict of Interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

2. If, after hearing the response of the member and making such further investigation as the Board deems warranted under the circumstances, the Board determines that the member has in fact failed to disclose an actual or possible Conflict of Interest, the Board shall take appropriate corrective action.

Records of Proceedings

The minutes of the Board shall document the Conflict of Interest and contain:

- the names of the persons who disclosed or otherwise were found to have a Financial Interest giving rise to an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a Conflict of Interest in fact existed.
- the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken on the subject.

Compensation

1. A voting member of the Board who receives direct or indirect compensation from the School for services that are necessary for carrying out the School's purposes (other than serving as a Board Director), where this is permitted by law or not otherwise prohibited, is precluded from participating in discussions or votes pertaining to that member's compensation.

2. A voting member of any committee whose jurisdiction includes compensation matters and who receives direct or indirect compensation from the School for services is precluded from participating in discussions or votes pertaining to that member's compensation.

3. When setting compensation for any individual, the Board committee with jurisdiction over compensation matters shall set such compensation using the Rebuttable Presumption Checklist (Compensation).
4. No Board member is precluded from providing information to the Board of Directors or any committee of the Board regarding member compensation.

Annual Statements

Each Director and member of the Board shall annually sign the Conflict of Interest Disclosure Statement, which affirms that the Board member:

- has received a copy of the Conflict of Interest Policy,
- has read and understands the Policy,
- has agreed to comply with the Policy, and
- understands that the School is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Periodic Review

The Board shall conduct periodic reviews to ensure that the School operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its status as an organization exempt from federal income tax.

The periodic reviews shall, at a minimum, address the following subjects:

- Whether compensation arrangements and benefits are reasonable and the result of arm's-length bargaining and do not result in inurement or impermissible private benefit.
- Whether partnership and joint venture arrangements and third-party transactions conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the School's charitable purposes, and do not result in inurement or impermissible private benefit.
- Whether agreements with employees and third-party payers further the School's charitable purposes and do not result in inurement or impermissible private benefit.

In conducting the periodic reviews provided for above, the School may use outside advisors. The use of outside advisors does not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

Related Documents

Rebuttable Presumption Checklist (Property)
Rebuttable Presumption Checklist
(Compensation) Conflict of Interest Disclosure
Statement
Bylaws

Attachment I. Board Member Information Sheet, Resume, and Statement of Assurances

Board Member #1: Dr. Denise Harshbarger

- Biographical Summary
- Board Member Information Sheet
- Resume
- Statement of Assurances

Board Member #2: Ms. Michelle Spence

- Biographical Summary
- Board Member Information Sheet
- Resume
- Statement of Assurances

Board Member #3: Dr. Tony Barringer

- Biographical Summary
- Board Member Information Sheet
- Resume
- Statement of Assurances

Biographical Summary

Dr. Denise Harshbarger is an accomplished educator with a passion for teaching, learning, and leading. Her dedication to ensuring the delivery of high-quality instruction has resulted in improved educational outcomes for students and improved instruction and confidence for educators in both K-12 and higher education in Florida. As a former school principal, current instructional designer of online courses, and current adjunct instructor at Flagler College, University of Central Florida, and Independence University, Dr. Harshbarger brings an expert understanding of education to the Board. Dr. Harshbarger has a bachelor's degree in biology, a master's degree in science education, and a doctorate in education.

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Coastal Connections Academy
2. Full name Dr. Denise Harshbarger
 Home Address 164 S. Coopers Hawk Way
 Business Name and Address N/A
 Phone Number 386-916-3790
 E-mail address deniseharshbarger@gmail.com

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

☒ Yes ☐ No

Served as Principal and teacher in Flagler County Schools

5. Why do you wish to serve on the board of the proposed charter school?
 Digital education and choice is important for the future safety and educational success of our children.

6. What is your understanding of the appropriate role of a public charter school board member?
 The role of the board member is to provide oversight and governance on policies and

procedures to ensure the mission and vision of the school is being carried out efficiently and effectively. It also includes protecting the legal interests of the charter school and adhering to all applicable laws including approving the budget and acting as fiduciary of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served on a charter board previously. I do bring to the board a wealth of experience in school operations, implementing policy, budgets, and online education.

8. Describe the specific knowledge and experience that you would bring to the board.

As mentioned above, I have extensive knowledge in school operations. As a principal I was in charge of the educational programming for the school that included budgeting, policy implementation, instructional leadership and operations. In addition, I am an adjunct professor and teach educators best practices in online pedagogy.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Coastal Connections Academy is to help students maximize their potential and meet the highest academic performance standards through a uniquely individualized learning program, supported by teachers and Learning Coaches.

2. What is your understanding of the school's proposed educational program?

My understanding is the school will start in the fall 2021 serving K-12 under a controlled open enrollment plan.

3. What do you believe to be the characteristics of a successful school?

I believe the successful school would include several things: 1) The implementation of a flexible, focused curriculum that can be tailored to the individual student. 2) Ongoing professional development for staff, including administrators and teachers, 3) An effective technical and academic support system.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

I will monitor progress of the school through regular financial, academic and other reports provided to the board that include key metrics on performance of the school.

5. What do you see as your role regarding the school leaders?

I see my role as cultivating a trusting, candid relationship with other board members and school leader through collaboration and a transparent accountability process. I will have expectations of results.

Governance

1. Describe the role that the board will play in the school's operation.

The board plays a key role in supporting the leadership of the school. In particular taking the lead on strategic vision and analysis of progress against goals. That said, the board should not be involved in the day-to-day operation of the school, except when the school leader requests.

2. How will you know if the school is successful at the end of the first year of operation?

Success will be defined through key performance indicators and metrics agreed upon by the board and the authorizer. These KPIs will be financial, operational and academic. In addition, the school will gauge parent satisfaction with the program.

3. How will you know at the end of four years of the school is successful?

Again, data will show whether the students have made learning gains as well as student and parent

satisfaction scored year over year. Success may also be defined by the growth of the school's enrollments, and expanding course offerings and programs.

-
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will develop and implement a strategic plan that is measured year over year and reviewed annually by the board.

-
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

As a board member there is an expectation that we as a board act in an ethical manner. If a board member is not, they should resign. The behavior should be reported to the executive committee of the board as well as board counsel.

-
6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

I have had several discussions and meetings with Connections Education as the ESP and find them to be a high-quality provider of virtual education services. They are thoughtful in planning and have a wealth of experience to bring to bear on the launch of the school. Most importantly they put students and their families first. As a board member I plan to continue to oversee the ESP, and hold them accountable to the highest standards I have come to expect, if necessary. I have no issues moving forward with them as our partner.

Disclosures

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes ☒ No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.
N/A

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*

(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. “Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

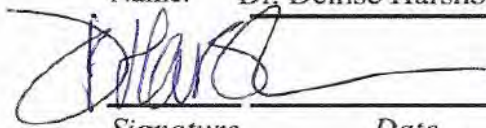
2. “Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Dr. Denise Harshbarger

Signature _____ Date 9.24.20

164 S. Coopers Hawk Way
Palm Coast, FL 32164

Dr. Denise Harshbarger

Twitter: @harshbargerd **Cell:** 386.916.3790
email: deniseharshbarger@gmail.com

GENERAL

Education Professor,
Professional Developer,
Curriculum and Instruction
Expert, and Leadership
Developer. Advocate for
humanizing online learning
and promoting equity in
education.

KEY WORDS

- Curriculum & Instruction
 - Instructional Leadership
 - Data Analysis
 - Communication
 - Instructional Technology
 - Instructional Design
 - Adult Education
 - Online Teaching
 - Canvas, MS Office Suite, HTML, Camtasia
 - Faculty Development
 - Organizational Development
 - UDL Certified
-

ACCOMPLISHMENTS

- Women in Aviation Mentoring Program Coordinator
- Embry-Riddle Organizational Leadership Cohort Podcast Coordinator
- Journal of Online Higher Education Reviewer & Board Member
- Curriculum Policy Writing Committee, IU
- Former Facilitator of Lead Flagler Institute
- Charity Miles Runner: St. Jude's Children's Research Hospital

PROFILE

I am an accomplished educator with a passion for teaching, learning, and leading. My dedication to ensuring the delivery of high-quality instruction has resulted in improved educational outcomes for students and improved instruction and confidence for educators in both K-12 and higher education. I have had opportunities to lead in a variety of capacities. In each of the roles of my career, I have embraced challenges with optimism, effectively navigated political landscapes, established collaborative work environments, and led others to improve their skills.

EDUCATION

- **Doctorate.** Education. The University of Central Florida. 2016.
- **Masters.** Science Education. Florida State University. 2008.
- **Bachelors.** Biology. Erskine College. 1999.

Florida Professional Educator Certification Areas:

- 5-9 General Science
- 9-12 Biology
- K-12 Educational Leadership

PROFESSIONAL PUBLICATIONS AND PRESENTATIONS

- Harshbarger, D. & Sanders, B. (2020). Methodology Madness: How to Engage and Teach Rigorous Content Online. Teaching Professor Conference.
- Harshbarger, D. (2020). Universal Design for Learning: A beginner's guide for online higher education instructors. *Journal of Online Higher Education*, 4(1).
- Harshbarger, D. & Patterson, C. (2019). Identifying High Yield practices in Instructional Design. Learning Solutions.
- Harshbarger, D. & Patterson, C. (2019). Purposeful Selection of Technology for Online Education. Teaching Professor Conference.
- Harshbarger, D. (2018). Building Students' Noncognitive Skills. Edutopia.org
- Harshbarger, D. (2017). Building a Strong pipeline of Teacher Leaders. University of Florida International Teacher Leadership Conference.
- Harshbarger, D. (2016). Learning in the 21st Century: A Study Addressing Educational Trends and Implications.
- Featured Interview: Osalla, A. (2014, November). The challenge of teaching science in rural America. *The Atlantic*.

Dr. Denise Harshbarger

164 S. Coopers Hawk Way
Palm Coast, FL 32164

Twitter: @harshbarger **Cell:** 386.916.3790
email: deniseharshbarger@gmail.com

EXPERIENCE

Associate Dean General Education, Independence University (April 2020-present)

- Coordinate implementation and evaluate instructional supports for at risk students. Provide professional development for intervention instructors, track analytics and outcomes for at risk intervention program.

Adjunct Instructor, Flagler College (January 2020-present)

- Teach Science Methods for education majors and supervise education students in their senior teaching internships.

Adjunct Instructor, University of Central Florida (August 2019-present)

- Create and teach online sections of graduate courses in the Curriculum Masters Program.

Adjunct Instructor, Independence University (Dec 2018- March 2020)

- Teach sections of Undergraduate Biology, Anatomy and Physiology, and Medical Microbiology online.

Instructional Designer, Embry-Riddle Aeronautical University Worldwide (June 2018-present)

- Create Canvas courses for the College of Aeronautics Graduate programs in Engineering and Human Factors. Collaborate with subject matter experts to update courses, as needed.
- Maintain live sections of Graduate Engineering and Human Factors courses.
- Organize, record, and edit podcasts for Aspiring Leaders cohort.
- Conduct academic research to further understanding of best practices in online learning.

Freelance Curriculum Writing, Gallopade International Inc. (2018 1-year contract, worked as needed)

- Write engaging activities and teacher guides aligned with learning objectives/individual state standards. Specifically, wrote elementary school (gr. 3-6) social studies activities and learning guides for publication in Georgia and Tennessee.

Assistant Principal, Flagler Schools (Aug 2015-May 2018)

- Supervise 50 teachers by providing feedback on delivery of instruction, lesson plans, building student relationships.
- Monitor assessments and design interventions for students who were struggling or who met early warning criteria.
- Maintain positive relationship with parents and community.
- Work with district office to create, implement, and maintain an Aspiring Leaders track for future leaders.
- Design and facilitate professional learning to teachers, both planned and just in time.
- Lead/Facilitate Professional Learning Communities for teachers.
- Oversee the implementation of Individual Education Plans and Title 1 requirements.
- Provide documentation for Accreditation.

Supervisor for Special Projects, North East Florida Educational Consortium (Jan 2013- Aug 2015)

- Design and implement STEM-related professional learning tailored to the needs of districts in Northeast Florida.
- Oversee/evaluate the professional learning provided by a team of STEM facilitators.
- Work with district administrators to implement 1:1 initiatives in their districts.
- Maintain/Facilitate a STEM Advisory Board.
- Provide asynchronous online science content instruction to educators, as needed.
- Maintain grants budgets.
- Write and implement STEM-related grants.

Professional Science Educator, Flagler County (Aug 2000-Dec 2012)

- Design and implement science instruction for all levels of middle school students (advanced students, special education students, English Language Learners, and Drop-out Prevention students).
- Chair the science department – participate in district workshops, select textbooks, organize and facilitate PLCs for science teachers within the school, act a liaison between administrators and educators.
- Participate in district and state training for implementing more rigorous science standards and bring information back to share with teachers in the school.

III. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Coastal Connections Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows _____
to sign as the legal correspondent for the school.

Denise Harshbarger (name), Board Chair (title)

10.10.20
Date

Signature

Denise Harshbarger

Printed Name

Biographical Summary

Ms. Michelle Spence began her career as a high school teacher for Orange County Public Schools. She has over 20 years of experience with digital/e-learning solutions and collaborating in state and district-level political and legislative processes and policymaking. She brings to the Board her expertise from her years at such digital education companies as Scholastic, Learning.com, and Kaplan's K-12 learning solutions as well as her time as the manager of strategic initiatives at the University of Florida. Ms. Spence has a bachelor's degree in liberal arts.

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Coastal Connections Academy
2. Full name Michelle Spence
 Home Address 1974 San Marie Drive North, Jacksonville, FL 32217
 Business Name and Address N/A
 Phone Number 904.342.9588
 E-mail address spencem1996@gmail.com
- ☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☐ Yes ☒ No
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☐ Yes ☒ No
5. Why do you wish to serve on the board of the proposed charter school?
 I have worked in education and the education sales industry for years. I was a teacher and department chair in Orange County School district and currently work for a company called Learning.com. Education and education options for students and their families has always been important to me. Serving on a board for a charter school would support that belief and provide me an opportunity to give back to the education system in Florida.

-
6. What is your understanding of the appropriate role of a public charter school board member?
As I understand it my role as a board member will be to help the school effectuate the vision and mission by providing governance and ensuring accountability.
-
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have not served on a board previously, but I do have the capability to do so. Given my background in education and business I bring to the table a unique voice.
-
8. Describe the specific knowledge and experience that you would bring to the board.
Having taught, I understand pedagogy, curriculum, and frankly good teaching and learning. Having worked in business, I also understand the need for fiscal responsibility. I will bring these skills to the board.
-

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding is that the mission of Coastal Connections Academy is to help students maximize their potential and meet the highest academic performance standards through a uniquely individualized learning program, supported by teachers and Learning Coaches.
-
2. What is your understanding of the school's proposed educational program?
My understanding is that the educational program for the Coastal Connections Academy will be K-12, full-time, online, diploma granting, fully accredited online school. This will be accomplished through synchronous and asynchronous methods with the support of an online teacher and learning coach.
-
3. What do you believe to be the characteristics of a successful school?
Student centered. The student should be at the core of all decisions, programs, etc. The school will be high-quality and flexible enough in programming to serve a variety of student needs.
-
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?
This is one of the most important duties of a board member. During the year it is our duty to monitor financial reports to make sure the school is solvent and on budget. In addition to our fiduciary responsibilities, we also monitor the academic health of the school. It is the board's responsibility to hold the school leadership and EMO accountable, if necessary.
-

-
5. What do you see as your role regarding the school leaders?
The board evaluates the school leader. It is the responsibility of the board to determine how the leader will be evaluated and the metrics that will be used. I suspect they will be centered around operation of the school, academic performance and instructional leadership.
-

Governance

1. Describe the role that the board will play in the school's operation.
As a governing body we will have oversight of the school leader and the operation of the school. We should not micromanage the leader or staff.
-
2. How will you know if the school is successful at the end of the first year of operation?
Success can be defined many ways. I would like to see a good teaching and learning environment, a wide variety of students being served, students advancing to the next grade, good academic marks for the school and a leader who is effectuating the vision and mission of the school.
-

3. How will you know at the end of four years of the school is successful?

I would rely on the progress against the strategic plan approved by the board. I would ask questions about year-to-year progress and progress over the four-year period. Are we meeting the promises made in the charter agreement to our authorizer.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

If the school is not meeting the goals that are agreed upon, we will require and monitor a school improvement plan.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would talk to the board president. If it was the board president I would talk to the vice-president and address in executive session.

6. If your school intends to contract with a third-party ESP:

a. Summarize your involvement in the selection process;

b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

The reason I support the partnership between Pearson/Connections Academy is their history of successfully operating high-quality online schools. They have been operating schools for almost 20 years and have schools in states across the US. During our discussions they answered my questions and I was impressed with the support systems they have in place to launch a new charter school. The relationship is contractual. Pearson must perform and keep the promises outlined in the contract with our board and 501C3. The board will be involved with the review of the management agreement.

Disclosures

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes X No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.
N/A

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*

(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *"Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*

2. *"Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*

(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

(c) *The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name:

Michelle M. Spence



Signature

9/25/20
Date

Michelle M. Spence

904.342.9588 • spencem1996@gmail.com

1974 San Marie Drive North • Jacksonville, FL 32217

EDUCATIONAL PUBLISHING EXECUTIVE • Publishing, Online Learning, K12 Education, Technology

Experienced Educator and High-Performance Sales Leader with 20+ years of experience in meeting and growing revenue goal targets, successfully selling digital/e-learning solutions, developing and executing complex sales plans, and strategically improving competitive market positioning.

Key Strengths

- Collaborate with state and district-level political/legislative processes & policymaking
- Exceptionally organized and can deliver a concise, meaningful presentation
- Ability to successfully interact with multiple levels within a K12 organization
- Successful track record in selling educational technology- including technology integration and project-based learning
- Experience and success with Grants and RFP Processes (up to \$10m)
- Provide accurate market intelligence, trends, and feedback to attain long term revenue growth

Professional Experience

Learning.com

(March 2015 – Present)

Regional Partnership Manager, Southeast

Responsible for all new business acquisition in the Southeast territory – currently 11 states. Lead district and state-level partnerships with multiple K12 organizations.

- Achieved and exceed sales quotas every year
- Earned “Top Rookie of the Year” in 2015
- Captured district participation in conjunction with state-level legislative and DOE partnerships in FL, NC, and SC.
- Developed and presented a winning RFP in Georgia to secure a 5-year purchase and partnership

Kaplan, Inc.

(February 2014 – March 2015)

Regional Director, Southeast

Responsible for sales in Florida, Georgia, North Carolina, South Carolina, and Tennessee for K-12 districts, schools, and community-based organizations seeking to partner with Kaplan K12 Learning Services.

- Grew Southeast revenue for Kaplan K12 by 23% in 2014
- Re-built state-level partnerships with College Board (\$850k EOG Grant partnership)
- Developed and led Florida legislative strategies and relationships
- Led corporate partnerships with several state and national organizations (TSiC, Opportunity Nation, COE, etc.)

The MIND Research Institute

(December 2012 – February 2014)

Director of Strategic Partnerships, Eastern Region

Support and Cultivate state and district-level partnerships for key accounts to grow MIND Research's footprint from Maine to Florida.

- Exceeded Eastern Region 2013 sales quota for Strategic Accounts at 123%
- Grew Florida ST Math business by \$2m in 2013
- Successfully engaged Hyundai International, Teach for America, Cisco Systems, and Dell in corporate partnerships
- Represent MRI in several national organizations (including STEM Connector, District Administrator, and iNACOL)
- Secured several state-level relationships and partnerships with both State Departments and Organizations

University of Florida

(August 2011 – December 2012)

Manager of Strategic Initiatives

Develop and maintain partnerships for the College of Education's *Lastinger Center for Learning* nationwide and internationally.

- Secured a state-wide grant from the USDOE for \$1.7million to oversee all 21st CCLC programs (\$56m RFP)
- Developed state-level strategy for the 2013 roll-out of virtual, on-line test prep solution for Florida's Algebra I End-of-Course Exam - *Algebra Nation*
- Led the response and planning for a \$10m RFP for an international professional development project in the UAE
- Co-wrote the i3 (Investing in Innovation) grant proposal (\$3m) with Miami-Dade County, SRI International, and UF
- Manage Florida lobbyist and district-level partnerships in Miami-Dade, Duval, Pinellas, Collier, Palm Beach, and Alachua Counties

Scholastic Inc.

(October 2001 – April 2011)

East Regional Director – Strategic Accounts (September 2010 – April 2011)

Responsible for state strategies and national special projects in focus states including: Delaware, Florida, Georgia, Maryland, Massachusetts, New York, North Carolina, Rhode Island, Tennessee, & Washington DC.

- Direct all state-level initiatives for 10 focus states in the East Region
- Cultivate and build long-term business relationships with key decision makers (DOE, State Board Members, House/Senate Committee Leaders, etc...)
- Lead national and state-wide teams to win key state contracts and RFPs
- Build sales plans and forecasts for individual target accounts and territories on the East Coast
- Work with national and state-level agencies to successfully integrate a multi-tiered sales strategy

Southeast Regional Director (August 2008 – September 2010)

Sales manager responsible for field sales team including: Alabama, Florida, Georgia, North Carolina, South Carolina, & Tennessee.

- Directly managed 13 sales professionals in 6 Southeastern states with an average \$27million yearly sales goal
- Achieved and exceeded territory sales goals every year
- Oversaw 16 additional employees, including a state lobbyist and outside consultants
- Created and maintained budgets and product forecasts

Florida Director (April 2005 – August 2008)

Responsible for sales management, marketing, budgeting, forecasting, product strategy and positioning for Scholastic Education Group in the state of Florida.

- Produced 158% of sales goal in 2007
- Responsible for the largest sale to date for Scholastic Inc. - \$10 million / 3-year contract
- Led a successful state instructional materials adoption campaign
- Put together and closed complex proposals for multi-tiered sales
- Managed outside sales team of 10 individuals – including recruiting, training, and evaluating

Territory Manager (October 2001 – October 2006)

Sales representative for North Florida territory selling educational publishing materials into schools and school districts.

- Won “Scholastic Sales Representative of the Year” in 2003
- Won national “Growth Over Prior” award for growing sales by 169% in SY 04-05
- Met and exceeded sales goal every year
- Worked a successful sales campaign in North Florida, winning “Top Dog” award for highest national sales revenue

Orange County Public Schools, Florida

(August 1996 – July 2001)

High School Teacher, Department Chairperson

Education

University of Mississippi

Bachelor of Arts (B.A.)

1989 – 1995


III. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Coastal Connections Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows MICHELLE SPENCE (name), TREASURER (title) to sign as the legal correspondent for the school.



Signature

10/9/20

Date

Michelle M. Spence

Printed Name

Biographical Summary

Dr. Tony Barringer is the Associate Provost and Associate Vice President for Academic Affairs at Florida Gulf Coast University (FGCU). Prior to joining FGCU in 1997, he taught at the College of Lake County and Southeast Missouri State University. He has over twenty years of practical experience of working in the criminal justice system and has taught in higher education nearly as long. Among the strengths that Dr. Barringer brings to the Board are expertise in academic performance improvement plans and academic staff recruitment. Dr. Barringer has a bachelor's degree in criminal justice, a master's degree in public administration, and a doctorate from Northern Illinois University.

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Coastal Connections Academy
2. Full name Dr. Tony A. Barringer
 Home Address PO Box 150193 Cape Coral, FL 33915
 Business Name and Address N/A
 Phone Number 239-745-1911
 E-mail address tbarringer@fgcu.edu
- ☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
☐ Yes ☒ No
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
☒ Yes ☐ No
I have served in a leadership role at the University level since 2005 and as a professor since 1997.
5. Why do you wish to serve on the board of the proposed charter school?
I believe that my background as a Associate Provost and VP of Academic Affairs, as well as my work in the criminal justice system will provide the board of Coastal Connections Academy with background and knowledge to help maintain a school that supports students efforts toward academic or career goals.
6. What is your understanding of the appropriate role of a public charter school board member?

The Board of Coastal Connections Academy is one of oversight. The board will be responsible for overseeing the creation and operation of the school. We will evaluate the school leader, monitor finances, and academic results and intervene if and when necessary.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served in many positions and on numerous committees at Florida Gulf Coast University. During this time I provided collaboration, leadership and advocacy supporting the vision of the university. I believe I can bring the same skills to the Coastal Connections Academy founding board.

8. Describe the specific knowledge and experience that you would bring to the board.

As mentioned, I have extensive experience working in the criminal justice system. I believe this background makes me a strong voice and advocate for a school choice that supports students who struggle or need a high-quality option due to life circumstances.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Coastal Connections Academy is to help students maximize their potential and meet the highest academic performance standards through a uniquely individualized learning program, supported by teachers and Learning Coaches

2. What is your understanding of the school's proposed educational program?

My understanding of the educational program that Coastal Connections Academy will provide is a choice for students and their families. The Connections Academy choice will be a publically funded, high-quality, online option for students grades K-12.

3. What do you believe to be the characteristics of a successful school?

A successful school would be one that provided opportunity to students who are not adequately served in traditional public schools, or need an option due to the need for flexibility in their schedules. For students that work to help support themselves or their family this option would do just that. In addition to access and opportunity, the school would provide the supports necessary for students to be successful, however they may define success.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

As a founding board member I would be responsible for monitoring the academic, financial and operational efficiency and effectiveness of the school. In collaboration with the other board members we will regularly review budgets, financial updates, academic metrics and school leader performance. If there is a need for changes, the board will make those known at the regularly scheduled board meetings. In addition, we will also monitor progress of the school against the strategic or improvement plans.

5. What do you see as your role regarding the school leaders?

As a board member my role is purely governance related. To that end, I would be part of the process of evaluating the school leader on mutually agreed upon goals and objectives.

Governance

1. Describe the role that the board will play in the school's operation.

As mentioned above my role, as that of my fellow board members is governance. It will be important to monitor the "wellness" of the school and only step in when and if necessary to make changes.

2. How will you know if the school is successful at the end of the first year of operation?

For the school to have a successful enrollment, and launch with the support of the EMO, would be the first sign of success. In addition, parent and student satisfaction would be high. Last, but not least for the school to be in compliance with all state laws, regulations and requirements of the authorizing district.

3. How will you know at the end of four years of the school is successful?

Success would be the number of students who took advantage of the opportunity to attend Coastal Connections Academy and graduate with a high school diploma. Additionally, year over year progress of the school towards our academic goals. Last, consistently scoring a C or better on the state evaluation system.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Choosing an experienced EMO would be at the top of the list followed closely by hiring a strong instructional leader. Lastly, monitoring the health of the school on an ongoing basis.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would first discuss the issue with the board member as they may not be aware, and if the situation was not resolved I would chat with the Board Chair about resolution.

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Pearson has been selected as the EMO for Coastal Connections Academy. Pearson has a history of working with boards, districts and states to operate statewide, public K-12 online schools. Pearson has a good reputation across the US. They have been operating online schools for 19 years and operate successful schools in most states in the US.

Disclosures

1. Indicate whether you or your spouse is an employee of a charter management organization.

☐ Yes X No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.
N/A

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*

(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*

2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*

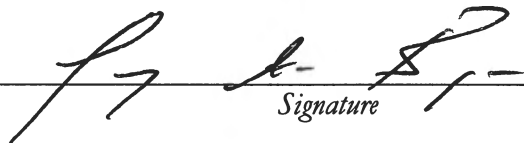

(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

(c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Tony A. Barringer

 
Signature Date

CURRICULUM VITAE

TONY A. BARRINGER

ADDRESS:

P.O. Box 150193
Cape Coral, Florida 33915
(239) 590-7849 (Office)
(239) 745-1911 (Cell)
E-Mail: Tbarring@fgcu.edu

EDUCATION

2014

Harvard Graduate School of Education. Institute for Management and Leadership in Education,
Harvard University, Cambridge, Massachusetts

2012

Graduate Certificate (18hrs.). Criminal Justice Management, St. Leo University, St. Leo, Florida

1998

Doctorate of Education. Cognate: Criminology/ Sociology, Northern Illinois University, DeKalb,
Illinois

1988

Masters of Science. Public Administration, Southeast Missouri State University, Cape Girardeau,
Missouri (Academic Distinction)

1986

Bachelor of Science. Criminal Justice, Southeast Missouri State University, Cape Girardeau, Missouri
(Academic Distinction)

EXECUTIVE SUMMARY

My career spans more than 25 years of academic involvement, with about 22 of those at the university level. My experience reflects extensive teaching, research, service, and administrative success at the university level. As Associate Provost and Associate Vice President for Academic Affairs, my administrative role has reflected my ability to work collaboratively across all the units that report to academic affairs. With primary responsibility for faculty affairs, including faculty development, the Associate Provost provides leadership across the Colleges of Arts and Sciences, Business, Education, Engineering, Health Professions and Social Work, Undergraduate Studies, and the Library. Major advances achieved since taking office are in such diverse areas as re-vamping and implementation of the faculty credentialing system across the colleges, formation of a Chairs' council, training of Chairs on effective use of the Collective Bargaining Agreement and related documents, successful negotiation and implementation of the faculty Collective Bargaining Agreement, and re-openers on terms of the agreement with the aim of improving the campus culture and work environment, and working with the Office of the Provost and the faculty Union in order to process requests for informal resolutions and grievances.

Florida Gulf Coast University (FGCU) is a comprehensive university that has just over 14,500 students spread over five colleges. The University offers over 70 undergraduate degree programs and 26 graduate degree programs. FGCU employs over 435 full-time teaching faculty and employs approximately 175 adjunct professors on an as needed basis.

Prior to becoming Associate Provost Associate Vice President for Academic Affairs, I served a one- year stint as Special Assistant to the Provost and Professor. Prior to serving that post, I served numerous posts including Interim Dean for the College of Professional Studies at Florida Gulf Coast University. The College included the Division(s) of Justice Studies, Public Affairs, Social Work, and Resort and Hospitality Management. Under my leadership as Interim Dean, Associate Dean and Chair (at different times), we had a number of programs accredited and/or developed. Some of the programs included: Forensics Studies, an undergraduate Legal Studies degree, a Bachelor of Science in Criminal Justice as well as a Bachelor of Science in Forensics. We also developed a Master's of Science in Criminal Justice during that time as well. My teaching responsibilities included a variety of courses that fell within the discipline of criminal justice. My primary teaching area(s) are juvenile justice, leadership, theories, and corrections. In addition to serving as Interim Dean, I have served as Associate Dean, Division Chair as well as Coordinator of the internship program. The internship program continues to be well respected in the criminal justice community as the program continues to have a very successful placement rate as well as high employment rate upon completion of respective internship experiences. The students are given the opportunity to apply their theoretical gains with real world experience(s). The agencies in which we entered into agreements are well aware of our expectations for our student interns. To date, there are over seventy-five local, state, and federal agencies affiliated with the internship program.

One final note in regards to teaching is that I have developed over a dozen classes that are offered both traditionally and on-line. This experience along with my graduate preparation has given me invaluable knowledge of program and curriculum development.

Another important note is that I am considered an effective and fair administrator and academic leader. I was specifically chosen to be Chair and ultimately interim dean at a contentious time when the College as well as the Division feared being dissolved. After assuming the Chair position, our Division grew substantially as we developed numerous programs. I, along with the wonderful faculty was later informed

that we had the full support of upper administration and that we were no longer at risk of being dissolved as a Division. Another important point is that after I became interim dean, research and publication rates increased substantially. This result was partly a result of my leading by example as this has been expressed to me numerous times. As a point of full disclosure, the University decided to sunset the College of Professional Studies as of fall of 2012. This decision was part of the realignment process that resulted from a reduced budget. The different programs have since been parceled to other existing colleges.

In summary, the academic experiences, in which I will expound upon through offering my vitae, have allowed me to develop and effectively display four major skills that I feel are vital in being successful in leading an academic unit/entity. The skills and/or skill-set can be summed up as follows:

Vision: Sets the overall academic direction of the unit and establishes the academic agenda and priorities for the future by collaboratively working with academic leaders, the faculty, the other vice presidents and the President, to articulate the academic vision for the unit/institution.

Leadership: Leads, inspires, and motivates faculty in a collaborative administrative team that models institutional values of academic excellence and rigor, collegiality, community, and diversity, while implementing a new strategic plan for the unit/institution.

Advocacy: Identifies and advocates for new and enhanced academic programs and program delivery methods, as the unit/institution grows, and generates new opportunities for faculty development, scholarship, creative activity, and research.

Collaboration: Actively collaborates with all other vice presidents to develop and support programs that attract and retain students, and contribute to students' holistic development and overall success. Emphasizes and exercises shared governance.

PROFESSIONAL EXPERIENCE

Associate Provost and Associate Vice President for Academic Affairs, Florida Gulf Coast University, Fort Myers, Florida, 2013 to Present

Work collaboratively with all the units that report to academic affairs, and with the Faculty Senate. With responsibility for faculty affairs, provide direct leadership across the Colleges of Arts and Sciences, Business, Education, Health Professions, Professional Studies, and the Library, and Student Affairs, and worked with the colleges on development of new degree programs, retention of students, and on the recruitment and development of faculty.

Select Accomplishments:

- Using interest-based bargaining, active member who served on the University's team that successfully negotiated the 2007-2010 Collective Bargaining Agreement (CBA), the 2011-2014 CBA, and the annual re-opener, spring 2010.
- With responsibility for faculty affairs, successfully implemented the 2011-2014 Collective Bargaining Agreement (CBA) between the faculty and the University.
- Served as Chief Negotiator and successfully negotiated a new agreement (2018-21).
- Member of the University's SACS reaffirmation team with primary responsibility of the section(s) dealing with faculty affairs.
- Member of the University's Faculty Affairs Team, a standing committee that address issues and concerns involving the faculty.

- Worked with the Provost, University Finance Director and Human Resources to develop a fiscal policy for Academic Affairs that would facilitate growth across the university.
- Worked with Human Resources to develop and implement a process that addressed areas of concerns related to personnel, recruitment and hiring, with reporting lines through Academic Affairs.
- Worked with Human Resources and the Equal Opportunity Office in the revision and implementation of the University's Search and Screen Guidelines.
- Member of the Academic Affairs Team that worked on the development of a master plan for the campus to ensure sufficient classroom space and type to meet growing student enrollment while addressing the Florida Board of Governor's space utilization metrics.
- Worked with the Deans to ensure continuation of a supportive research environment across the colleges to encourage faculty research and development.
- Assisted the Provost with the faculty promotion process.
- Coordinated the annual faculty promotion workshop.
- Served as liaison with campus promotion committees
- Assisted with the new faculty orientations
- Coordinated program(s) to recruit and retain underrepresented faculty
- Coordinated the sabbatical review process
- Oversee the grievance process within Academic Affairs
- Advise the Provost on policies and procedures concerning faculty matters
- Serves as liaison to the Faculty Senate
- Serves as the liaison to the office of equity and Compliance
- Conducts collective bargaining training to Chairs and Deans
- Responsible for diversity initiatives from Academic Affairs
- Collaborates with other administrators in the Provost's office to ensure proper execution of daily activities

Special Assistant to the Provost, August 2012- August 2013

- Served as Liaison to the Faculty Affairs Team
- Represented Management on the Bargaining Team
- Maintained the faculty credentialing site
- Completed special projects as assigned
- Assisted with the promotion process
- Coordinated sabbatical selections
- Assisted in the handling of grievances
- Oversaw issues brought forth from faculty
- Assisted with SACS accreditation

Interim Dean, Professional Studies, May 2010-August 2012

- Provided leadership of the College and its Divisions
- Provided enrollment management
- Promoted academic and intellectual health of the College
- Strengthened partnership between College and University
- Strengthened partnership(s) with counties in the service area
- Managed the College's budget
- Prepared required annual reports

- Served on the Academic Deans Council
- Secured resources for Faculty and Staff development
- Participated in the promotion and contract renewal process
- Served on University committees as requested by Provost and President
- Formulated annual college budget requests and reports
- Participated in faculty and chairperson appointments and other administrative/personnel appointments at college level.
- Promoted interdisciplinary and inter-college collaboration, cooperation, and scholarly activity.
- Evaluated department chairpersons according to university policy.

Associate Dean, College of Professional Studies, Florida Gulf Coast University, Fort Myers, Florida, 2007-2010.

Responsible for the internal operations of the FGCU College of Professional Studies; worked cooperatively with internal and external stakeholders and successfully managed change in a dynamic environment.

- Compiled and maintained statistical profile records at the college level.
- Participated in the preparation of college annual report.
- Advised the College Promotion committee.
- Reviewed promotion and contract procedures.
- Developed and revise college policy statements and administrative procedures as needed.
- Coordinated college mentoring and faculty development programs.
- Participated with other associate and assistant deans in college administration, including conducting interviews of chair candidates.
- Served on college and/or university committees, as requested by Dean.
- Carried out special administrative affairs projects for the Office of the Dean.
- Represented the College in the absence of the Dean (shared with other Associate/Assistant Deans as appropriate).
- Provided administrative leadership and coordination of all research efforts of the College.

Department Chair, Justice Studies, Florida Gulf Coast University, 2005-2010

- Taught courses that supported the curriculum in Justice Studies
- Managed course scheduling and staffing
- Managed program assessments for the Justice Studies program
- Managed resource allocation(s) for the program
- Coordinated new program development within the division
- Conducted annual evaluations of the faculty

FACULTY EXPERIENCE

Assistant/Associate Professor/Professor, Florida Gulf Coast University, December, 1997- present

- Taught courses that supported the curriculum of Justice Studies
- Engaged in meaningful research

- Served on numerous committees
- Advised students
- Mentored faculty

Adjunct Professor, Edison Community College: Lee, Ft. Myers, Florida 33907
August, 1998- August 2000

- Taught introduction to Sociology
- Taught Contemporary Social problems
- Developed a modular weekend program offered at L.C.S.O.

Instructor: Criminal Justice Department, Southeast Missouri State University, Cape Girardeau, Mo.
August, 1996-December, 1997

Courses Taught:

- Juvenile Justice, CJ 370.
- Introduction to Criminal Justice, CJ 100.
- Introduction to Corrections, CJ 125
- Juvenile Treatment Strategies, SR 448. (developed)
- Minorities in Criminal Justice, CJ 886. (developed)

Lecturer, College of Lake County, Grayslake, IL. August, 1994 --December, 1994

- Taught "Introduction to Criminal Justice".
- Prepared lecture notes.
- Maintained office hours to assist students.
- Prepared and administered exams.
- Evaluated/graded exams.
- Aided students with research projects.
- Aided the sponsoring faculty member with special projects.
- Researched contemporary issues for class discussion.

OTHER POSITIONS:

Internship Coordinator: 1998-2006, 2009- 2010

- Built relationships with external agencies
- Advised students on potential placement sites
- Executed agency affiliation agreements with agencies
- Conducted site visits
- Coordinated internship orientations
- Developed an internship manual
- Graded internship papers and final projects

Director, Youth, Family, and Community Partnership, 2005-2007

- Managed the funds from the granting agency
- Coordinated the Youth, Family and Community Partnership program
- Hired personnel to staff the program
- Wrote quarterly and annual reports
- Trained staff and conducted orientations

SELECT ACADEMIC AWARDS / HONORS

- Who's Who Among Students in American Universities and Colleges
- Alpha Chi Honor Society
- Phi Eta Sigma Honor Fraternity
- Psi Chi Honor Society
- Nubian Educational Society
- Presidential scholarship
- National Dean's List
- One page feature in Sagamore Yearbook at Southeast Missouri State University
- Cum Laude Graduate
- Autobiography in National Dean's List Publication
- Certification of Academic Achievement
- Who's Who Among America's Teachers (2002)
- Nominated for Junior Faculty Teaching Excellence Award (2003)
- Distinguished Service Award (2004)
- Honorary Member of Golden Key International Honour Society (2004)
- Founding Member Award (2014) FGCU/NAACP STEM Camp
- 2015 President's Award, Florida Education Fund (FEF)

SELECTED PUBLISHED RESEARCH

Publications and Reports (indicates peer reviewed publication)**

Barringer, Tony A. 1998. "Adult Transformations Inside A Midwest Correctional Facility: Black Muslims' Narratives of Their Islamic Conversion" Dissertation published by UMI Dissertation Services, Bell and Howell, Ann Arbor, MI. **

McGaha, J.E., T.A. Barringer, and M.A. Zager. June, 1999. "Minority Over-representation Study". Report presented to District 8, Florida Department of Juvenile Justice.

Cudjoe, Joseph and Tony A. Barringer. 2002. "More than Mere Ripples: The Interwoven Complexity of Female Incarceration and the African-American Family." *Margins Law Journal*. 2 (2): 265-280. **

Barringer, Tony A. and Patricia Washington. 2003. "Utilization of a Systems Training Model to Enhance Community Policing with Seriously Mentally Ill Persons." *Law Enforcement Executive Forum Journal*. Summer 2003. **

Barringer, Tony A. 2003. "Incarcerated African American Males: Embracing the Islamic faith As a Rehabilitative Measure." *Journal of Ethnicity in Criminal Justice*. Submitted in fall 2003. ** (Not Published)

Davis, Patrick and Tony A. Barringer. 2003. "Conceptualizing African American Culture: A Historical Journey to the Roots." *Journal of Multicultural Counseling and Development*.

Barringer, Tony A. 2004. *Internship Handbook: What an Experience*. Developed to enhance the internship experience and process. XanEdu Publishing Services, Fall 2003. **

*Dr. John Wade, Southeast Missouri State University, Dr. Tom Arnold, College of Lake County Illinois, and Dr. Patrick Davis, Florida Gulf Coast University reviewed the handbook. (All have directed internship programs)

Barringer, Tony A. 2004 *Criminal Justice Internships: Theory into Practice*, 5th Edition, for the Criminal Justice Review. (Reviewed, 2006)**

Barringer, Tony A. and Patricia Washington. 2007. "Utilization of a Systems Training Model to Enhance Community Policing with Seriously Mentally Ill Persons." In an anthology titled: *Improving Police Response to Persons with Mental Illness: A Progressive Approach* by Jurkanin, Hoover, and Vladimir. Charles C. Thomas Publishing. **

Jordan, W.T., R.G. Burns, L.E. Bedard, T.A. Barringer. "Criminal Justice Interns' Observations of Misconduct." *Journal of Criminal Justice Education*, Issue 18.2, spring, 2007. **

Barringer, Tony A. and David Thomas. 2007. "Law Enforcement Officers: Their Perception of Personal Safety and Job Performance." *Law Enforcement Executive Forum Journal*. Summer 2007. **

Barringer, Tony A. 2008. "Working with Juvenile Delinquents." in *Child Welfare: A Strengths Approach*. Ed. Sakinah Salahu-Din. Allyn & Bacon **

Barringer, Tony A. 2008. "Law Enforcement Officers: The Challenge(s) of Assisting Citizens Who Have Alzheimer's Disease and Maintaining Safety." *Law Enforcement Executive Forum*. Spring, 2008. **

Barringer, Tony A. 2008. "Incarcerated African-American Males: Embracing the Islamic Faith as a Rehabilitative Measure." An Anthology on Race, Class, Gender, and Crime. Whittier Publishing, New York. **

Oliver, J., T.A. Barringer, K. Bourne, B. Chaloux, R. Frey, G. Goddard. Institutional Evaluation of McNeese State University. May 2008. (Site Visit)

Thomas, David J. and Tony A. Barringer. 2008. "Developing Fitness Standards for Police Officers." *Public Safety Chronicles*. Fall, 2008. **

Barringer, Tony A. and David Thomas. 2009. "Answering the Call for More Minority Police Officers: What Barriers Ring Out?" *Law Enforcement Executive Forum*. Spring, 2009. **

Barringer, Tony A. and Belinda Bruster. 2011. "Closing the Loop: Law Enforcement Officers' Perception of Interagency Cooperation." Law Enforcement Executive Forum. Fall 2011, 11(3). **

Barringer, Tony A. and David Thomas. 2012. "Law Enforcement Officers: Perspectives on Race, Credibility, and the Community." Law Enforcement Executive Forum. Summer 2012, 12(2). **

Barringer, Tony A. and Belinda Bruster. 2012. "Perpetrators of Child Abuse: Conceptualizing Culture as a Way of Assisting Intervention." Law Enforcement Executive Forum. Fall 2012, 12(3). **

Barringer, T. A. and Bruster, B.E. 2014. Color Behind Bars: Racism in the Criminal Justice System. Juvenile Justice System: *An Analysis of Discretion and Minority Overrepresentation*. Praeger **

Villiers, C., Gilbert, S., and Barringer, T.A. 2015. "Development of a STEM Summer Program for Underrepresented High School Students-A Success Story." American Society for Engineering Education.

Villiers, C., and Barringer, T.A. 2017. "A Case Study on Moving the Stem Fence: Exposing STEM to Minority Youth Who Are Oftentimes Not Aware of Such Opportunities." American Society for Engineering Education.

GRANTS (listing on only external grants)

Barringer, T.A. and Kathie Green "Youth, Family and Community Partnership of Lee County" OJJDP proposed at \$998,296. Fall 2007. (Not funded)

Barringer, T.A. and Patricia Washington "Youth, Family and Community Partnership of Southwest Florida" funded by OJJDP at \$246,661. Fall 2005.

McGaha, Johnny and Tony A. Barringer "Interagency Staffing Team Wraparound Services" funded by OJJDP at \$478,000, fall 2004.

McGaha, Johnny and Tony A. Barringer "Interagency Staffing Team Wraparound Services" funded by OJJDP at \$248,375.00. Fall 2003.

McGaha, Johnny and Tony A. Barringer "Intensive Case Monitors" funded by Florida Department of Juvenile Justice at \$150,000. Fall 1998- Spring 2000.

Barringer, Tony, Johnny McGaha, and Maryann Zager "Minority Overrepresentation Study" funded by District 8 DJJ at approximately \$10,000. Spring 1999.

Selected Scholarly Reviews: ** denotes peer reviewed

"Implementing Community Policing in Chicago: A Case Study of the City-Wide Change Initiative" Law Enforcement Executive Forum, summer, 2015.

"Criminal Justice Practitioner Attitudes toward Domestic Violence: Another Day in Paradise." Law Enforcement Executive Forum, fall, 2014.

"Controlling Angry People." Law Enforcement Executive Forum, spring, 2012.

"The Child Labor Situation: An Analysis Focusing on Iasi and Vaslui, Romania." Law Enforcement Executive Forum, fall, 2011.

"The Development of Police Attitudes: Revisiting the Predisposition-Socialization Debate." Law Enforcement Executive Forum, Summer, 2011.

Gabbidon, S.L. and Greene, H.T. (2011). Race and Crime. Thousand Oaks, CA. Sage. (Reviewed Fall 2010)**

"Challenging Notions of Recidivism: Incarcerated College Students Respond to Select Feature Film." Journal of Criminal Justice and Popular Culture, MS # 08-108, 2008.

Adler, f., Mueller, G., and W.S. Laufer. (2007). Criminology and the Criminal Justice System. New York, NY. McGraw-Hill. (Reviewed Fall 2007).

Gabbidon, S.L. and Greene, H.T. (2007). Race and Crime. Thousand Oaks, CA. Sage. (Reviewed Summer 2007)**

"The Cultural Legacy of the O.J. Simpson Trial." Journal of Criminal Justice and Popular Culture, MS # 07-106, 2007.

Arrigo, B., and Williams, C. (2007). Criminology. Englewood Cliffs, N.J., Prentice- Hall. (Reviewed, 2006) **

Gordon, G.R., McBride R.B., and H.H. Hage. (2004) Criminal Justice Internships: Theory into Practice, 5th Edition, for the Criminal Justice Review. (Reviewed, 2006)** **Published**

"The Benefits of Meditation Practice in the Correctional Setting." Journal of Criminal Justice and Popular Culture, MS # 05-119, fall, 2005. **

"School Crime Policy: The Impact of Recent Highly Publicized School Crimes." American Journal of Criminal Justice, Ms. # 14-02, 2002. **

Chambers, James. 2002. An Assessment of Black Crime: Delinquency and the Criminal Justice System. Lewiston, NY: Edwin Mellen Press. (Reviewed, 2003) **

Associate Editor: Law Enforcement Executive Forum. 2003-Present.

Reviewer: Journal of Criminal Justice and Popular Culture. 2005-present.

Selected Scholarly Presentations:

“Juvenile Justice in the United States.” Bulgaria Ministry of Justice. Sophia, Bulgaria December, 1997.

“Developing a Distance Learning Curriculum: A team approach” with Andrea Benscoter, Maryanne Zager, Peggy Bradley, Pam Seay, Sherri Smith, and Tom Jordan. Syllabus Regional Meetings, Ft. Myers, February, 1998.

“Incarcerated African- American Males: Embracing the Islamic Faith.” National Association of African-American Studies Conference, Houston, TX, February, 1999.

“More than Mere Ripples: The Interwoven Complexity of Female Incarceration and the African-American Family.” Black Family Summit, Myrtle Beach, South Carolina, 2000.

“The Effect(s) of Female Incarceration.” University of Maryland School of Law Symposium 2002. Baltimore, MD.

“Diversity” workshop presented to the Internal Revenue Services, Ft. Myers District Office. Summer 2003.

“Considering the Effect: The Interwoven Complexity of Familial Support, Rehabilitation, and Race for Incarcerated Males.” 2003 Hawaii International Conference on Social Sciences.

“Re-segregation of Neighborhood Schools---A Necessary Evil? A Southwest Florida Case.” National Association of African-American Studies Conference, Houston, TX, February, 2004.

“Community Policing with Seriously Mentally Ill Persons: The Minority Factor.” National Association of African-American Studies Conference, Houston, TX, February, 2005.

“Assessing the Health Needs of Migrant Farm Workers: A Critical Analysis.” National Association of African-American Studies Conference, Houston, TX, February, 2005.

“Criminal Justice Interns’ Observations of Misconduct: An Exploratory Study.” Annual Meeting of the American Society of Criminology, Toronto, Ontario, November, 2005.

“Youth, Family and Community Partnership of Southwest Florida: A Systems Approach to Preventing Delinquency.” National Association of African-American Studies Conference, Baton Rouge, LA, February, 2006.

“Answering the Call for More Minority Police Officers: What Barriers Ring Out?” National Association of African-American Studies Conference, Baton Rouge, LA, February, 2007.

“Teachers’ Perception of At-Risk Youth: The Ripple Effect” National Association of African-American Studies Conference, Baton Rouge, LA, February, 2007.

“Unraveling the Problem of At-Risk Sexual Behavior among Transient Workers: The Case of Migrant Farm Workers in Southwest Florida.” National Association of African-American Studies Conference, Baton Rouge, LA, February, 2007.

“Providing Mental Health Services to Youth in Juvenile Detention facilities.” Regional Symposium on Accessibility of Juvenile Justice Treatment Services, Florida Gulf Coast University, Ft. Myers, FL, November, 2007.

“Cognitive Behavioral Restructuring.” Discussant at the Florida Department of Corrections’ Re-entry Summit, Tallahassee, Fl. June, 2008. * **By invitation only**

“Is There an Effect of Race on Police Use of Force Decisions?” The American Society of Criminology Annual Meeting, St. Louis, MO, November, 2008.

“Getting Connected: Utilizing Faculty Mentorship as a Means of Survival.” National Summit of Meeting the Challenge of Higher Education, Tampa, Florida, February, 2011.

“Law Enforcement Officers: Perspectives on Race, Credibility, and Community.” National Association of African-American Studies Conference, Baton Rouge, LA, February, 2012.

“Exploring Verbal Judo and Establishing Effective Communication(s) Between Minority Youth and Law Enforcement.” National Summit of Meeting the Challenge of Higher Education, Tampa, Florida, February, 2012.

“Learning Verbal Judo to Enhance the Chances for Survival for College Students.” Office of Community Outreach: Youth Group, Florida Gulf Coast University, April, 2012.

“Police Perception of Race, Personal safety, and Use of Force Decision Making” National Association of Blacks in Criminal Justice National Conference, New Orleans, LA. July, 2012.

EXTERNAL FUNDRAISING

2014: Raised \$62, 000 to fund the inaugural FGCU/NAACP Summer STEM Camp

2015: Raised \$60,000 to fund the 2015 FGCU/NAACP Summer STEM Camp

2015: Received \$150,000 grant to start Cacho Academy

2017: Received \$22,500 to fund STEM camp for minority youth

2018: Received \$75,000 to fund FGCU/Boule Summer STEM Camp

SELECTED UNIVERSITY AND COMMUNITY CONTRIBUTIONS

Co-led the FGCU Resort and Hospitality Program to accreditation, spring, 2013.

Member, FGCU Steering Committee – Initial Accreditation, for Southern Association of Colleges and Schools, 1998 – 1999.

Hendry Correctional Graduation Ceremony, (Guest Speaker), 1998
About face Graduation Ceremony, (Guest Speaker), 1998
Charlotte Correctional, (Guest Speaker), 2001

Judge for the 2003, 2004, 2007 Thomas Alva Edison Regional Science and Engineering Fair.
“Exploring Verbal Judo and Establishing Effective Communication(s) Between Minority Youth and Law Enforcement.” Lee County NAACP Community Forum, September, 2010

“Inmates Transitioning Back Into Society: Addressing Recidivism.” Moore Haven Correctional Facility, summer, 2012.

Panelist, Inaugural Florida MOVE Conference, Naples, Florida, August, 2012.

Panelist, Diversity and Inclusion Peer Exchange, “Bridging the Gap of Diversity and Education through Higher Education”, Hodges University, spring 2015.

Panelist, National Center for the Study of Collective Bargaining in Higher Education and the Professions, “Transforming the Collective Bargaining Process at Florida Gulf Coast University” 43rd Annual National conference, Hunter University, April 2016.

Panelist, National Center for the Study of Collective Bargaining in Higher Education and the Professions, “The Use of Mediation in Higher Education Contract Administration at Florida Gulf Coast University” 44th Annual National conference, Hunter University, March 2017.

Panelist, Academy for Academic Personnel Administration, “Working with Your Own Side in Collective Bargaining” 45th Annual Conference, November 2017.

UNIVERSITY AND COLLEGE COMMITTEES: Leadership and/or Active Member

- Undergraduate Curriculum
- Faculty Senate
- Grades Appeal
- Fees
- Program review
- Leadership Diversity
- Numerous executive search committees
- Peer Review
- Athletics Advisory
- Minority Recruitment
- Long Range Planning
- NCAA Certification
- Positioning and Alignment Task Force

PROFESSIONAL ORGANIZATIONS:

- Missouri Association of Social Welfare
- Criminal Justice Association
- Kappa Delta Pi
- Lake County Juvenile Officers Association
- National Truancy Prevention Association
- Alpha Phi Alpha, Inc.
- FGCU Academic Leadership Academy
- National Association of Blacks in Criminal Justice
- Lee County Chamber Leadership (Class of 2014-15)
- Panelist, Florida Education Fund 2015 Mid- Year Research and Writing Conference
- SW Florida Veterans Group

REFERENCES AVAILABLE UPON REQUEST

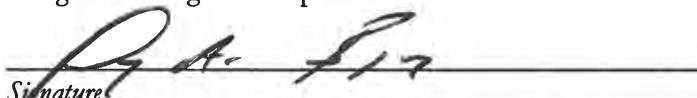

III. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Coastal Connections Acaemy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Tony Barringer (name), Secretary (title) to sign as the legal correspondent for the school.


Signature

Printed Name

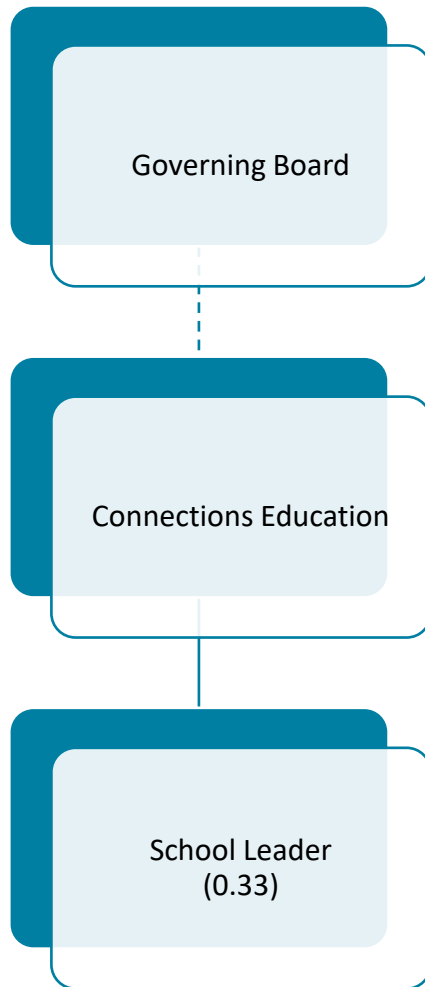
10/13/20
Date

Attachment J. Organization Charts Showing School Governance, Management, and Staffing Structure in 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and 4) when the school reaches full capacity, if in a year beyond the first charter term

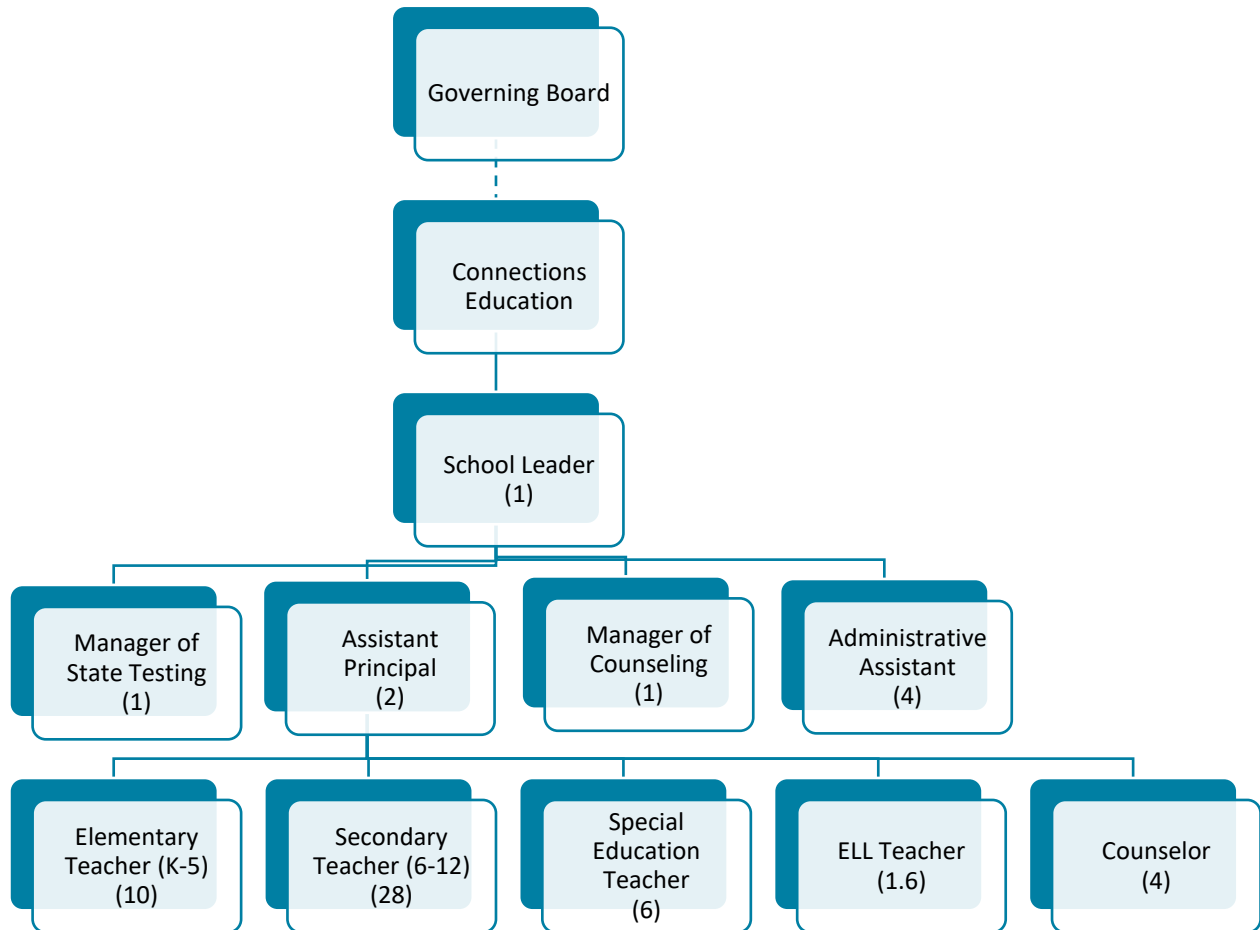
We are submitting organization charts that show the school governance, management, and staffing structure in:

- The pre-operational year;
- The first year of school operations;
- At the end of the charter term; and
- When the school reaches full capacity, if in a year beyond the first charter term.

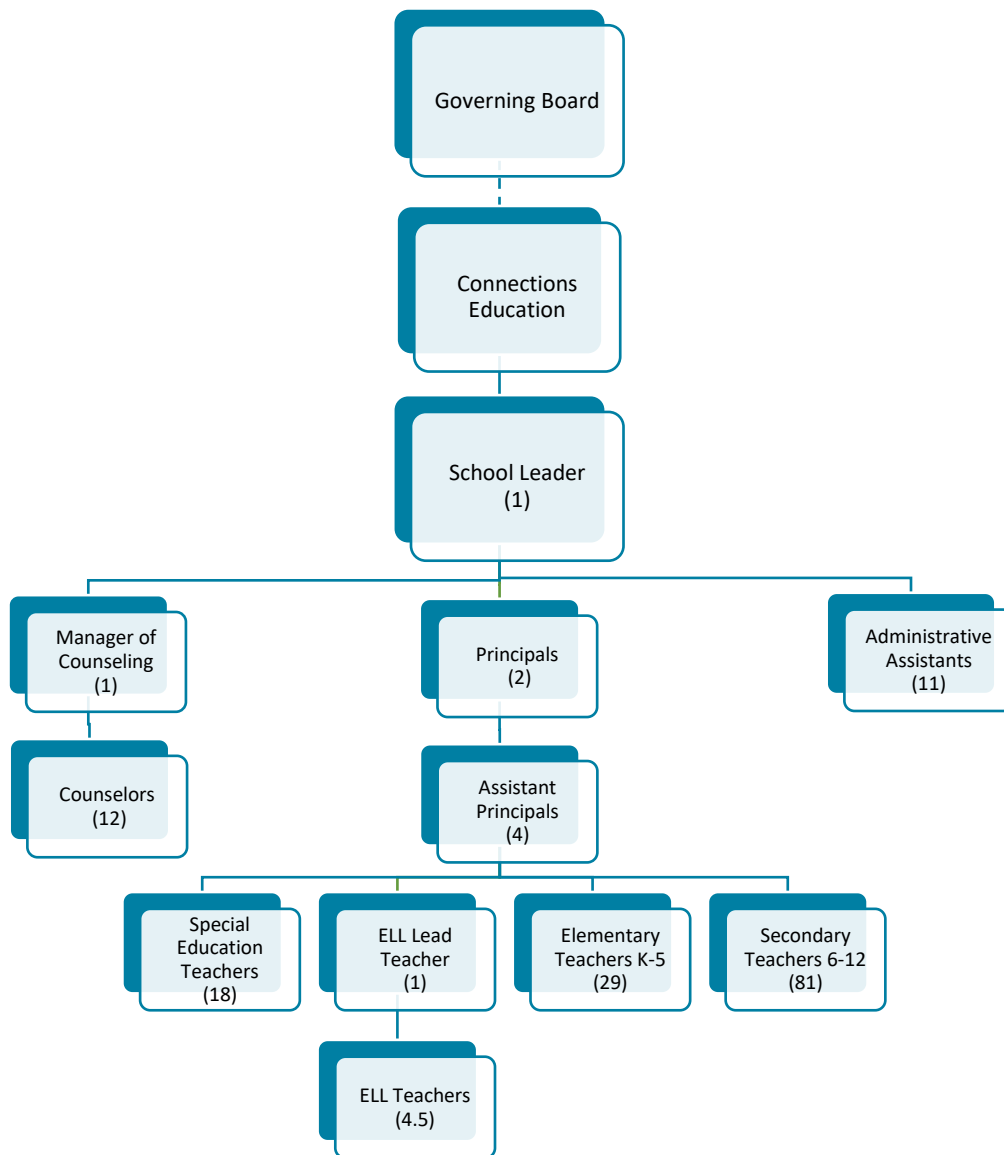
PRE-OPERATIONAL YEAR (2020-21)



FIRST YEAR OF SCHOOL OPERATIONS (2021-22)

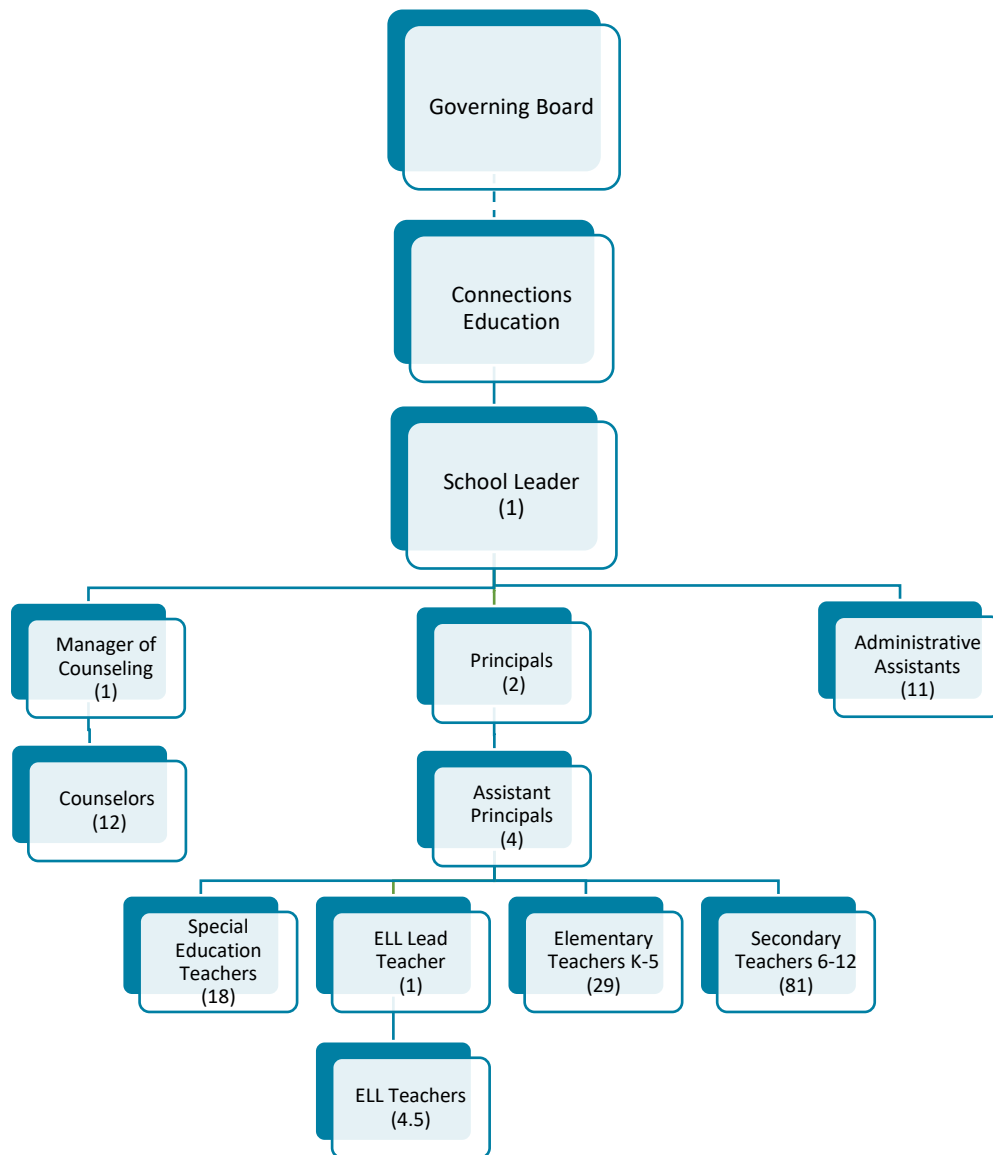


AT THE END OF THE CHARTER TERM (2025-26)



WHEN THE SCHOOL REACHES FULL CAPACITY, IF IN A YEAR BEYOND THE FIRST CHARTER TERM

The Board will consider the school at full capacity at approximately 5,000 students, which is the projected enrollment for the final year of the charter. This should not be considered a cap on enrollment, however. This is simply an estimate of full capacity. Actual full capacity will be determined each year after the first charter term in discussions with Santa Rosa County District Schools.



Attachment K. Job Description for the School Leader and Resume if this person is already identified

We have included the job description for the School Leader below.

School Leader

The School Leader will manage teachers as they use the phone and Internet to teach students and consult regularly with parents and students. Working with caretakers and school staff, the School Leader ensures that each student successfully completes their instructional program. The School Leader is responsible for the overall operation of the school including, but not limited to, working with the Governing Board, the Educational Services Provider, parents, students, support staff, and certified teachers who virtually facilitate a student instructional program.

Responsibilities

Other key responsibilities may include the following:

- Manage the implementation of the proven Connections curriculum and school operation protocols;
- Ensure that teachers exhibit and maintain a high level of professionalism, instructional support, and customer service;
- Ensure the academic success of individual students by utilizing all levels of academic support available and by maintaining a high level of communication with parents to deliver program information and address individual student needs;
- Manage relationships with Santa Rosa County District Schools, and stay current on the state's policies, procedures, and legislation, including specific special education procedures;
- Deliver school outcomes based on a list of annual goals, including student academic achievement;
- Assist teaching staff with implementing any program changes and/or new software application introductions;
- Exhibit high-quality communication with all Florida staff, students, and families.
- Participate in parent outreach activities (for new and existing families) through informational meetings around the state and through virtual meetings;
- Oversee newsletter production, phone calls, regional meetings, and surveys;
- Handle any student problems escalated by parents and teachers;
- Oversee the contracting and/or delivery of special education services to ensure that the school is in compliance with state and federal laws;
- Support the implementation and coordination of state standardized testing process and ensure high student participation rates;
- Provide assistance to families in need of additional support and encourage a high level of participation;
- Participate in student recruitment efforts, including in-state trips, presentations, Q & A sessions, and responding to the press;
- Support a robust "school community" through a program of in-person field trips around the state and virtual activities;

- Manage the network of parent volunteers who assist with community activities known as community coordinators;
- Supervise and evaluate all school staff as required by the state, authorizer, and Connections;
- Serve as a member of the Connections team to develop and evolve best practices for K-12 virtual education; and
- All other duties as assigned.

Requirements

- Florida administrative credential required
- Strong leadership qualities and a commitment to goal directed management and accountability
- An interest in advancing educational delivery through leveraging technology in every aspect of instructional delivery and school management
- Minimum of five years' teaching experience and three years' administrative or management experience
- Advanced degree preferred
- Excellent communication skills, both oral and written
- Customer-focused approach
- Flexible
- Demonstrated ability to work well in fast-paced environment
- Team player
- Technologically proficient (especially with use of the Internet and Google products)

Attachment L: School Leader Qualifications

(If the school leader is not yet identified, the qualifications the school will look for in a school leader)

Criteria for Selecting a School Leader

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

Qualifications

- Florida administrative credential required
- Strong leadership qualities and a commitment to goal directed management and accountability
- An interest in advancing educational delivery through leveraging technology in every aspect of instructional delivery and school management
- Minimum of five years' teaching experience and three years' administrative or management experience
- Advanced degree preferred
- Excellent communication skills, both oral and written
- Customer-focused approach
- Flexible
- Demonstrated ability to work well in fast-paced environment
- Team player
- Technologically proficient (especially with use of the Internet and Google products)

Attachment M. Job Description(s) and Qualification Requirements for Each Administrative or Leadership Position **other than the school leader**

We have included job descriptions and qualification requirements for the positions of assistant principal and manager of counseling.

Assistant Principal

The Assistant Principal will work collaboratively with the School Leader and other staff members. The Assistant Principal will manage site-based and academic school operations. Additionally, this individual will work closely with key centralized service centers including Enrollment, Technical Support, Materials Management, Fulfillment, Finance, Human Resources, Payroll and Facilities Management. It is also anticipated that this individual will manage a range of special projects.

Responsibilities

Other key responsibilities include the following:

- Manage the implementation of the proven Connections operational protocols;
- Oversee student accounting functions, including attendance maintenance;
- Manage receipt, storage, and maintenance of local student records;
- Manage reconciliation between Connections' data systems and state and local student information systems;
- Provide local support for facilities acquisition and maintenance;
- Act as the human resources liaison for school staff in the areas of benefits, leave tracking and the maintenance of local files;
- Act as the technology liaison for teachers and administrative staff;
- Monitor regulatory compliance and support preparation for legislative and financial audits in collaboration with the Manager of Internal Audits;
- Monitor all enrollment requirements and communicate requirements to the Enrollment Department;
- Provide state testing support, including logistics for scheduling, tracking participation, and contracting for testing facilities;
- Support contracting for supplemental student services;
- Monitor and track all school-based assets;
- Support the Marketing Department with student outreach, marketing, and public relations;
- Stay current on the state's policies, procedures, and legislation;
- Be available to handle all emergencies; and
- All other duties as assigned.

Requirements

- Florida Administrative certification
- Minimum of 5 years of relevant work experience
- Some operational or logistics experience and/or administrative or management experience

- Relevant advanced degree is preferred, MBA is a plus
- Education experience a plus
- Excellent communication skills, both oral and written
- Demonstrated ability to work well in a fast-paced environment
- Technologically proficient (especially with Google products)
- Experience in managing people a plus
- Ability to travel as needed

Manager of Counseling

The Manager of Counseling Services will work in conjunction with the school's leadership team to help students, ensuring that each child successfully completes their instructional program. The Manager will provide direction to staff and will assist students and parents in understanding and meeting graduation requirements, course selection and scheduling, post-secondary school planning, and crisis intervention. The Manager will support the entire educational program of the school with special emphasis on the secondary school (gr. 6–12).

Responsibilities

Key responsibilities include the following:

- Support the teachers in exhibiting and maintaining a high level of professionalism, instructional support, and customer service;
- Ensure the academic success of individual students by utilizing all levels of academic support available and by maintaining a high level of communication with parents to deliver program information and address individual student needs;
- Assist teaching staff with implementing any program changes and/or new software application introductions as appropriate to support student success;
- Provide specified assistance to families in need of additional support to prevent unnecessary disenrollment and encourage a high level of participation;
- Participate in student recruitment efforts including in-state trips, presentations, Q & A sessions and responding to the press;
- Support parent Community Coordinators to suggest social activities and relevant field trips for students;
- Devise and implement virtual methods of creating and maintaining a "school community";
- Handle any student problems escalated by parents and teachers;
- Communicate and coordinate any overlapping responsibilities with the school leadership;
- Develop, plan, and implement counseling programs for students and families related to academic and career planning and graduation;
- Keep abreast of all high school graduation requirements, including special requirements such as community service, and communicate this information to the School Leader;
- Plan and supervise the secondary school course selection process according to specific state credit and graduation requirements and student needs and interests. An integral

part of this process is assisting students and parents to develop a Four-Year Plan for meeting graduation requirements;

- Counsel students with issues related to dropping courses and changing schedules;
- Supervise the review of student transcripts and the entry of credits into the online transcript system;
- Develop and implement procedures to ensure transcripts are accurate and up to date;
- Counsel families through the school withdrawal process, assisting with data collection regarding withdrawal;
- Design and implement crisis prevention and management plans for the school and provide leadership to the Crisis Management Team;
- Report and refer critical incidents that jeopardize student well-being as obligated by law, administrative regulations, or ethical standards;
- Lead school teams in identifying school and community resources and maintain an up-to-date list of those resources, making them available to school teams and to families;
- Develop and implement processes to regularly and frequently review the status of each secondary school student related to attendance, participation, and performance;
- Work closely with teachers to review the content of secondary school courses, making recommendations for enhancement to the Curriculum Team related to content and state requirements;
- Understand the requirements for and facilitate the administration of all high school testing, including exit exams, PSAT, SAT, ACT, and AP exams;
- Design and implement professional development activities for teachers and school staff members.
- Monitor all enrollment requirements and communicate requirements to the Enrollment Department;
- Provide state testing support including logistics for scheduling, tracking participation and contracting for testing facilities; and
- All other duties as assigned.

Requirements

- Minimum of 5 years counseling or teaching experience and some counseling or management experience preferred
- Florida Counseling Credential
- Advanced degree preferred
- Technologically proficient (especially with Google products)
- Excellent communication skills, both oral and written
- Customer focused approach
- High degree of flexibility
- Demonstrated ability to work well in fast paced environment
- Team player track record
- Occasional travel

Attachment N. Job Description(s) and Qualification Requirements for the School's Teachers

In this attachment, we include the following job descriptions and qualification requirements:

- Elementary School Teacher
- Secondary School Teacher (Middle and High School)
- Special Education Teacher
- English Language Learner (ELL) Teacher
- School Counselor

Elementary School Teacher

Certified teachers will teach students and manage the instructional programs. Through use of the telephone, Internet, and various curriculum tools, teachers will consult regularly with Learning Coaches and students to ensure that each child successfully completes their instructional program.

The Elementary School Teacher will be responsible for the successful completion of the following tasks:

- Teach students;
- Support the instructional program with asynchronous web conferencing sessions and synchronous instruction;
- Complete all grading, create progress reports, and conduct parent conferences in a timely manner;
- Communicate with parents, students, and other teachers on a regular basis to develop and update schedules, score assessments, provide feedback on student work, suggest instructional approaches and strategies, monitor completion of assignments and coach special projects;
- Develop a general knowledge of the entire program's K-5 curriculum and a very detailed knowledge of the grades for which responsible;
- Support students and parents with alternate strategies and provide additional assistance with daily assignments and projects;
- Communicate regularly with parents, students, and curriculum specialists through use of computer and telephone;
- Keep student records and data up to date, including cumulative files, online student and family information, attendance accounting, and logging of all student and parent contacts;
- Consult with team members and staff learning specialists to develop alternate enrichment activities and modifications to students' programs to increase student understanding;
- Communicate with Parent Community Coordinators to suggest social activities and relevant field trips for students;
- Manage regional field trips and make efforts to integrate trips into the curriculum;
- Devise and implement virtual methods of creating and maintaining a school community;
- Participate in the organization and administration of state testing, as directed;
- Participate in student recruiting sessions and other marketing efforts that require teacher representation;

- Review curriculum and devise alternate approaches to given lessons to increase student understanding (working directly with parents and students);
- Attend field trips and other community activities implemented for families; and
- Other duties as assigned.

Requirements

- Highly qualified and certified to teach Elementary Education (K-5) in Florida (appropriate to grade level responsibilities)
- Must currently hold a Professional level Florida certificate
- Reading endorsement or certification preferred
- Gifted endorsement or certification preferred
- ESOL endorsement or certification required
- Working knowledge of the Response to Intervention process
- Strong technology skills (especially with Microsoft OS and MS Office programs)
- Excellent communication skills, both oral and written
- Highly organized and punctual
- Customer-focused approach
- High degree of flexibility
- Demonstrated ability to work well in fast-paced environment
- Team player track record
- Willingness to travel on occasion for marketing and state testing events (may require occasional overnight travel)
- Ability to work remotely, if necessary
- Ability to work some occasional evening hours, as needed to support some families

Secondary Teacher (Middle School/High School)

Certified teachers will teach students and manage the instructional programs. Through use of the telephone, Internet, and various curriculum tools, teachers will consult regularly with Learning Coaches and students to ensure that each child successfully completes their instructional program.

The Secondary Teacher will be responsible for the successful completion of the following tasks:

- Teach students;
- Complete all grading, create progress reports, and conduct parent conferences in a timely manner;
- Support the instructional program with asynchronous web conferencing sessions and synchronous instruction;
- Review curriculum and devise alternate approaches to presenting lessons to increase student understanding (working directly with students and parents);
- Communicate with parents, students, and other teachers on a regular basis to develop and update schedules, score assessments, provide feedback on student work, suggest instructional approaches and strategies, monitor completion of assignments, and coach special projects;
- Work collaboratively with other teachers to ensure that all students are successfully progressing through the program, that parents have a central point of contact, and that tasks are distributed among the teachers;
- Develop a general knowledge of the entire program's curriculum and a very detailed knowledge of the courses for which responsible;
- Support students and parents with alternate strategies and provide additional assistance with daily assignments and projects;
- Communicate regularly with parents, students, and curriculum specialists through use of computer and telephone;
- Keep student records and data up to date, including cumulative files, online student and family information, attendance accounting, and logging all student and parent contacts;
- Consult with other teachers and staff learning specialists to develop alternate enrichment activities and modifications to students' programs to increase student understanding;
- Work with other teachers to coordinate social activities and relevant field trips for students;
- Manage regional field trips and make efforts to integrate trips into the curriculum;
- Devise and implement virtual methods of creating and maintaining a school community;
- Participate in the organization and administration of state testing, as directed;

- Participate in student recruiting sessions and other marketing efforts that require teacher representation;
- Work with other teachers to ensure students and families are receiving appropriate communications, students are making adequate progress and established goals are being met;
- Attend field trips and other community activities implemented for families; and
- Other duties as assigned.

Requirements

- Highly qualified and certified to teach in Florida (appropriate to grade level and content area responsibilities)
- Must currently hold a Professional level Florida certificate
- Reading endorsement or certification in Florida preferred
- Gifted endorsement or certification in Florida preferred
- ESOL endorsement or certification in Florida preferred
- Strong technology skills (especially with Microsoft OS and MS Office programs)
- Excellent communication skills, both oral and written
- Customer focused approach
- High degree of flexibility
- Demonstrated ability to work well in fast paced environment
- Team player track record
- Willingness to travel on occasion for marketing and state testing events (may require occasional overnight travel)
- Ability to work remotely, if necessary
- Ability to work some occasional evening hours, as needed to support some families
- Reading endorsement/certification preferred

Special Education Teacher

The Special Education Teachers will teach students and manage the instructional programs for students with special needs. Through use of the telephone, Internet, and various curriculum tools, Special Education Teachers will consult regularly with Learning Coaches and students to ensure that each child successfully completes their instructional program. The Special Education Teachers will participate in all steps of the IEP process. They will work closely with other teachers and Santa Rosa County School District professionals to ensure that the school's special education program is successful and operating in compliance with federal and state regulations. Special Education Teachers will utilize technology to deliver virtual instruction.

The Special Education Teacher will be responsible for the successful completion of the following tasks:

- Teach students;
- Manage and provide instructional guidance, virtual teaching, and general strategies for a caseload of students;
- Develop, write, and help implement IEPs and 504 plans;
- Evaluate tests and assessments, complete report cards, and conduct parent conferences;
- Communicate regularly with parents/Learning Coaches of students with special needs to ensure that their IEP goals are being met, and that their needs are addressed in a timely and appropriate fashion;
- Consult with teachers and coordinate the implementation of specially designed instruction as defined in the IEP regarding students with specific needs and potential learning issues;
- Provide direct services to students including services delivered through web-conferencing software, as needed;
- Schedule, organize, and conduct IEP-related meetings in a virtual environment, as needed;
- Participate in the school's Student Support Team;
- Help teachers and Learning Coaches develop and implement program modifications and strategies for all students;
- Assist, as needed, with the organization and proper implementation of all paperwork, documentation, and procedures for the IEP process;
- Assist with locating service providers for students needing related services as mandated by their IEPs;
- Maintain accurate and up-to-date data in the school's Education Management System, and special education software;

- Assist with administering state testing and coordinate the special adaptations that are required based on the IEP; and
- Other duties as assigned.

Requirements

- Degree in Special Education or related Education Field
- Valid Special Education credential in Florida
- Experience in policy (IDEA) and/or administration with Special Education
- Strong technology skills (especially with Microsoft Office products)
- Excellent communication skills, both oral and written
- Customer focused approach
- High degree of flexibility
- Demonstrated ability to work well in fast paced environment
- Team player track record
- Willingness to travel on occasion for marketing and state testing events (may require occasional overnight travel)

English Language Learner (ELL) Teacher

English Language Learner (ELL) Teachers will teach students and manage instructional programs. Through use of the telephone, Internet, and various curriculum tools they will consult regularly with Learning Coaches and students to ensure that each child successfully completes their instructional program.

The ELL Teacher will be responsible for the successful completion of the following tasks:

- Provide direct ELL instruction to students;
- Complete training on how to administer screening and annual assessments (and participate in updated trainings annually as required);
- Coordinate language proficiency screenings and state ELL assessments, staying compliant with state-timelines;
- Participate in the organization and administration of state testing, as directed;
- Attend local and state provided professional development trainings related to Title III compliance and instruction;
- Support the instructional program with asynchronous web conferencing sessions and synchronous instruction by providing curriculum support and strategies for ELL students;
- Become proficient with supplemental programs to support ELL students in the virtual setting, including interpreting data within the programs;
- Review curriculum and devise alternate approaches to presenting lessons to increase student understanding (working directly with students and parents);
- Communicate with parents, students, and other teachers on a regular basis to develop and update Limited English Proficiency (LEP) plans and schedules, score assessments, provide feedback on student work, suggest instructional approaches and strategies, monitor completion of assignments and coach special projects;
- Collaborate with school leadership to create and maintain the school's English Learner Advisory Committee;
- Work collaboratively with other teachers to ensure that all students are successfully progressing through the program, that parents have a central point of contact, and that tasks are distributed among the teachers;
- Implement all required accommodations (or share this information with the general education teacher) as indicated on student's LEP Plan;
- Develop a general knowledge of the entire program's curriculum;
- Support students and parents with alternate learning strategies for ELL students;
- Communicate regularly with parents, students, and certified content area teachers through use of computer and telephone;

- Keep student records and data up to date, including cumulative files, online student and family information, attendance accounting, logging all student and parent contacts, and annual assessment scores;
- Send updates/parent notifications within state/federal timeframes;
- Monitor student attendance to general and ELL LiveLesson® sessions and implements a plan to intervene when student presents a pattern of non-attendance;
- Attend field trips and other community activities implemented for families;
- Devise and implement virtual methods of creating and maintaining a school community;
- Work with School Counselor to ensure students and families are receiving appropriate communications, students are making adequate progress, and established goals are being met;
- Participate in Connections' professional development sessions and associated activities; and
- Other duties as assigned.

Requirements

- Highly qualified to teach ELL (appropriate to grade level responsibilities) in Florida
- ESOL endorsement or certification required
- Experience directly teaching ELL students
- Bilingual preferred
- Strong technology skills (especially with Microsoft OS and MS Office programs)
- Excellent communication skills, both oral and written
- Customer-focused approach
- High degree of flexibility
- Demonstrated ability to work well in fast-paced environment
- Team player track record
- Willingness to travel for school-based meetings, trainings, marketing and state testing events (may require occasional overnight travel)
- Ability to work remotely
- Ability to work some occasional evening hours, as needed to support some families

School Counselor

School Counselor will support students and manage instructional programs. Through use of the telephone, Internet, and various curriculum tools they will consult regularly with Learning Coaches and students with course selection, scheduling and will be the initial point of contact for student concerns that span multiple subject areas as well as non-academic issues. The School Counselor will become an expert on course and credit requirements and will work to establish counseling processes for middle and high school students.

The School Counselor will be responsible for the successful completion of the following tasks:

- Advise students and families related to academics, career planning and graduation;
- Keep abreast of all high school graduation requirements, including special requirements such as community service, and communicate this information to the High School Coordinator and to the principal;
- Assist students and parents with the secondary school course selection process according to specific state credit and graduation requirements and student needs and interests. An integral part of this process is assisting students and parents to develop a Four-Year Plan for meeting graduation requirements;
- Advise students with issues related to dropping courses and changing schedules, seeking support as needed, while ensuring that the school's course selection and drop policies are adhered to;
- Review student transcripts and the entry of credits into the online transcript system;
- Follow procedures to ensure that Connections Academy transcripts are accurate and up to date;
- Work with the administrative assistants to obtain school records from the student's previous school (where applicable) and forwarding student records when appropriate;
- Implement programs for students and families related to interpersonal adjustment issues;
- Work with school teams to identify and help families access school and community resources;
- Participate in the development of crisis prevention and management plans for the school and serve as a key member of the Student Support Team (SST);
- Coordinate a team of middle and elementary school teachers to help identify students who are "at risk" or "in crisis"; Act as the main point of contact for these students and families, communicating regularly with them;
- Implement efforts to secure complete and accurate records for Connections Academy students;

- Support families through the school withdrawal process, assisting with data collection regarding withdrawal;
- Report and refer critical incidents that jeopardize student well-being as obligated by law, administrative regulations, or ethical standards. Stay abreast of all state regulations relating to incident reporting and documentation;
- Assist teachers when students enroll mid-semester, making sure that teachers receive guidance on integrating the students into their coursework, and ensuring that previous grades, credits, and evaluations are handled appropriately;
- Communicate with the Curriculum Team to ensure that curriculum offerings meet state requirements;
- Understand the requirements for and assist the principal to facilitate the administration of all high school testing, including exit exams, PSAT, SAT, ACT, and AP exams;
- Help students to research and understand their post-secondary career and educational options;
- Support professional development activities for teachers and school staff members;
- Assume teaching and grading duties as necessary including teaching middle school elective courses;
- Coordinate high school graduation ceremonies;
- Other duties as assigned.

Requirements

- Florida Professional School Counselor certification
- Strong technology skills (especially with Microsoft Office products)
- Excellent communication skills, both oral and written
- Customer focused approach
- Excellent attention to detail and organizational skills
- High degree of flexibility
- Team player with demonstrated leadership skills
- Demonstrated ability to work well in fast-paced environment
- Willingness to travel on occasion for marketing and state testing events (may require occasional overnight travel)

Attachment O. Personnel Policies, if developed

We have included an employee handbook, which contains the proposed personnel policies.

EMPLOYEE HANDBOOK

This is a draft handbook provided to the Governing Board by our Educational Services Provider, Connection Education. It will be used as the basis for the Coastal Connections Academy Employee Handbook and is subject to modification by the Board and its Counsel.

This employee handbook is a sample and, if the charter application is approved, will be modified to reflect Coastal Connections Academy's mission and vision and compliance with all Florida laws and regulations.

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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 Education® 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 students in grades K-12.

Pearson Online and Blended Learning (POBL)

POBL 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. POBL partners can choose from a full catalog of online courses coupled with expert online teaching and platform options tailored to their specific programmatic needs.

PURPOSE OF THE HANDBOOK

These policies have been prepared for all full-time and part-time school staff, 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 school staff in acquainting themselves with the school, and to serve as a reference manual for information about employment policies and procedures.

The organization reserves the right to add to, suspend, delete, or modify any part of the handbook, at any time and without notice although staff will be kept apprised of important changes in our policies, procedures, and practices. However, you may not always be notified in advance of a change or the reason for the change. Furthermore, the organization reserves 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 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 in the Virtual Library. Federal, state, or local laws prevail in the event there is a conflict with the content of this handbook.

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 staff member 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 staff member is required to perform the job duties applicable to their position in a satisfactory manner. At any time, they may be asked to perform duties outside of the job description consistent with the culture of collaboration and teamwork within the school. Staff are expected to perform additional duties in the same manner as listed in their job description.

MANAGER RESPONSIBILITIES

REPORTING OBLIGATIONS

Any staff member whose title is manager, supervisor or higher and/or who supervises other staff members, for purposes of this section referred to as "Management", must follow the policies set forth within this handbook. Management MUST immediately (within twenty-four (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 the school's designated Human Resources Partner.

MANAGER/STAFF RELATIONS

Management is expected to maintain appropriate and professional relationships with all staff. Managers and supervisors should remain objective in all interactions with staff and should never show any preference or favoritism.

DISCLOSURE OF CONFIDENTIAL INFORMATION

Management is prohibited from disclosing personal staff information to internal or external parties, without prior approval from Human Resources and/or the School Leader. State law may mandate disclosure of select confidential information.

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

HIRING PRACTICES

Any level of management charged with hiring must comply with the Equal Employment Opportunity policy. Management must also comply with the recruiting and hiring practices of the Human Resources Department. Please refer to the myLearning portal for further information.

Additionally, a manager or supervisor 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 or supervisor to be excused from the interview process. Specifically, if a manager or supervisor is making any decisions related to the background check of an applicant which they have a personal or professional relationship with, it is imperative that Human Resources is involved in discussions with the applicant.

OUTSIDE EMPLOYMENT

Outside employment is additional employment for which compensation is paid by an external source. This employment must not interfere with job performance or interfere with an assigned work schedule and therefore must not occur during a staff member's standard school work hours. 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.

REQUIRED TRAINING PROGRAMS

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

Staff should expect to take training including, but not limited to, suicide prevention, child abuse, and cyberbullying as mandated by state laws.

TERMINATION OF EMPLOYMENT

- **Notice and Severance:** We request that staff members who plan to resign notify their supervisor in writing at least two (2) working weeks prior to their last day. For those 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 duties in a professional manner. The right to work through the end of a notice period is at our discretion.
- **Last Pay and Payout of Earned Leave:** Staff who resign or are terminated will be paid through the last day worked, including any overtime worked. Staff will be paid for unused vacation leave according to the terms of the Vacation Policy. Medical, dental, and vision benefits end on the last day of the month in which the staff member has terminated employment.
- **Return of Property and Equipment:** As provided in the Property and Equipment Policy, a staff member must return any of these items in their possession no later than the last regular day of employment. If a staff member fails to return the organization's 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 staff 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 Guide.
- **Exit Interviews:** In instances where a staff member voluntarily leaves, we would like to discuss the reasons for leaving and any other feedback. All information will be kept confidential to the extent possible.

DRAFT

PRE-EMPLOYMENT, HIRING, AND TRANSFER POLICIES

EQUAL EMPLOYMENT OPPORTUNITY POLICY

The principles of equal employment opportunity are vital to 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, veteran status, or other category protected by state or federal law.

RESPONSIBILITIES

Human Resources is ultimately responsible for developing, communicating, and enforcing the principles set forth in this policy.

Continued success in equal employment opportunity depends not only on the commitment and involvement of those directly responsible for the implementation but also on the dedication of all staff. Assuring equal employment opportunity is a fundamental and direct responsibility of all levels of management. All supervisory staff are responsible for implementing the principles of this policy and ensuring that all supervisory actions are carried out in a nondiscriminatory manner.

This policy applies to all staff members, supervisors, or managers, at any level. Any manager or supervisor who becomes aware of allegations of unlawful discrimination or harassment must bring the allegations to the attention of their supervisor or Human Resources.

UNLAWFUL HARASSMENT

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

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

INTERNAL COMPLAINT PROCEDURES

If a staff member believes they have been unlawfully discriminated against or harassed, they should immediately inform their manager. If the staff member believes that their manager is the source of the problem, or is uncomfortable with this approach for any reason whatsoever, they should contact the school's designated Human Resources Partner. 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 a staff member perceives someone to be acting in a way inconsistent with the Code of Conduct, including complaints about the violation of this policy, do not hesitate to report it to the Human Resources Department.

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

REQUIRED DOCUMENTATION

Any required documentation or forms, either paper or electronic must be completed and returned to Human Resources within three (3) business days of the first date of employment. Required documentation may vary depending on the position, or the state in which the staff member works or lives.

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

Federal regulations require that within three (3) business days of the first date of employment, all staff 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, some states may require E-verification.

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 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 background checks performed would affect an individual's ability to do their job and/or the safety of the workplace or our customers. Background checks and other clearances or verifications as required by state and federal law are conducted at the time of hire and thereafter as required by state and federal law,

The following standard checks are conducted for all employees:

- County and/or statewide criminal checks for addresses in the previous seven (7) years
- Social security number verification
- Sex offender check or U.S. criminal indicator search
- Additionally, we have the right to verify educational credentials and conduct 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 information that could be detrimental to the organization was withheld during the interview and/or hiring process, employment may be terminated.

ARRESTS OR CONVICTIONS DURING EMPLOYMENT

Staff who are arrested for or convicted of a felony or misdemeanor offense that could directly impact their ability to perform their job, have a negative impact on the organization, 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 their manager and Human Resources. Staff who have been arrested for or convicted of a felony or misdemeanor during employment that impacts their ability to perform their job, or has a negative impact on the organization, may receive disciplinary action, up to and including termination.

In accordance with state law we may be required to report to the appropriate agency(ies) any arrests or convictions of licensed staff.

EXPIRATION OF EDUCATIONAL CREDENTIALS

Some staff, as a condition of employment, must maintain valid credentials. It is the staff member'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 staff members with any notice required by federal or state law or regulation of such expiration.

Failure to maintain and/or renew required credentials may result in disciplinary action, up to and including unpaid leave, suspension or termination. School staff should reach out to their manager or the Compliance Services team with any questions on required credentials.

Noncompliance with this policy could result in unpaid suspension beginning the day after the expiration date of your credential(s). If after thirty (30) days of unpaid suspension you have not submitted the required credentials, your employment could be terminated.

INTERNAL APPLICATIONS, PROMOTIONS, AND TRANSFERS

INTERNAL APPLICATIONS

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

As with external hiring, equal consideration for internal transfer or promotion is given to all who apply in accordance with the Equal Opportunity Policy. Additional consideration may be granted to internal applicants dependent upon their duration of service with the organization.

ELIGIBILITY

Generally, staff members should be in their current position for at least one (1) full school year before applying for another internal position.

In addition to the time in their current position, staff must satisfy all the minimum requirements listed on the job posting and must meet current performance expectations. Additionally, staff must not have had disciplinary action against them within the current school year.

TIMING

In order for schools to adequately serve student needs, staff member are generally prevented from transferring positions at any time during the school year.

It is important to maintain continuity in service to our students. Management has discretion in these decisions as they are empowered with determining what best suits student needs.

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

EXCEPTIONS TO ELIGIBILITY REQUIREMENTS

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

If a staff member 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 need/urgency, an exception may be made.

FAMILIAL AND PERSONAL RELATIONSHIPS BETWEEN EMPLOYEES

Any staff member involved in a non-work-related personal or romantic relationship with another staff member within the organization may not be the supervisor or have perceived influence or authority over the career advancement, compensation, or performance appraisal of the other. A non-work-related 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 a romantic relationship, an external business relationship, or any other relationship that could create the potential for a conflict of interest in the workplace.

Exceptions to this policy must be approved by the Vice President of Human Resources. If there is a question concerning if a relationship constitutes a conflict of interest, please contact Human Resources.

STAFF WITH CHILDREN ENROLLED IN A CONNECTIONS ACADEMY SCHOOL

COMMUNICATION TOOLS

Staff who have children enrolled in a Connections Academy school may not use instant message systems or other forms of communication that are not available to other families when communicating with their children's instructors. Staff should communicate with their children's instructors through the methods available to all Learning Coaches as indicated in the School Handbook.

Keeping the methods 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

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

DRAFT

COMPENSATION AND BENEFITS POLICIES

CATEGORIES OF EMPLOYMENT

- **Regular Full-Time:** A regular full-time employee is an employee who is regularly scheduled to work at least thirty (30) hours per week. Teachers are considered full-time employees even if they are not scheduled to work during the summer. There are two (2) types of regular full-time employees.
 - **School Administrative Employee:** A school administrative employee is a regular full-time employee who works on a twelve (12) month-basis. (July 1st-Jun 30th).
 - **School Non-Administrative Employee:** A school non-administrative employee is a regular full-time employee who works on a ten (10) month school calendar.
- **Regular Part-Time:** A regular part-time employee is an employee who is regularly scheduled to work fewer than thirty (30) hours per week.
 - **Part-Time Staff:** Staff working less than twenty (20) hours a week and Adjunct Teachers are not eligible for paid time off or benefits, unless required by state law.
- **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 benefits, unless required by state law.
- **Term of Project:** A Term of Project employee is an employee working longer than six (6) months but shorter than twenty-four (24) months, for the purpose of working on a specific, defined-term project. Employment will terminate when the project is completed. A Term of Project employee could be full-time or part-time and can be a school administrative or school non-administrative employee classification. In certain limited, extraordinary situations, a Term of Project assignment can be extended for additional periods of time not to exceed six (6) months; however, such extensions must be approved by Human Resources before the end of the twenty-fourth (24th) month, and before the extension has been communicated to the Term of Project employee. Term of Project employees are not eligible for incentive compensation.

CLASSIFICATION AS ESTABLISHED BY THE FAIR LABOR STANDARDS ACT

- **Exempt:** Exempt employees 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 eligible for overtime pay, as defined under the FLSA. Unless otherwise required by law, 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. Employees are compensated only for hours worked.

PAYDAYS/PAYCHECKS

For payroll calculation purposes, the standard work week runs from Sunday morning through the following Saturday evening. Staff members are paid semi-monthly on the fifteenth (15th) and the final day of each month. If the pay date falls on a Saturday or Sunday, staff will be paid the Friday before the fifteenth (15th) or final day of each month. Advances in pay are not permitted. Staff will have their compensation payments spread over twenty-four (24) 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 the semi-monthly pay.

Payroll information must be submitted by the established due date 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.

TEN-MONTH STAFF PAY STRUCTURES

EXEMPT TEN-MONTH STAFF PAY STRUCTURE

Unless a state statute or regulation requires otherwise, exempt ten-month staff member's annual salaries will be paid over a twelve-month period, to include pay during the summer months. Staff members will continue to receive normal payments for a 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 the school's first and last pay dates. If a ten (10) -month exempt staff member does not work the entire school year their pay will be prorated to reflect the percentage of scheduled workdays actually worked. Normal deductions for taxes and benefits will reduce this gross amount.

NON-EXEMPT TEN-MONTH STAFF PAY STRUCTURE

Non-exempt ten-month staff are paid based on hours worked. Therefore, they receive pay only during the ten (10)-month period in which they perform work.

MERIT INCREASES

For all exempt and non-exempt ten-month staff 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 staff member 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

Staff members who are on a leave of absence on the date merit increases are schedule to take effect, will not receive their merit increase until they return to work.

INCENTIVE COMPENSATION

Based on your position you may be eligible for incentive compensation. Positions eligible for incentive compensation will be noted in a staff member's offer letter. For eligible positions, incentive compensation is based on individual and school performance and the payment is made no later than October 31st of the following year. In order to receive the payment, the eligible staff member must be employed on the date in which the payment is made.

If you have questions pertaining to incentive compensation, please speak with your School Leader or Human Resources.

EXPENSE REIMBURSEMENT

You will be reimbursed for certain travel 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 to Concur within thirty (30) days of incurring the expense. Please review related materials on the Virtual Library.

NON-EXEMPT EMPLOYEE TRAVEL POLICY

Some non-exempt positions require occasional travel within the United States. Staff members in positions classified as non-exempt under the Fair Labor Standards Act are eligible for compensation for the time they spend traveling. The compensation a staff member 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 staff member's normal work schedule) on any workday of the week is treated as work hours. Travel time within normal work hours will be paid at the staff member's regular hourly rate and will be factored into overtime calculations.

TRAVEL TIME IN ADDITION TO NORMAL WORK HOURS

Any portion of authorized travel time (except for driving time equal to the normal commute to the staff member'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 outside of normal work hours, they will be compensated at *one-half* their regular hourly rate for that portion of travel time. If one half of the hourly rate is below the state minimum wage, the staff member will be compensated at the minimum wage rate.

TRACKING AND REPORTING TRAVEL TIME

Staff are responsible for accurately tracking, calculating, and reporting travel time in accordance with this policy.

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

If a staff member requests a specific travel itinerary or mode of transportation 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.

SOCIAL SECURITY

You may be required by law to contribute a set amount of your wages Social Security and Medicare. The organization matches your contribution as required by law. Some staff members may be exempt from contributing to Social Security because of their participation in a state retirement system.

UNEMPLOYMENT COMPENSATION

You may be eligible for unemployment compensation, under certain conditions, for a limited period. 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, workers' compensation insurance coverage is provided for all staff who become injured or ill during their regular work assignments.

REPORTING A WORKPLACE INJURY

- **Report Your Injury Immediately:** Notify your supervisor of any work-related injury or illness. It is your supervisor's responsibility to notify Human Resources. A written report on the injury or illness must be provided to Human Resources within **twenty-four (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 use 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 immediate 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 you are unable to return to work for a certain length of time, you may be entitled to receive workers' compensation pay. In those serious cases requiring extended absence(s) from work, it is your obligation to keep your Human Resources Partner informed of your status.

EMPLOYEE BENEFITS

All available staff benefits are described in the Benefits Guide. 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 approximately ten months per year as outlined in the school calendar. The standard school work hours for all school-based staff members are established by the School Leader, with approval from the Director of Schools, and are noted accordingly in the School Handbook for parents and students. The support staff must also be made aware of the approved schedule. 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 their actual working hours to be determined by the amount of time required 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. Some staff members may be eligible, however, to request Flex Time. Flex time allows a staff member to come in one (1) hour late or leave work one (1) hour early and make up that time at another time within the same week. Flex time may be requested a maximum of two (2) times per month. The employee must have the request approved beforehand by the employee's direct supervisor, document the flexible schedule on the Staff PTO Google calendar. Due to pre-determined black-out dates, Flex Time may be unavailable at certain times throughout the year.

ADJUNCT TEACHERS

Adjunct teachers are part-time staff who work at home or at an alternative location. Adjunct teachers are required to consult with their supervisors 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 staff member has a primary work location and work schedule for the purposes of this policy.

Staff members are responsible for being on time as defined by their supervisor and the needs of the organization. Staff members are responsible for submitting a leave request for any absence as required by Human Resources. All leave requests must be made in increments of two (2) hours.

Staff Members are required to call their supervisor each day they will be absent or late and must gain supervisor approval to leave work early. Notifying fellow staff 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 successive days because of illness, you will be required to provide written documentation from your 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) successive days without notifying your supervisor 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, without permission from your supervisor can be detrimental to the school. Three (3) such incidents in a ninety (90) day period will be considered a "tardiness pattern" and will carry the same weight as an unexcused 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 or a widespread health crisis) 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 have permission to work from home as home-based staff 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 staff member 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 staff are provided with a web-based Education Management System (EMS) and remote access capability, there may be an opportunity for office-based staff to also work 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 staff, 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 not 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 accurate contact information for your manager.

COMPENSATION DURING OFFICE CLOSURE

If a staff member is expected or requested to work from home, they will receive standard compensation for hours worked. If a staff member who is expected or requested to work from home is unable to work, they must use paid time off.

During a partial-day office closure, those 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 and would be compensated for the duration of the partial closure.

PAID TIME OFF REQUESTS DURING OFFICE CLOSURE

If a staff member without work at home privileges had previously requested paid time off and the office is closed that day, may have that request cancelled. If a staff member with work at home privileges had previously requested paid

time off and the office is closed that day, they may still take that day off and thus would not have their request cancelled.

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

HOLIDAYS

SCHOOL ADMINISTRATIVE STAFF

We provide certain paid holidays each year to regular full-time and part-time twelve-month staff.

The observed annual holidays schedule is issued by Human Resources is located on the Virtual Library at Home > Employee Resources > HR Resources (handbooks, benefits, payroll) > **Attendance (Leave, Holidays, Weather).**

SCHOOL NON-ADMINISTRATIVE EMPLOYEES

Teachers and other school staff who work a total of 195 days per school year, on an approximate work cycle of ten (10) months, follow the holidays established in their School Calendar.

PROCEDURE

If school requirements dictate, a supervisor has the right to require a staff member to work on a scheduled holiday and substitute an alternate day in its place. In order to be eligible for paid holidays, a staff member must work the last scheduled workday before and the first scheduled workday after the holiday, unless they submitted a request for paid time off and received approval in advance of the holiday. Exceptions may be made if a staff member provides Human Resources with documentation for an illness or other emergency.

If it becomes necessary for some staff 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 staff member 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 pay).

HOLIDAYS AND OVERTIME

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

HOLIDAYS AND VACATION, SHORT-TERM DISABILITY, SICK LEAVE AND FMLA LEAVE

Whenever a recognized organization holiday falls within a scheduled vacation period, the staff member will receive holiday pay for that day, and it will not be charged to vacation time.

If a holiday falls during a period of STD, the staff member does not receive holiday pay; the time is charged to STD and is paid at the usual 66 2/3% or 100% rate.

If a paid holiday occurs while a staff member is on paid sick leave, they will be paid for that holiday, and the day will not be charged to sick leave.

A staff member on unpaid Family and Medical Leave (FMLA) during the occurrence of a recognized organization holiday will not receive holiday pay.

If a holiday falls during intermittent Family and Medical Leave (FMLA), the staff member will receive holiday pay only if they are scheduled to work on the holiday.

TERMINATION ON DAY PRIOR TO HOLIDAY

Staff, who are terminated, voluntarily or by organization action, on the day preceding a holiday, are not eligible for holiday pay.

PAID TIME OFF – VACATION

SCHOOL ADMINISTRATIVE STAFF

Paid vacation leave is provided each school year to regular full-time and regular part-time school administrative staff based on length of service. Staff members will be credited for years of service within the organization for purposes of vacation time calculation.

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

VACATION SCHEDULE – REGULAR FULL-TIME STAFF

Years of Service	Max Number of Vacation Hours per Year
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In the first school year, staff receive vacation according to their month of hire:

July - September	80
October - December	60
January - March	40
April - June	0

After the first school year, vacation hours are allocated as follows:

Years of Service	Maximum Number of Vacation Hours per Year
Start of 2 nd school year	112
Start of 3 rd school year	144
Start of 7 th school year	160
Start of 10 th School Year	184

When staff members attain their 15th year of service, and on each five-year anniversary thereafter, they will receive an extra forty (40) hours of vacation in that significant anniversary year only, up to a maximum of two hundred (200) days.

Vacation time is allotted on July 1st of each school year. However, for payment of accrued vacation time upon termination of employment, see the below “Termination of Employment” section.

VACATION SCHEDULE – REGULAR PART-TIME EMPLOYEES

Years of Service Max Number of Vacation Hours per Year

In the first school year, staff receive vacation according to their month of hire:

July – September	40
October – December	30
January – March	20
April-June	0

After the first school year, vacation hours are allocated as follows:

Start of 2 nd school year	56
Start of 3 rd school year	72
Start of 7 th school year	80
Start of 10 th school year	92

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

Vacation time is allotted for school administrative staff on July 1st of each year. However, for payment of accrued vacation time upon termination of employment see the below “Termination of Employment” section.

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.

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, subject to their work schedule as defined in the previous “Categories of Employment” section.

REQUESTING VACATION

The school will try to accommodate vacation requests. All vacation must be requested in advance and must be

approved by the staff member's supervisor. The supervisor has the right to decline a request if the vacation schedule interferes with school needs.

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

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

PAYMENT IN LIEU OF TIME OFF

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

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

No vacation time may be carried over to the following school year unless it is at the written request of the school and approved by Human Resources. Under those circumstances, a maximum of forty (40) hours may be carried over, and the carry over time must be used by the end of the first quarter in the school year. Further, staff may carry such vacation time for use only. Under no circumstances will a staff member be paid for unused carry-over vacation time, except where:

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

CERTAIN STATE LAW REQUIREMENTS

In cases where state law requires carry over vacation from year to year, the maximum vacation accrual that any staff member may retain shall equal one and one-half times that staff member's annual vacation allotment at their current annual vacation accrual rate. If a staff member's earned but unused vacation reaches this maximum, they will not accrue any additional vacation. If the staff member later uses enough vacation to fall below the maximum, they will resume earning vacation pay from that date forward. In such case, no vacation will accrue for the period in which the vacation accrual was at the maximum.

TERMINATION OF EMPLOYMENT

Staff members who leave the organization will be paid for prorated unused vacation for that year only based on the number of full calendar months the employee 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.

Staff members who terminate employment due to disability (i.e., are eligible to receive LTD or Social Security disability benefits), or who voluntarily resign or are involuntarily terminated as a result of job elimination or reduction in force after twenty (20) years of service and have worked at least one (1) day of the school 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 school years will be paid, except where required by state law and as discussed in the "Payment in Lieu of Time Off" section.

VACATION AND LEAVES OF ABSENCE

Staff who are eligible for the following types of leave will receive their full vacation accrual for the school year:

- FMLA
- STD
- Workers Compensation
- Military

However, staff members who go on an unpaid leave of absence will receive prorated vacation time based on the amount of time worked.

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

Staff members 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 above "Payment in Lieu of Time Off" section.

If a staff member has a military obligation that requires a two (2)-week tour of duty, the two (2) weeks will not be charged to vacation and will be paid according to the Military Leave Policy.

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 the staff member is on paid sick leave, they 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 a staff member has used their sick time for the year, alternate may be used.

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

SCHOOL ADMINISTRATIVE STAFF– REGULAR FULL-TIME

Regular full-time school administrative staff are advanced up to forty (40) hours of sick leave per school year on July 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 staff member's scheduled work hours per week. Sick leave can be rolled over from school year to school year with a maximum of eighty (80) accumulated hours.

Newly hired staff, during their first school year of employment, will receive sick hours based on their date of hire:

July-September	40 hours
October-December	24 hours
January-March	16 hours
April-June	8 hours

SCHOOL ADMINISTRATIVE STAFF– REGULAR PART-TIME

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

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

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

SCHOOL NON-ADMINISTRATIVE STAFF– REGULAR FULL-TIME

Regular full-time school non-administrative staff earn up to thirty-two (32) 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 sixty-four (64) accumulated hours.

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

July – December	32 hours
January – April	16 hours
May – June	8 hours

SCHOOL NON-ADMINISTRATIVE STAFF– REGULAR PART-TIME

Regular part-time school non-administrative staff receive prorated sick time based on a twenty (20) hour work week. Regular part-time school non-administrative staff 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.

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

July – December	16 hours
January – April	8 hours
May – June	4 hours

SPECIFIC PROVISIONS FOR CALIFORNIA RESIDENTS

Staff residing in the state of California who do not receive paid sick leave under the above sections will receive -four (24) hours of paid sick leave at the beginning of the school year or on their 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.

Staff who fill out a timesheet will have their time allocated in UltiPro Time Management (UTM), which can be accessed through the UltiPro employee portal. Staff that do not fill out a timesheet will receive their PTO in MyCal.

Staff 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 staff member, in accordance with the procedure for use of sick leave, should give as much advance notice as possible.

PROCEDURE FOR USE OF SICK LEAVE

Prior to or on the day of an expected absence from work due to illness, the staff member must contact their manager directly. The staff member 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 staff member is ill. The staff member should not provide medical details to the manager). Once a staff member exhausts all of sick and personal time, remaining days must be taken as unpaid time off.

Human Resources reserves the right to request medical documentation to support any sick day use, in accordance with applicable law.

EXTENDED ILLNESS

For absences due to illness which extend beyond three (3) consecutive working days, please contact Human Resources. (In such case, staff 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. Sick days will not be reinstated and will be considered exhausted, unless required by state law.

PAID TIME OFF – PERSONAL

SCHOOL NON-ADMINISTRATIVE STAFF—REGULAR FULL-TIME

Regular full-time school non-administrative staff hired in the current school year will earn sixteen (16) personal hours if hired by December 31st and eight (8) hours if hired between January 1st and April 30th. If a school non-administrative staff is hired on or after May 1st of the current school year, they will not receive personal days for the current school year.

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

Start of 2 nd school year	48 hours
Start of 3 rd school year	64 hours

Start of 7th school year

80 hours

Start of 10th school year

96 hours

Staff members who are rehired into a benefit eligible position within one (1) school year of their termination date will receive service credit for personal days based on their original hire date.

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 the staff member's manager.

If employment is terminated prior to the end of the school year, the staff member is eligible for pay out of personal days if they have worked at least ninety (90) days of that school year.

SCHOOL NON-ADMINISTRATIVE STAFF-REGULAR PART-TIME

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

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

Start of 2 nd school year	24 hours
Start of 3 rd school year	32 hours
Start of 7 th school year	40 hours
Start of 10 th school year	48 hours

Staff who are rehired into a benefit eligible position within one (1) school year of their termination date will receive service credit for personal time based on their original hire date.

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 the staff member's manager.

OVERTIME FOR NON-EXEMPT EMPLOYEES

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

ADJUSTED SERVICE DATES

Twelve (12) month staff who are rehired into a benefit eligible position within the same school year of their termination date will receive service credit for paid time off based on their original hire date.

Ten (10) month staff who are rehired into a benefit eligible position within the same school year of their termination date will receive service credit for paid time off based on their original hire date.

TRANSFERS BETWEEN EMPLOYMENT STATUSES

Staff who transfer from temporary or part-time to a regular full-time or Term of Project twelve (12)-month position will be eligible for vacation and sick time based upon their transition date according to the "New Hire Allocation" for their

first year only. Thereafter, beginning July 1st of the next school year, staff will be allocated vacation and sick time based on the number of school years worked.

Staff who transfer from a regular full-time or Term of Project twelve (12)-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.

Staff who transfer from a ten (10) to twelve (12)-month position will be eligible for vacation based upon their length of service. These staff members will receive sick time based upon their transition date according to the "New Hire Allocation" for their first year only. Thereafter, beginning July 1st of the next school year, staff will be allocated vacation and sick time based on their length of service.

Staff who transfer from a twelve (12) to ten (10)-month position will be eligible for personal time based on their length of service. Sick time will be allocated based upon their transition date according to the "New Hire Allocation" for their first year only. Thereafter, beginning the first teacher workday of the next school year, staff will be allocated personal and sick time based on their length of service using their original hire date or rehire date, if applicable.

Staff who transfer from temporary or part-time to a regular ten (10)-month position will be eligible for personal and sick time based upon their transition date according to the "New Hire Allocation" for their first year only. Thereafter, beginning the first teacher workday of the next school year, staff will be allocated personal and sick time based on their length of service using their original hire date or rehire date, if applicable.

Staff who transfer from a regular full-time ten (10)-month position to a temporary or part-time status will be paid for their unused personal time as long as they have worked at least ninety (90) days of the current school year.

Staff who transfer positions and who have an original hire date as well as a rehire date(s) will only receive service credit for their original hire date if they are rehired into a benefits eligible position within one (1) year of their termination date. If a staff member is not rehired within one (1) year into a benefits eligible position, they will receive service credit based upon their rehire date. For example, a staff member who leaves the organization and is re-hired after two (2) years, will receive service credit based upon their rehire date, if the staff member 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 staff members are provided with up to five (5) days of paid bereavement leave. If the funeral or arrangements are held out of town and requires extensive travel, or if there are other extenuating circumstances, consult Human Resources for support. Human Resources may require the staff member to provide proof of death (i.e. copy of obituary listing staff member as a family member or notice from a funeral home stating relationship to staff member).

Staff members may request time off to attend funerals or arrangements for individuals other than immediate family members but will need to use personal or vacation time to cover the absence. If a staff member 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 to determine of hours worked in the workweek towards overtime for non-exempt employees.

JURY DUTY LEAVE

We recognize a staff member's civic responsibility to serve on a jury if summoned and selected. 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 to determine hours worked during the workweek for the purpose of calculating overtime. Unless otherwise required by law, staff members may take unpaid leave as needed to perform jury duty.

To be eligible for paid leave under this policy, a staff member must submit a copy of their jury certificate of attendance to Human Resources upon receipt and must inform their manager on a daily basis when they are required to be in court. The staff member is also required to report to work on partial or full days when the court does not require the staff member's presence. Upon being excused from jury duty, staff members are required to submit either the stamped jury duty summons or a certificate of attendance to Human Resources.

LEAVE FOR EMPLOYMENT RELATED LEGAL PROCEEDING

A staff member will be granted paid leave if they are 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 staff member may be reimbursed for travel expenses incurred at the standard rates.

To be eligible for paid leave under this policy, the subpoena or court order must be related to the individual's employment at their Connections Academy school, or an affiliated school or program. The staff member is required to present proof of the court order or subpoena to their supervisor. Additionally, the staff member must submit a copy of their subpoena or court order to Human Resources upon receipt. The staff member is required to report to work on partial or full days when the court does not require the staff member's presence or testimony.

To be eligible for paid leave, the hours that the staff member is required to appear in court or provide testimony must be between their 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 included in the total workweek hours when calculating overtime.

All subpoenas, court orders, or any other legal communications or documents involving Connections Education, the staff member's Connections Academy school, or an affiliated school or program should be directed to the School Legal Department through an Issue Aware ticket.

A staff member will not be eligible for paid leave under this policy if they are the complainant, or the party filing the action against Connections Education, their Connections Academy school, or an affiliated school or program, or attending a legal proceeding in any capacity not mandated by court order.

MILITARY LEAVE

Staff members 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 staff members will continue to earn service credit. In addition, eligible staff who return from such military leave are guaranteed a job to the extent required by law if they comply with reinstatement requirements. Staff members must provide proof of military leave obligations (e.g., military orders) upon receipt. For further information on USERRA please refer to the USERRA poster posted on the Virtual Library.

MILITARY LEAVE AND BENEFITS

Regular full-time staff 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. Staff 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.

Staff members on active duty military leave will still receive their full vacation, sick and personal day accrual for the year. However, while on active duty military leave, carry over of unused leave time is not permitted. A staff member can request to be paid for unused vacation and personal days at the start of their active duty military leave.

A staff member on active duty military leave has the right to remain on the school's benefit plans for two (2) years following the first month of service. The Employer 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 staff member is otherwise eligible. For information regarding your 401 (k) plan treatment during active duty military leave please refer to the Summary of Plan Provisions. Upon return from active duty military leave, a staff member has the right to reinstatement in benefits plans.

Under the current law, staff members on a active duty 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 staff member qualifies for through skills, performance, education, and training.

A staff member must notify their manager (if possible) at least one (1) month prior to beginning active duty military leave. Additionally, a staff member must produce a copy of their military orders as soon as practicable. A staff member 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

Exempt 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. Compensatory time is paid time-off that may be taken during the school year and applied to normal school work hours.

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 OFF

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 earned in two (w) hour increments. Teachers are limited to a maximum of forty (40) hours of compensatory time per school year.

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

REQUESTING TO USE COMPENSATORY TIME OFF

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 their sole discretion, that taking the time off as requested might adversely impact school operations. Compensatory time is not transferable to other staff members and will not be paid out to staff members in the form of compensation at any time.

TRACKING OF COMPENSATORY TIME OFF

Compensatory time will be tracked through myCAL. Teachers or supervisors 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 staff 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 twenty-six (26) workweeks of leave to care for a member of the Armed Forces, including a member of the National Guard, Reserves or a veteran under certain circumstances, who:

- is undergoing medical treatment, recuperation, or therapy
- is otherwise in outpatient status
- 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 they began the treatment, recuperation or therapy.

A staff member 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 staff member 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 (12)-month staff who begin leave after July 1, must exhaust all paid leave during the FMLA absence. The remainder of the twelve (12) weeks are unpaid, except when the staff member qualifies for STD for their own serious health condition.

If a twelve (12)-month staff member requests leave under this policy scheduled to begin prior to July 1, they are required to exhaust fifty percent (50%) of all their paid time off allocated for that year.

If a ten (10)-month staff member requests leave under this policy scheduled to begin on or after January 1, they are required to exhaust all their paid time off allocated for that school year.

If a ten (10)-month staff member requests leave under this policy scheduled to begin prior to January 1, they are required to exhaust fifty (50) percent of all their paid time off allocated for that school year.

The use of paid time off during FMLA leave does not extend the length of FMLA leave, and paid time off will run concurrently with the staff member's FMLA entitlement. Available sick leave may be used for personal illness or injury or that of their child.

A staff member may receive STD compensation resulting from a disability if they are eligible during FMLA leave. In the event a staff member is determined eligible to receive STD benefits, the first five (5) workdays will be charged to sick leave. Sick leave is not reinstated unless mandated by state law. If no sick leave is available, the first five (5) workdays are unpaid unless the staff member selects to use personal or vacation leave. After the sick days are paid, short-term disability benefits may continue for up to twenty-five (25) additional weeks.

A staff member may use available unused personal and vacation leave, 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 twelve (12) months of the child's birth or placement. If staff members are married and both employed by the organization, they may only take a *combined* leave of twelve (12) weeks per year for the birth/adoption of a child.

To take leave to care for a family member with a serious health condition, medical certification of the serious health condition, and the medical necessity to assist with the care of the family member must be provided.

All time used for STD or worker's compensation will be counted toward the twelve (12)-week allotment. Certain eligibility rules and requirements may apply under different state laws. Those affected will be provided with additional information if applicable.

Eligible staff may take leave intermittently when medically necessary and with proper medical certification as required by law. Intermittent leave may be used in full day or partial day increments. For partial day increments, the timesheet should reflect the actual amount of time spent away from the school.

Compensation and paid time-off benefits may be prorated depending on the duration of intermittent or reduced leave. If a staff member wishes to be compensated for time off work, the time must be used in accordance with the paid time off policy. Staff taking intermittent FMLA leave must make a reasonable effort to schedule their leave to avoid disruption in school operations. Under certain circumstances the staff member may be temporarily transferred to an alternative position, with equivalent pay and benefits that better accommodates a reduced schedule or intermittent leave.

ELIGIBILITY AND PROVISIONS

Staff member assigned to an office with more than fifty (50) staff member 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 FMLA.

FMLA is not paid leave. Upon returning to work, staff members will be placed in their original or equivalent position to the one they held prior to FMLA leave. In some instances and regardless of planned FMLA leave, the staff member's position may be eliminated to meet business needs; please contact Human Resources for additional information.

Staff must submit FMLA requests in writing to Human Resources at least thirty (30) days in advance when the leave is foreseeable, or as soon as practicable thereafter. If leave is due to the personal illness of the staff member, or to care for a family member with a serious health condition, medical certification is required within fifteen (15) days from commencement of the leave request, unless it is not practicable to do so despite good faith efforts. In cases where a staff member requests FMLA leave in conjunction with short-term disability, the short-term disability application will serve as notice of medical certification.

While on leave, staff must maintain regular contact with their manager and Human Resources to update their status and intention to return to work at the end of the FMLA leave period.

Prior to returning to work, a staff member who takes leave due to their own serious health condition is required to submit certification from a healthcare provider that they can resume work. Upon return from leave, any benefit coverage that had been suspended will be reinstated. Use of FMLA leave will not result in the loss of any employment benefits accrued prior to the start of the FMLA leave.

If a staff member gives notice of their intent not to return to work, maintenance of health and other benefits will cease. Failure 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 LEAVE (PSIL)

The Parental and Serious Illness in the Family Leave (PSIL) Policy provides FMLA eligible (employed for one (1) year and worked at least 1,250 hours over the twelve (12) months preceding the requested leave) regular full-time staff with up to four (4) weeks of paid time off in the following circumstances:

- Parental leave to care for a child after birth, to be used in one (1) week increments.
- Serious illness in the family leave to care for or make arrangements relative to that care for a seriously ill spouse, domestic partner, child, parent, or parent-in-law, which may be used in single day increments.

A "child" under this policy is typically considered a dependent child under the age of eighteen (18). In certain situations, at our sole discretion, we may approve leave for staff needing to care for adult children over the age of eighteen (18) if circumstances warrant. Any request for leave to care for children over the age of eighteen (18) under this policy must be approved by Human Resources.

All time used for PSIL will be counted toward the twelve (12) week FMLA maximum and must be utilized before unpaid leave begins. Parental Leave must be used within six (6) months of the date of birth, placement for adoption/ foster care or another qualifying event.

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

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

NOTICE REQUIREMENTS

When leave is foreseeable, at least thirty (30) days advance notice to Human Resources is required. Failure to give reasonable notice may result in delay or ineligibility to use PSIL leave. Staff members must always contact their manager when they intend to be absent.

CERTIFICATION AND REPORTING REQUIREMENTS

Staff requesting leave under PSIL should review the “Leave of Absence Request Process: document, location on the Virtual Library. For leave under PSIL, staff members must provide medical certification by a physician or practitioner.

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

MATERNITY LEAVE

Full-time staff who deliver a baby are eligible for paid Maternity Leave in addition to Short-Term Disability, for a total of ten (10) weeks of paid leave. The duration of Maternity Leave used is determined by the length of Short-Term Disability.

All time off for Maternity Leave will run concurrently with FMLA leave and must be used immediately following Short-Term Disability. Please reach out to Human Resources if you have any questions.

FINANCIAL AID FOR ADOPTION

Full-time staff are eligible to receive financial assistance up to \$10,000 to offset expenses associated with adoption and surrogacy. Please see the [Financial Aid for Adoption Policy](#) for additional information.

UNPAID LEAVE OF ABSENCE

We expect all staff 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. Staff who need extended time off from work for personal or other reasons, which do not qualify under FMLA, may be approved to take an unpaid leave of absence at the sole discretion of Human Resources.

Upon the first instance of taking an unpaid leave day without approval, the staff member will receive a written warning and may be placed on probation. The second occurrence will be grounds for termination.

An approved unpaid leave of absence does not guarantee the right to return to work or return to the same position. Though not obligated, the school will attempt to place the staff member into a position upon their return. Failure to accept an offered position will be considered a voluntary resignation without notice. Staff members 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 a staff member wishes to take an unpaid leave of absence for a non-medical reason, they must have exhausted all paid time off **except** sick leave. Sick leave can never be used for non-medical leave.

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

Unpaid leave requests must be submitted to Human Resources by the staff member, and requests must be approved by Human Resources and in some cases, the School Leader. Paid leave does not accrue during an unpaid leave of absence.

PERFORMANCE AND DISCIPLINARY ACTION POLICIES

STAFF PERFORMANCE MANAGEMENT

Performance refers to work performance, attendance and punctuality, conduct, and compliance with policies and procedures. Staff performance is the key to achieving school results and organizational productivity. Informal and formal performance feedback tools are utilized to assist staff in developing high levels of performance.

Staff members receive a performance review in advance of their salary review date. Performance reviews are conducted annually at the end of the school year as well as mid-year in December or January. Staff members also receive periodic feedback both formally and informally from their supervisor. This feedback may be written or verbal.

Based on those reviews and other factors (e.g., position level, general market condition, internal equity, the school's overall performance and merit increase pool, etc.), staff may be eligible for a merit increase. All salary increases must be reviewed and approved by two (2) levels up in the organization and by Human Resources.

Given that salary reviews are performed on a "common review date," a staff member's first merit increase as well as their incentive compensation (if eligible) is prorated based on their start date. A performance review does not guarantee an increase in salary.

Increases are prorated to reflect the amount of time the staff member was away from work, including unpaid 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 Staff Pay Structure policy for proration calculations.

DISCIPLINARY PROCESS

Staff 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 job description. Staff 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, up to and including immediate termination of employment will depend upon the staff member's conduct and the relevant circumstances. It is not a guarantee of continued employment to be placed on an improvement plan as part of the disciplinary process. Staff members are expected to meet their performance obligations daily. Certain cases involving serious policy violations warrant a written warning with probationary status. This type of disciplinary action carries a contingency stating any further violations of policy or unacceptable performance or behavior, it will be grounds for termination.

WORKPLACE CONDUCT POLICIES

STANDARDS OF CONDUCT

To provide staff with comfortable and safe working conditions, we maintain standards of professional behavior that must be followed. Although it is impossible 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 the school and/or Connections, affiliated entities or persons
- Theft, misappropriation, unauthorized possession, use / removal of school or Connections property
- Carrying weapons or explosives, violating any criminal law while on school property or on organizational business
- Fighting or otherwise threatening, intimidating, coercing, or interfering with supervisors, coworkers, or guests
- Using profane, obscene, or abusive language while on school property or on organizational business
- Sleeping during working hours
- Gambling or other immoral or disorderly conduct while on school property or on organizational business
- A pattern of chronic or excessive absenteeism, tardiness, leaving work early, or any other violation of the attendance policy
- Failure to properly notify an absence
- Failure to satisfactorily perform job duties, including insubordination or refusal to comply with instructions
- Hiring a third party to perform a staff member's assigned job duties
- Intentional abuse, negligence, or destruction of school property
- Violation of any safety rule, policy, practice, or procedure
- Causing injury to a person or damaging property, machinery, equipment, supplies, or negatively impacting the reputation of the school or our associates
- False, fraudulent, misleading, or harmful statements or omissions concerning another staff member or students, parents, colleagues, teachers, and vendors or any statement that is harmful or disloyal to the organization
- Dishonesty or providing false information to your supervisor or other staff
- Misuse of private information and data created in the course of organization operations concerning staff members, students or their families.
- Conduct, in our sole opinion, that reflects adversely on you or the organization
- Failure to properly follow any rule or procedure, or violating any policy in this handbook
- Other acts, in the opinion of school management and/or Human Resources, that warrant disciplinary action

RESPECT FOR OTHERS

We expect our staff to treat each other, students, teachers, vendors, regulators, legislators or any third party during 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 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 rule, behaviors that affect another staff member'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. Persistent use can create a hostile workplace environment and may amount to a form of harassment. All staff are cautioned to avoid such language. Persons improperly subjected to

offensive language should report the incident, using the procedure outlined in the Preventing Workplace Harassment policy.

PROFESSIONAL ETHICAL STANDARDS

Staff members must maintain high standards of personal and professional conduct and behavior in all interactions and communications.

Staff are required to use sound professional judgment when communicating with students and parents while handling situations requiring sensitivity. All school policies and protocols must be followed regarding FERPA and other dealings with students, parents, learning coaches and any agencies which may be associated with a Connections family.

Staff must display the highest integrity and the best judgment and ethics and use their professional skills to the best interests of all. Staff must use only legal and ethical means when seeking to influence governmental legislation or regulations. Lastly, staff 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, always endeavor to improve the school.

REPORTING UNETHICAL BEHAVIOR

ETHICS HOTLINE

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

Who should use the Ethics Hotline?

Any staff member who has information about possible criminal activities, ethical violations, or other work-related incidents should use the Ethics Hotline. **A staff member's first option is to report suspicions to a member of school management or Human Resources**, but if they are uncomfortable with the direct approach, the Ethics Hotline may be utilized.

What types of incidents should be reported?

Staff members are encouraged to report situations or events that could potentially harm students, the school(s), colleagues, 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 Human Resources. At no point will the identity of the individual reporting the concern be revealed without their consent. Raising a concern or reporting misconduct in good faith is the right thing and such action will not be subject to discipline or retaliation. If the investigation of a concern reported through the

Ethics Hotline reveals the initial report was done with malice or ill intent, it will be deemed the reporter will 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 staff, we encourage direct communication with colleagues, manager, and/or members of school management. For staff who prefer to remain anonymous, the Ethics Hotline is available at any time, twenty-four (24) hours a day, seven (7) days a week.

CONFLICTS OF INTEREST

Staff are prohibited from engaging or appearing to engage in any activities that conflict with the school's interests. A conflict of interest, or the appearance thereof, may occur when an interest in, association with, and/or employment by another school or educational management organization, suppliers of goods or services, etc. is such that the ability to act in the best interests of the school may be called into question.

Please discuss any questions or concerns regarding conflicts of interests with your supervisor 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, supplier, etc.
- Performing outside work for another entity while working for the school or a Connections program
- Transmitting confidential information to a student/parent/caretaker, vendor, competitor, or other individual who is not a staff member and who does not have authorization to receive it; and
- Using organizational facilities, equipment, labor, or supplies to conduct outside activities
- Having an intimate relationship with any student, parent/caretaker of a student, staff member under direct supervision, 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

Staff members are to avoid any conduct that gives rise to a conflict of interest or the appearance of a conflict of interest. Specifically, all staff must comply with laws that preclude giving 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 organization for which goods or services are not provided in return as part of an ordinary business transaction. This may include tangible items, meals, and/or travel expenses. Accordingly, staff members must have all gifts reviewed by the Legal Department by creating an Issue Aware ticket.

Staff members may not give, solicit or accept gifts to or from any other person or entity that has sought or seeks a business relationship with the school or organization unless approved through the Issue Aware process. Giving gifts to vendors, students and government officials is prohibited. In no event should any gift of cash, including gift cards, be accepted or made.

If a staff member receives an unsolicited gift, they must promptly notify their manager, in writing, and take the following action:

- Return the gift with a letter to the donor explaining the Organization's 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 explaining the Organization's Gift policy.

- When it is necessary to write a letter as prescribed above, the recipient should provide a copy of the letter to their manager and should submit it to the Legal Department.

AUTHORIZATIONS AND APPROVALS

Under no circumstances is a staff member, other than those who have purchasing responsibility authorized in writing, to commit to any purchase or agreement that financially obligates the school or organization. If a staff member is required to procure goods and services, the appropriate authorizations from the staff member's supervisor must be obtained in accordance with the organization's fiscal policies. Failure to obtain the proper authorizations/approvals will result in disciplinary action and/or a requirement the individual accept personal responsibility for an obligation wrongfully made in the school's name.

SOLICITATION AND DISTRIBUTION

Staff members are prohibited from soliciting and/or distributing non-school material in work areas and during school hours. Bulletin boards, internal directories, interoffice mail, email, and other organizational resources are to be used only for school business purposes unless designated otherwise.

Staff members 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 work time or during the work time of the staff to whom such activity is directed.

If the activity is not disruptive, staff 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. Permitted activities will be determined by school management. Requests to conduct fundraising activities must be approved in advance by the School Leader.

The school reserves the right to sponsor certain nonprofit fundraising events. However, participation will not be required.

APPEARANCE AND DRESS

The school strives to provide a work environment that is both professional and comfortable. Staff member's dress, grooming, and personal hygiene should be appropriate to the school environment in accordance with guidelines set forth by the supervisor. In general, school members are expected to dress and present themselves in a manner that is acceptable in a school setting.

When meeting with families, students, and/or external parties or visitors at the school, staff members should dress in accordance with the expectations of those individuals. Staff members who are dressed inappropriately may be asked to return home to select suitable attire. Any questions concerning the dress code, should be direct to an immediate supervisor or Human Resources.

ANIMALS IN THE WORKPLACE

Pets are not permitted at the school office or at school related events unless they are the staff member's registered service animal. If you have questions regarding registered service animals, please contact Human Resources for additional information and requirements.

CONDUCT WHILE DRIVING

Staff members are completely responsible for any accidents, fines, or traffic violations incurred while operating personal vehicles. While driving a personal vehicle, or a rental vehicle for organizational business, the staff member's personal automobile insurance will be considered primary and any organizational provided coverage secondary.

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

SOCIAL MEDIA POLICY

The school believes in utilizing social media sites to foster online collaboration and share what the school does, but staff members are expected to do so responsibly. As these online communication platforms continue to evolve, so will school policies. Staff members should 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 staff, or the school's interests. The policy provides standards for staff who choose to contribute or participate in blogs, wikis, social networks (Facebook, Instagram, Twitter, etc.), virtual worlds, user-generated audio and video (YouTube), or other social media. The standards of conduct apply to online activities and any information or comments posted publicly may be escalated to Human Resources for review.

Staff members are discouraged 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, the interaction should be logged, 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 a staff member's personal information, staff members may still have access to the personal information of a student. In such a case, information learned about students through these networking and social media sites may trigger a 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 (7) of the National Labor Relations Act.

PARTICIPATION IN SOCIAL MEDIA SITES

1. Write about what you know. Ensure that statements you make are accurate and factual. Be exciting and creative when talking about your organization or school, but do not exaggerate or guess. If someone asks a question you do not 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, manager, 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 office. Be sure 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 line 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 a staff member, you are creating perceptions about the school and organization. Make sure that content associated with your school is consistent with the school's values and standards of conduct.
5. Respect your audience. It is fine to have a healthy debate, but do not disparage others. Carry the 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, correct it. Just make sure you indicate that you have done so before modifying postings.
7. Identify yourself appropriately. Do not misrepresent who you are – if you are 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 staff officially designated by the school have the authority to speak on behalf of the school.

PROHIBITED ACTIVITIES ON SOCIAL MEDIA SITES

1. Do not violate your confidentiality and non-disclosure agreement. Follow the official policies on protecting the school's proprietary and confidential information. Things you absolutely cannot 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. Do not disrupt the learning environment. Teachers and school administrators should maintain a supervisory, professional, and respectful relationship with students.
5. Do not publish information about students.
6. Do not publish personally identifiable information, including photos, about your colleagues without their consent.
7. Do not 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 example child abuse and neglect, consistent with the laws of the state in which you work and the school's policy.

SUBSTANCE ABUSE

The school is committed to maintaining a safe, healthy, and efficient working environment, therefore requiring a drug-free workplace. Staff 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. Staff are also prohibited from consuming alcohol in the presence of any students or families enrolled in the school or attending a school function.

Staff who take over-the-counter or prescription medication are responsible for being aware of any adverse effect the medication may have on the work performance. Please promptly report to your supervisor if the use of medication might impair your ability to perform the job safely and/or effectively. Depending on the circumstances, staff members may be reassigned, forbidden to perform certain tasks, or prohibited from working if they are deemed unable to perform their jobs safely and/or properly while taking such medication. It is a violation of this policy to take over the counter or prescribed medication contrary to its proper use.

Use of property and equipment, a school vehicle, or a personal 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 is prohibited.

Staff members should contact their supervisor if they are aware of illegal activity at the school. Full cooperation with school management and/or Human Resources is required if they are involved in substance abuse investigations. Staff

members referred for treatment that do not remain drug/alcohol free, and/or perform unsatisfactorily on the job, may be subject to termination.

DEFINITION OF “CONTROLLED DANGEROUS SUBSTANCE”

“Controlled dangerous substance,” as used in this policy, has the same meaning as the term “controlled substance” in the Controlled Substances Act (21 U.S.C. 802), and includes (1) any substance that has not been legally prescribed 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 staff members from taking prescribed medication under the direction of a physician, provided that the prescribed medication does not impair performance or threaten safety, security and/or property, or that of the school and/or co-workers. The use of prescribed medication in a manner that is inconsistent with the directions of a physician is not exempt from general prohibitions on substance abuse.

SEARCHES

The organization reserves the right to carry out searches of staff and staff member’s property, including desks, work areas, files, lockers, bags, or other personal belongings (including vehicles), while at any of school sites or work-related areas, if there is a valid reason for such a search.

DRUG AND ALCOHOL TESTING

Under this Drug and Alcohol Policy, the organization may require pre-employment testing, reasonable cause testing, post-accident testing, unannounced random testing, and follow-up testing.

- **Pre-Employment Testing:** The school 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:** The school may require a drug and/or alcohol test whenever abuse is reasonably believed from the facts and circumstances, such as: appearance, conduct, speech or body odors, appearing to be under the influence of a controlled substance or alcohol; or otherwise violating any aspect of this policy, federal, state or local law/regulations.
- **Post-Accident Testing:** The school may require a drug and/or alcohol test whenever staff are involved in or contributed to a work-related incident that resulted or could have resulted in injury to any person or damage to property. Tests will be performed within two (2) hours of the accident or as soon as practicable following the accident. A staff member who is seriously injured and cannot provide a specimen at the time of the accident shall provide the necessary authorization for obtaining hospital reports and/or other documents that would indicate if any controlled substances or alcohol was present in their system.
- **Unannounced Random Testing:** The school may perform unannounced randomly selected drug testing. Once notified, the staff member must report to the testing site immediately. The random selection process will be such that every covered staff member has a substantially equal chance of being selected for testing each time, regardless of whether they were previously subject to testing. Human Resources may limit the random selection pool to staff in certain positions.
- **Follow-up Screening:** If the staff member in the course of employment enters an employee assistance program for drug or alcohol-related problems or a drug or alcohol rehabilitation program, the school may require follow-up testing.

EMPLOYEE ASSISTANCE AND REHABILITATION

The school encourages any staff member 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, the school and/or Human Resources reserves the right to determine whether to allow the staff member an opportunity to be placed in or enter into a rehabilitation program agreement as an alternative to termination.

No staff member will be subject to disciplinary action solely for acknowledging a drug or alcohol problem and seeking treatment for the problem. However, to take advantage of that protection, staff must come forward and seek treatment before they are asked to take a drug or alcohol test, or are suspected of violating any aspect of this policy.

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

CONFIDENTIALITY

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

STAFF WHO WORK WITH CHILDREN

It is the school's policy to ensure the safety and well-being of all children participating in activities. To report suspected cases of child abuse and neglect consistent with the requirements of applicable law. A staff member will not knowingly be placed in a position that has direct contact with children if they are/were accused and/or convicted of crimes against children, child abuse, or child neglect. Individuals who have direct contact with children must pass appropriate background screening measures.

AWARENESS OF POSSIBLE ABUSE/NEGLECT

All individuals participating in school activities where children are present are responsible for being alert to possible abuse or neglect. We provide training to staff who interact with children, which includes guidelines for identifying and procedures for reporting suspected child abuse or neglect. All staff must comply with the procedures established in this training.

NON-FRATERNIZATION POLICY

School staff are strictly prohibited from engaging or appearing to engage in personal relationships with students that are outside the scope of a professional adult/student relationship. If conduct is believed to constitute a crime under state or federal law, violators of this policy will be reported to the appropriate law enforcement authority. In addition, the parents/guardians/ Caretaker of the student affected will be notified of the student's involvement and the actions taken.

INTERACTION WITH STUDENTS

Any staff member who interacts with students should be familiar with and comply with the policies contained within the School Handbook Supplement as it pertains to harassment or treatment of students. Harassment or treatment of a

student that is prohibited by the School Handbook Supplement is not tolerated. Any staff member who violates the policies in the School Handbook Supplement may receive disciplinary action.

TRANSPORTATION OF STUDENTS BY STAFF AND STUDENT HOME VISITS

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

A staff member may be permitted to visit the home of a student if the student's parent or guardian is present. Prior to such a visit, the staff member must gain approval from the School Leader or School Leader's designee. Further, any staff member visiting a student's home must do so with at least one other staff member. It is never permitted to conduct a home visit without another staff member in attendance.

ACTIONS IN THE PRESENCE OF CHILDREN AND FAMILIES

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

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

INAPPROPRIATE PHYSICAL CONTACT WITH CHILDREN

Staff members 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 staff, or its customers.

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

PREVENTING WORKPLACE HARASSMENT

The harassment or intimidation of staff 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 class protected by federal, state, or local law is strictly prohibited. The school does not tolerate harassment or hostile actions in the workplace by a person. Prompt action will be rendered to correct any harassment, up to and including disciplinary actions or termination.

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 adversely affects an individual's working conditions. This policy applies to harassment of any staff member by another staff member, a supervisor or manager, or any other individual with whom a staff member interacts in the course of their employment at the school, including but not limited to parents/caretakers, vendors, suppliers, contractors, or other similar individuals.

DEFINITIONS

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

- **Verbal conduct:** comments 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 sexual advances, request for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, where:
 - It is expressed or implied that an staff member's submission to or refusal of the conduct will have any effect on their 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 is so severe and pervasive it creates an intimidating, hostile, or offensive work environment.

SEXUAL HARASSMENT

All staff have the right to work in an environment free of sexual harassment. The school prohibits sexual harassment in all its forms. This Policy applies to all staff members by any other individual regardless of their position with the school and extends to individuals the staff member may come into contact with during the course of their professional work day; including new hire applicants, contractors, and vendors.

Some examples of sexual harassment include, but are not limited to, the following:

- Offensive remarks about a person's sex
- 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 person, such as repeated sexual flirtation, advances, innuendo, propositions, gestures, jokes, or mockery;
- The public display or distribution of sexually oriented objects, pictures, literature, 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.

Whether at the school or any other work-related settings, such as school sponsored trips, conventions or conferences, or school sponsored social events, this policy applies to all workplaces and workspaces utilized during the scope of employment. Staff members are expected to conduct themselves in a professional manner in the workplace and at any other when representing the school. Exemplary professional conduct is essential to promote quality work, and to ensure a school environment free of discrimination. Physical conduct of a sexual nature, even if welcomed by another staff member, is prohibited in the workplace, or in any school-related setting.

Please refer to the harassment training provided at the start of employment for more detailed information on all forms of harassment and school policies on harassment.

COMPLAINT PROCEDURE

Staff members are encouraged, if possible, to inform their sexual harassment offender that their behavior is unwelcome and request the sexual harassment behavior to stop. Any manager who becomes aware of allegations of harassment must bring the allegations to the attention of the School Leader and Human Resources. Staff who believe that they are being harassed or have been harassed, are encouraged to report the conduct to the School Leader and Human Resources for immediate review.

Complaints will remain confidential to the extent reasonable and practicable while under investigation and as their unique circumstances warrant. Complaints will be investigated promptly, thoroughly, and impartially.

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

INVESTIGATION PROCEDURE

During an investigation, Human Resources will instruct and provide guidance to participants of the investigation regarding confidentiality, and staff members are expected to fully comply with these instructions in order to maintain the integrity of the investigation.

Any staff members who are questioned as part of an investigation must be forthcoming and candid in answering all questions and must not withhold information pertinent to the investigation.

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

PROTECTION AGAINST RETALIATION AND SANCTIONS

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 is prohibited. 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.

Any staff member that violates this policy or makes a false or malicious complaint of sexual harassment, regardless of position at the school, will be subject to discipline, up to and including termination.

AUTHORITY AND RESPONSIBILITY

If a supervisor learns that a staff member is suffering potentially harassing behavior, the supervisor must act expediently to ensure that the harassing behavior is investigated, and if necessary, promptly stopped. All supervisors are responsible for preventing staff 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 above outlined procedures. If an incident is not reported, but a supervisor is aware of potential harassment, this must also be reported immediately and at the very least within twenty-four (24) hours to Human Resources.

Managers must immediately report any allegations of harassment, even if the allegations are against the individual required to report the allegations. Managers have a legal duty to report harassing behavior, even if the complaining staff member requests that the matter be kept confidential. The matter will be kept as private as possible and the staff member will be protected from retaliation.

Managers should follow up with the staff member periodically during the investigative process, as well as after the investigation has been completed, to ensure that they are not experiencing retaliation or further harassment.

WHISTLEBLOWER POLICY

A whistleblower is defined as a staff member who reports an activity that they consider to be illegal or dishonest. Examples of illegal or dishonest activities are violations of federal, state or local laws, and fraudulent financial reporting.

If a staff member has knowledge of or a concern of illegal or fraudulent activity, they must contact their manager and Human Resources. A staff member 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 a reasonable extent. In some instances, 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.

NON-RETALIATION

No staff member will endure retaliation for reporting in good faith potential violations of any policy, or for filing, testifying, assisting, or participating in any investigation, proceeding, or hearing conducted by the organization or by a federal or state enforcement agency. Prohibited retaliation includes, but is not limited to, demotion, suspension, failure to receive equal consideration in 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. All reports of retaliation should be submitted to Human Resources.

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

ISSUE RESOLUTION PROCESS

The school encourages open and direct lines of communication between staff at all levels of the organization. It benefits everyone when staff feel free to bring questions, suggestions and concerns directly to their supervisors. Examples of issues 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 staff 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.

The resolution process detailed below. Staff members 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 (2) levels of management. A staff member must, in good faith, make every attempt to resolve the issue with their immediate supervisor and, if that is not successful, then with their 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, the staff employee should proceed directly to step 2.
2. If the immediate supervisor 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 a full description of the issue, Human Resources will help the staff member and their supervisor consider how policies, procedures, and practices relate to 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 Human Resources to contact the appropriate individual on your behalf.

4. If the issue is not resolved by either Human Resources or school management, staff members can request that the matter be presented to the school's Board of Directors (if applicable) for final consideration or staff members can contact the Board directly. The contact information for the school's Board of Directors is located on the school's web site.

DRAFT

CONFIDENTIAL RECORDS – ACCESS, RETENTION, AND DISCLOSURE POLICIES

HANDLING CONFIDENTIAL INFORMATION

PERSONALLY IDENTIFIABLE INFORMATION

The school and all school staff must comply with the Family Educational Rights and Privacy Act (FERPA) in the handling of student data (see discussion below). Personally identifiable information must be protected, especially social security and financial account numbers, under state and federal privacy laws. Failure to comply with these requirements may result in legal liability to the organization and/or the school. Furthermore, the confidence of regulators and students and their families depends upon fully exhibiting these responsibilities.

The hard drives on all issued laptops 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 organizational information or systems, staff members 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. Staff should only view Data View export files when connected to the network. Use must be temporary and be followed by prompt deletion, as specified in the next bullet.
- To the extent student information does not include a social security or a financial account number must, for legitimate 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 it is required by any regulatory authority or vendor to transmit a file that contains this kind of information, contact the MIS helpdesk and request assistance to appropriately encrypt or otherwise store the file.
- Laptops and other electronic devices such as smartphones that receive the organizational/school emails must be password protected in case the device is lost or stolen. If it is necessary to temporarily leave a portable electronic device in a vehicle, lock it in the trunk.
- Failure to comply with the above requirements will be considered a serious breach of responsibility and may be grounds for termination of employment or other action(s) as provided for by school rules and policies, including discontinuing access to Connexus or the organization's network.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

All staff 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))

Staff are responsible for reviewing the requirements and only disclosing student information if specifically required by regulation and when such disclosure is permitted by FERPA. Staff 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 supervisor.

CONFIDENTIAL AND PROPRIETARY INFORMATION

Staff are responsible for limiting disclosures of confidential and proprietary information to those individuals who require this knowledge to perform their job responsibilities for the benefit of the school. Confidential information should not be disclosed to anyone except pursuant to a Non-disclosure Agreement approved by the Legal Department.

Staff 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).

Staff should not accept information or other materials from a 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 school and organization's work. Any authorized use of third-party confidential information must be compliant with the applicable Non-disclosure Agreement.

INTELLECTUAL PROPERTY POLICY

Intellectual Property is defined as an intangible creation of the human mind, expressed or translated into tangible form that is assigned certain rights of property such as inventions (patents), literary and artistic works (copyrighted works), and symbols, names, images, and designs used in commerce (trademarks). The organization is committed to the enforcement and protection of intellectual property rights as both a legal and an ethical imperative. All staff are expected 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. All staff are expected to take appropriate steps to protect the rights of the school and/or organization in its trademarks and works of authorship developed for or on behalf of the school and/or organization and to timely notify them of any potentially patentable inventions.

USING COPYRIGHTED AND TRADEMARKED MATERIALS

Staff must assure that work product is original and does not include material owned by third parties unless covered by a license agreement approved by the Legal Department. Staff members must assure 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, 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 Department if there are any questions regarding usage of third party copyrighted material and trademarks.

Plagiarism: Plagiarism occurs when a staff member claims or implies original authorship or incorporates material from someone else's written or creative work, in whole or in part, regardless of copyright notice, into their work product without adequate acknowledgement. Plagiarism is strictly prohibited and may represent a violation of law, exposing the staff member to criminal and/or civil prosecution.

False Information: We expect staff members to exercise honesty and integrity in all aspects of employment. Staff members are prohibited from providing false information to other staff members, students, or parents/caretakers. Staff members are also required to immediately report to Human Resources if they suspect that another staff member has provided false information to other staff, students, or families. Staff 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 a staff member is aware of another staff member falsifying data and fails to report the infraction, they may be subject to disciplinary action up to and including immediate termination.

Ownership and Rights to Materials Developed by Staff: Work product and ideas developed by staff part of their work for the school are owned by the organization.

Teachers are encouraged to contribute materials they have developed during their employment for use by the larger organization. Teachers are encouraged to collaborate with one another and share instructional resources to enhance professional practice and ultimately improve the academic success of the students. Materials that could be shared by the broader organization 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 organization has a non-exclusive license to use and modify these materials and such modified materials are organization owned derivative works. Any such materials contributed may be edited and formatted by the organization and used by the company in any way deemed appropriate. In addition, where a teacher places any approved content in the EMS, any such modifications and/or content will be organization owned derivative works. The organization will have the right to use such materials, modifications and/or content in any way deemed appropriate. Staff are free to retain a copy of their original (unedited) materials when they terminate employment, but any templates or third-party materials used or incorporated under an organizational license with permission from a third party must be removed.

EXTERNAL INQUIRIES

Any staff member who receives an external inquiry or request for documents from a regulatory or legal authority from the press; or who receives an inquiry concerning information not routinely provided during the normal course of work should refer such inquiries as follows.

- Refer all media inquiries to Public Relations.
- Refer all inquiries from lawyers or government agencies to the Legal Department.
- Refer all employment references requested to Human Resources. We do not respond to oral requests for references. All requests must be in writing accompanied by a signed authorization.
- Do not under any circumstances respond to requests for information regarding another staff member. If you receive a request for a reference, you should forward the request to the Human Resources.

RECORDS RETENTION

The school maintains a variety of records, including student and staff records. Record retention requirements and policies have been established for maintaining records. Staff members 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, School Leader, Human Resources, or if they are subject to a hold notice received from the Legal Department.

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

PERSONNEL FILES

A personnel file consists of physical documentation as well as electronic information stored on the Human Resources Information System. The original information in a 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.

A staff member 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 upon request within a reasonable amount of time.

ACCESS TO EMPLOYEE EXPOSURE RECORDS AND EMPLOYEE MEDICAL RECORDS

Under the Occupational Safety and Health Act ("OSHA"), staff members 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 workplace monitoring is conducted, data may be retained (e.g., lab reports, worksheets, etc.) for only one (1) year. In some cases, the sampling results and sampling plan, analytical and mathematical methods used, and a summary of 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 organization'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 (1) do not involve medical treatment, loss of consciousness, restriction of work or motion, or transfer to another job; (2) are made on-site by a non-physician; and (3) are maintained separately from the organization's medical program and its records.

If you work for the school for less than one (1) year, they may elect to provide you with these records upon termination of your employment rather than retaining them. The OSHA regulation entitled "Access to Employee Exposure and Medical Records" is available for review. If you would like a copy of the regulation and/or its appendices, please contact Human Resources.

WORK ARRANGEMENT POLICIES

ACCOMMODATION OF DISABILITIES

The school adheres to the requirements and regulations of the Americans with Disabilities Act of 1990 (ADA), as amended, the Rehabilitation Act of 1973, and all applicable federal, 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.

We are committed to providing an accessible workplace for all staff. We will make reasonable accommodations on behalf of individuals which qualify under ADA. An accommodation must improve the staff member's ability to perform their essential job functions. If an exact accommodation cannot be met, an alternative that is as effective in removing the workplace barrier will be offered. Written requests for accommodation should be directed to your manager and/or Human Resources. All requests will be reviewed and approved on a case by case basis.

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

OUT OF STATE EMPLOYMENT (RESIDENCY) POLICY

HIRING

All full-time employees must reside within the state of Florida, or within thirty (30) miles of the Florida state line. The School Leader may make an exception to this policy on a case by case basis to meet school needs. Employee Relocation

If a current employee requires relocation outside of the state of Florida, they must first seek written approval from the School Leader and HR. School needs will be taken into consideration upon relocation request, and relocation may only be permitted on a temporary basis (i.e. completing the school year or semester). Relocation expenses are the responsibility of the employee.

EMPLOYEE TRAVEL

All school staff must attend in-person events throughout the school year, including but not limited to:

- In-Person Staff Meeting during the first semester of each school year;
- At least one (1) field trip per school year; and
- All state testing windows as determined by the Statewide Assessment Schedule and/or our school district.

Staff are only eligible for mileage or travel reimbursement within the state of Florida.

NON-EXEMPT/HOURLY STAFF

Hourly staff 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 staff are required to record start/end time and lunch breaks on a daily basis on a timesheet. Hourly staff are also responsible for reporting accurate hours on their timesheets. Falsification of timesheet hours is strictly prohibited. Staff must submit their timesheet to their immediate manager for approval of hours worked.

WORK-AT-HOME POLICY

School staff 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 are provided below. The decision whether to allow a staff member to work at home is within the sole discretion of (1) the organization, and (2) any school that has contracted with the organization to act as its human resources agent. A supervisor can require a staff member with work-at-home privileges to come into the office or assigned office location at any time. If requested to come into the office or assigned office location and you fail to appear, disciplinary action may be taken.

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

WORK-AT-HOME CLASSIFICATIONS

HOME BASED STAFF (FULL-TIME)

1. Definition: “Home-based staff (FT)” are full-time staff who work at home five (5) days per week. For recordkeeping, training, meeting and administrative purposes, home-based staff are assigned to a specific office; or if requested, staff will be required to attend meetings at a public location as determined by school leadership.
2. Eligibility:
 - a. Applicants: In certain circumstances, an individual applying for a position may be offered the option of working as a home-based staff member. Generally, such offers are extended to assist in filling specific operational needs (e.g., securing an applicant who (1) is particularly well-qualified, (2) possesses experience or expertise in a subject area that is difficult to fill, (3) there is not sufficient space for the staff member in the office, etc.).
 - b. Current Staff Members:
 - i. Requirements: Most positions will be eligible for work at home as determined by the School Leader, however there may be specific roles that are not eligible for full-time work at home based on the tasks and requirements of the role. Eligibility is determined by the School Leader and staff members who work at home are expected to work at the same level and adhere to the same standards as they would in the school office.
3. Procedure
 - a. Applicants: When an applicant is hired as a home-based staff member, the work location (home-based) will be noted in the offer letter.

- b. Current Staff Members: Requests for home-based arrangements should be directed to the staff member's supervisor, who will consult with Human Resources to evaluate the suitability of such an arrangement. Factors to be considered include, but are not limited to, school needs, as well as the staff members job duties and responsibilities. In addition, certain grade levels, subjects, and positions may be better suited to a home-based arrangement than others.

OFFICE BASED STAFF (OCCASIONAL WORK FROM HOME DAYS)

1. Eligibility: At the start of employment, exempt employees may be eligible to work at home on a flexible schedule. Staff members working at home on a flexible schedule will be expected to come into the office for collaboration with co-workers or in person meetings, if the staff member is located within a reasonable distance from the office location. Non-exempt employees are not eligible to work at home. For more information, please contact your School Leader.
2. Exemptions: Certain roles may be designated as office based only due to the unique nature of the job duties.
3. Requirements: Most positions will be eligible for work at home as determined by the School Leader, however there may be specific roles that are not eligible for occasional work at home days based on the tasks and requirements of the role. Eligibility is determined by the School Leader and staff members who work at home are expected to work at the same level and adhere to the same standards as they would in the school office.
4. Procedure: Staff members should contact their supervisor to determine their specific work at home schedule or to request any changes to their work at home schedule.
5. Duration: Duration of employment requirements may be modified at the discretion of the supervisor.

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) a staff member 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 staff members returning from a leave of absence due to a short-term disability (i.e., maternity leave), the following eligibility requirements apply:
 - a. Staff members 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 staff member's performance meets the criteria.
 - b. Staff member must submit an authorization to return to work from a physician to Human Resources before work-at-home arrangement will be approved.
3. Procedure: Staff members who wish to work at home on a short-term basis should contact Human Resources.
4. Duration: Staff members 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.

HOME-BASED STAFF (PART-TIME)

1. Definition: Home-based staff (PT) are part-time staff members who work at home or at an alternative location. These staff members 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 staff member 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.

PROVISIONS

Work-at-home schedules will always be determined by leadership in ways that best address school needs. The School Leader may require the same designated work-at-home days to be taken by the staff member each week (e.g. every Friday of the week) unless a rotating schedule is determined and maintained by leadership. With advanced approval from their supervisor, a staff members work-at-home days can be changed on a particular week.

A staff member's "home" location is the address listed for that employee in Ultipro. Requests to work from anywhere other than the address in Ultipro requires supervisor approval.

Unless a specific business need permits and is approved by Human Resources, employees will not be permitted to work outside of the United States.

If a holiday falls on the same day as a staff member's work-at-home day, no additional work-at-home day will be granted for that week. Hourly employees working at home may only work the hours approved by their supervisor and must record all time worked at home on their timesheet.

A staff member's work-at-home schedule may be altered by school leadership at any time based on school needs.

WORK-AT-HOME STANDARDS

1. Work Environment: Staff are required to establish an appropriate work environment within their homes, in accordance with the requirements described in this policy.

2. Work Hours: Staff members 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 staff at their assigned school office location. A schedule showing work-at-home days must be maintained in accordance with the school’s scheduling process (i.e. on the staff member’s calendar).
3. Contact Information: Staff members who work at home must provide Human Resources with their best contact phone number(s) and mailing address via UltiPro and any changes in contact information must be immediately reported to Human Resources by updating UltiPro. Staff members who work from home must display their instant message status daily with their contact information.
4. Communication: Staff members who work at home are required to communicate with their supervisor in a manner and frequency consistent with other staff at their assigned school office location. Staff members should consult with their supervisor to discuss their respective expectations, as well as logistical issues that may arise.
5. Accessibility: Staff members 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 a staff member will not be available for a period of time greater than one (1) hour during their core hours, the staff member must notify their supervisor.
6. Phone Calls: All work numbers should be answered professionally and by the staff member only. All work numbers should have a professional voicemail message that indicates the staff member’s name and role.
7. Responding to Voicemails: Staff members who work at home are required to check their work voice mailboxes at least three (3) times per day and return calls from their supervisor within three (3) hours during normal work hours.
8. Responding to Instant Messages: Staff who work at home are required to respond to Instant Messages within (20) minutes during normal work hours.
9. Off-Site Responsibilities: Staff who work at home will be given an assigned office location. This location may be the actual school office, a public meeting location where the staff member will be expected to meet with their supervisor, or the staff member’s home address. These meetings may be scheduled on a regular and/or ad hoc basis. Some staff may be eligible to receive reimbursement for expenses related to traveling to their assigned office.
10. Evaluation: Evaluation of a staff member’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 staff at the assigned school office location, but with additional focus on work output and the completion of objectives, and less focus on time-based performance.
11. Confidentiality: Staff who work at home are required to take steps to prevent proprietary and/or confidential information regarding the organization, its staff, and its clients from unauthorized disclosures or unauthorized access. Staff should use locked file cabinets, and desks; practice regular password maintenance; and take other steps, as appropriate to protect proprietary and/or confidential information. Portable Media such as flash drives, CDRs, etc. should not be used to store or transport proprietary and/or confidential data under any circumstances without authorization from the MIS department (MIS). Staff members are required to follow all Information System policies. It is recommended that no proprietary and/or confidential data be printed from

the employee's residence. If proprietary and/or confidential data is printed, it must either be 1) returned to the school office or 2) shredded.

12. Contact with Students and Other Individuals

- a. Home Office: Staff who work at home are prohibited from granting access to their home-work location to students, potential students, their families or caregivers.

13. 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 school needs. Staff working at home should not act as primary caregivers for dependents. Dependents may be present at home; however, the dependents must not require the staff member's attention during normal work hours. Staff considering a work-at-home arrangement are encouraged to discuss expectations of telecommuting with family members prior to entering such an arrangement.

14. Expenses

- a. Mail: Staff who work at home may request reimbursement of costs incurred in mailing bulk or expensive materials (typically quantified as greater than \$5.00). A receipt from the carrier is required for reimbursement.
- b. Travel: Staff may be eligible for travel reimbursement in accordance with IRS guidelines and/or state law. Please review your school's Travel and Expense Reimbursement policy for more information.
- c. Home Office: Staff are responsible for all costs and expenses associated with the setup of a home office / workspace (e.g., remodeling, furniture, lighting, repairs, modifications, etc.). Repair, upgrade and/or replacement costs and liability for staff-owned equipment and furniture used during the work-at-home arrangement is the responsibility of the employee.

TECHNOLOGY

1. Computers

- a. Home-Based Staff: Generally, home-based staff will be provided with a computer and dependent upon job duties, related equipment. Equipment supplied is for business purposes only. Staff members must take appropriate steps to protect all organization-owned equipment from damage and theft. The employer will maintain an inventory of all equipment and/or materials that are provided to staff members working at home. Such equipment will remain property of the school. Upon termination of employment, return of all organization-owned equipment and property is required, unless other arrangements have been made.
- b. Office Based Staff with Work-at-Home Privileges: Staff who work at home on a short-term or occasional basis will be provided with a computer. Staff who work at home on a short-term or occasional basis are responsible for providing computer related equipment as required for their specific job duties. We are not responsible for loss, damage or repairs of any staff-owned equipment. Staff-owned equipment must meet certain minimum requirements, as determined by the MIS department. We reserve the right to modify equipment requirements with or without notice, at our sole discretion.

2. Broadband Service: Staff who work at home are required to maintain broadband access to the Internet, as well as a dedicated phone line that is available during working hours. If an unexpected technology issue occurs (e.g. Internet outage), the staff may take up to thirty (30) minutes to determine if the issue can be resolved. If it is unresolved or intermittent issues persist, the staff member will need to come into the school office or move to an approved location with required technology to continue working. For non-exempt employees, time spent commuting to the school office or approved location will not be compensated. Staff members must consult with

their supervisor to determine how to make up the time spent commuting to the school office or approve location.

REGULATORY COMPLIANCE / RISK MANAGERMENTS

1. Site Inspection Checklist: Supervisors may conduct on-site inspections and complete the site inspection checklist in the EMS. If the guidelines for the site inspection are not met, the staff member's work-at-home arrangement may be modified. Subsequent inspections may be required on an as-needed basis.
2. On-Site Inspection: Staff 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 staff member's core work hours.
3. Equipment and Workspace Design: Equipment and workspace design must meet all applicable standards and requirements. Upon request, we will assist in setting up a workstation. If you have an accommodation or ergonomics request, please contact Human Resources.
4. Reporting Injuries: Injuries sustained by a staff member while working at home may be covered by the workers' compensation policy. If you are injured while working at home, you must contact your supervisor and Human Resources immediately by completing a Report of Accident or Injury form, located on the Virtual Library.
5. Injuries to Visitors: We are not responsible or liable for injuries sustained by visitors to an staff member's home office or assigned office location.
6. Tax Considerations: In accordance with the law, all mandatory federal, state, local, and other deductions will be taken from a staff member's semi-monthly pay.

WORKPLACE SAFETY AND SECURITY POLICIES

WORKPLACE SAFETY

All staff must practice safety awareness by anticipating unsafe situations and reporting such conditions immediately. If a crisis or near-crisis situation arises at any school site, staff members should not attempt to handle it on their own. Immediately consult a manager and/or Human Resources and Compliance. If there is a medical emergency, call 911.

Practice safety around the office by not adjusting, or repairing machines and equipment, unless 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. Be familiar with the school's emergency action plans and report all injuries, illnesses, and accidents that are sustained while performing organization-related work or while on school property immediately, no matter how minor. If in a position necessitating the operation of machinery or equipment that requires specific training or certification, the appropriate certification and/or training must be completed prior to use.

SECURITY

The school is not be liable for the loss, theft, or damage of any personal property brought onto school premises; or for fire, theft, damage, or personal injury involving personal automobiles, their contents, or occupants. The school reserves the right to inspect and search all areas of school premises at any time without notice and to question individuals on school premises concerning safety and/or security matters. Furthermore, in order to promote the safety of staff and school visitors, as well as the security of the school's facilities, video surveillance may be conducted of any portion of the 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 the facilities and premises; as well as the person, vehicles, purses, packages, parcels, and other containers of individuals entering, leaving, or located on company property. The school may conduct these investigations, inspections, and searches to detect illegal or unauthorized drugs and drug paraphernalia, alcohol, weapons, removal of company property, or for other reasons at the school's discretion. For these reasons, duplicates of all keys issued to staff are kept.

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

Staff member assistance with efforts to provide for security—including authorization to conduct security inspections or cooperation with company security inspections—is expected as a condition of continued employment and is greatly appreciated. The school reserves the right to occasionally review “swipe” records at buildings where key cards are used for access as well as question staff about office entry at abnormal hours.

WORKPLACE VIOLENCE PREVENTION

The school does not tolerate acts of workplace violence committed by or against staff, associates, or families. We prohibit staff members 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 an individual to extreme emotional distress;
- Possessing, brandishing, or using a weapon while on our premises or engaged in company business;
- Damaging property intentionally; and
- Threatening to injure an individual or damage property.

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

STAFF 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. Doing so puts you in danger and leaves you and the school vulnerable to possible lawsuits.
- Always report violent, threatening, or harassing behavior to your manager and Human Resources. Alert your manager and Human Resources to the presence of strangers or any suspicious packages in your work area.

OUTSIDE THREATS

If a staff member is the recipient of a threat against the school or school staff, they are required to report the incident immediately. Please use the following guidelines for dealing with threats.

THREAT OVER THE PHONE

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

THREATENING EMAIL

If a threatening email is received, immediately forward the email to your supervisor and Human Resources.

MAIL THREAT

If a threat is received through the mail, notify your supervisor and Human Resources immediately. Save the letter and the envelope, and, if possible, do not handle open, smell, or taste the suspicious mail or packages. If a suspicious item is found (package, box, briefcase, etc.) that does not belong in the work area, immediately notify Human Resources. If you suspect the package contains a bomb, radiological, biological, or chemical threat; isolate the area immediately, call 911, and wash your hands with soap and water.

IN-PERSON THREAT

Please call 911 immediately.

DRAFT

PROPERTY, EQUIPMENT, AND INFORMATION SYSTEMS POLICIES

PROPERTY AND EQUIPMENT

Organization property or equipment and/or the property and equipment of the school (the “property or equipment”) is not for personal use and may not be removed from the premises without permission. The organization reserves the right to access and search all equipment. Computer systems, telephone systems, email, WebMail, and voicemail are to be used for school purposes only and will be monitored as appropriate. The organization reserves the right to bill a staff member for the cost of unreturned property or equipment upon separation, and/or the amount of personal telephone calls, if any, charged to a work phone account.

Office based staff must follow the procedures set forth by building management and the school regarding owned or leased facilities. Specifically, the non-smoking policy, which prohibits smoking of any kind, including but not limited to tobacco products, electronic cigarettes, marijuana, and cigars. Smoking in the presence of students or families enrolled in the school or attending a school function is strictly prohibited.

PARKING OPTIONS

Parking options are made available to all staff. The school is not responsible for lost, stolen, or damaged property while parking in one of these areas. Staff members are responsible for locking their car and ensuring that valuables are stored out of sight.

CELL PHONE/MOBILE DEVICE USE

To maintain productivity, the school will reimburse certain staff members in key positions for the use of a cellular phone or mobile device. Any staff member receiving reimbursement must have their cellular phone or mobile device listed in the organization’s HRIS system.

Staff who are not provided phones will not be reimbursed for use of their personal phones and are expected to make work calls from their office via provided technology.

SOFTWARE/HARDWARE POLICY

ACCEPTABLE USE

This section defines the boundaries for the “acceptable use” of the organization’s electronic resources, including software, hardware devices, and network systems. By using these hardware, software, and network systems, staff members assume personal responsibility for their appropriate use and agree to comply with this policy and other applicable organizational policies, as well as local, state, and federal laws and regulations.

SOFTWARE

All software acquired for or developed by staff or contract personnel on behalf of the organization shall be deemed organizational 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 the organization's computers without specific permission.

PURCHASING

All purchasing of company software shall be centralized with the MIS department to ensure all applications conform to software standards and are purchased at the best possible price. All requests for software must be submitted to the staff member's manager for approval. The approved request is forwarded to the MIS department, to determine and purchase the software that best accommodates the desired request.

LICENSING

The organization is responsible for enforcing all applicable licenses, notices, contracts, and agreements for software that is used on the organization's 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. License compliance is strictly enforced. Any violation by a user may cause the organization to be liable for the consequences of such violation.

HARDWARE

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

PURCHASING

All purchasing of computer hardware devices shall be centralized with MIS to ensure all equipment conforms to 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 staff member's manager for approval. The approval request is forwarded to MIS, to determine hardware that best accommodates the desired request.

OUTSIDE EQUIPMENT

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

ELECTRONIC COMMUNICATIONS, TELEPHONE COMMUNICATIONS AND ACCESS CONTROL SECURITY POLICY

ORGANIZATION PROPERTY

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

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

AUTHORIZED USAGE

The organization's electronic communications and telecommunications systems are used predominantly for school business activities. Incidental personal use is permissible so long as:

1. It does not preempt any business activity.
2. The manager is aware of the 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. Users 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.

STUDENT AND FAMILY COMMUNICATIONS

All educational and/or school related communications with students and families are required to be conducted via the organization's provided and approved tools and platforms. School staff are required to adhere to professional standards of conduct and must exercise good judgment and maintain professional boundaries when interacting with students and families. All communications must be appropriate and related to matters within the scope of their professional responsibilities. A list of approved communication platforms and tools, and more information on communication methods may be found on the Virtual Library: [Home](#)> [Employee Resources](#)> [Legal Resources \(FERPA, consultants, IP\)](#)> [Guidelines for Appropriate Use of Provided Communication Technologies](#).

SPECIFIC COMMUNICATION SYSTEMS REQUIREMENTS

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.

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 commonsense test is to ensure anything written in a webmail could be printed in a public newspaper and not be viewed as controversial or inappropriate.

EMAIL

Another important reminder concerns the use of the organization's email. Any emails that are sent using the organization's email system, 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 commonsense test as described for webmail. Confirm there would be no embarrassment to the sender, recipient, or the organization if printed publicly.

TELEPHONES

Phones provided for school 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 scheduled breaks and lunches.

GENERAL ELECTRONIC COMMUNICATIONS PROVISIONS

DEFAULT PRIVILEGES

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

USER ACCOUNTABILITY

Regardless of the circumstances, individual user account passwords must never be shared or revealed to anyone. 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, 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 password policy requires users to choose a password that is at least eight (8) characters long and a combination of letters, numbers and/or symbols. Staff members will be required to change their password every ninety (90) days, and you are not be permitted to re-use the previous five (5) passwords.

NO GUARANTEED MESSAGE PRIVACY

The school cannot guarantee t electronic and telephone communications will be private. Staff 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 the not school's policy 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 with the knowledge school management may examine the content of electronic communications.

STATISTICAL DATA

Consistent with generally accepted practices, the organization collects 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 staff member's communications during problem resolution. MIS staff may not review the content of a staff member'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 the manager or School Leader. Blanket message forwarding 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 personal electronic message storage areas. As the organization is responsible for public education, staff 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 keeping email servers from being overloaded. Each email account has a storage limitation that will notify the user when the maximum space in your account has been reached. At that point, users are required to archive or delete non-essential email.

INTERNET SECURITY & USAGE POLICY

SPECIFIC POLICY

All information traversing the organization's computer networks that has not been specifically identified as the property of other parties will be treated as an organizational asset. It is the organization's policy to prohibit unauthorized access, disclosure, duplication, modification, diversion, destruction, loss, misuse, or theft of this information.

In addition, it is the organization's 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

Generally, the computer network must be used for school business activities only. Incidental personal use of internet on the organization's network should be limited to break times.

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

INFORMATION MOVEMENT

At no time should a staff member download anything from the Internet without direct permission from 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.

Information from Internet should be considered suspect until confirmed separately 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 relatively easy to spoof another user on the Internet. Likewise, contacts made over the Internet should not be trusted with organization 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).

Staff must not place the organization's material on any publicly accessible Internet computer that supports anonymous file transfer protocol (FTP) or similar services unless MIS and the staff member's manager 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 school business. Users are prohibited from being involved in any way with the exchange of the material described in this policy.

INFORMATION PROTECTION

The organization'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, staff 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.

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

Exchanges of software and/or data between a staff member 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 the school's mission and are therefore prohibited. Similarly, reproduction of words posted or otherwise available over the Internet must be done only with the permission of the author/owner.

COPYRIGHT AND LICENSING RESTRICTIONS

Computer software protected by copyright is not to be copied from, into, or by using organizational 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 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.

The school strongly supports strict adherence to software vendors' license agreements. The school abides 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 school environments. However, without explicit written variance, single usage restrictions in the license apply to all users.

EXPECTATION OF PRIVACY

Staff accessing organizational information systems and/or the Internet should realize that communications are not automatically protected from viewing by third parties. Unless encryption is used, staff should not send private information over the Internet.

The organization 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, the organization reserves the right to examine email, personal file directories, and other information stored on the organization's computers. This examination assures compliance with internal policies, supports the performance of internal investigations, and assists with the management of our information systems.

ACCESS CONTROL

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

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

REPORTING SECURITY PROBLEMS

If sensitive organizational 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 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 Connections 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 the computer network by individuals not located at the primary office. The organization provides several options for access to school resources. This remote access may be required for traveling staff members, staff who regularly work from home, or staff who work both from the school office and from home. In many cases, both the school and the staff member will benefit from the increased flexibility provided by a remote access program. Each user's need to access organization resources remotely will be reviewed and approved by the staff member's manager and MIS on a case-by-case basis.

Participation as a remote access user may not be possible for everyone. Remote access is meant to be an alternative method of meeting school needs. The school may refuse to extend remote access privileges to any staff member or terminate a remote access arrangement at any time.

EQUIPMENT AND TOOLS

The organization may provide tools and equipment for remotely accessing the computer network. This may include computer hardware, software, phone lines, email, voicemail, connectivity to host applications, and other applicable equipment as deemed necessary.

The use of equipment and software provided for remotely accessing the computer network is limited to authorized persons and for purposes relating to school business. The organization will provide for repairs to organizational equipment. When the staff member uses their own equipment, they are responsible for maintenance and repair of equipment.

USE OF PERSONAL COMPUTERS AND EQUIPMENT

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

The organization will bear *no* responsibility if the installation or use of any necessary software causes system lockups, crashes, or complete or partial data loss. The staff member is solely responsible for backing up data on their personal machine before beginning any work. At its discretion, the organization will disallow remote access for any staff member using a personal home computer that proves incapable, *for any reason*, of working correctly with the provided software, or being used in a production environment. There are several key requirements that a staff member must meet before gaining remote-access privileges to organizational resources.

ANTI-VIRUS SOFTWARE

All computers accessing the organization's resources are required to have active anti-virus software installed and configured to automatically update each time the computer is connected to the Internet. Staff will need to coordinate with MIS to install the required software. If another anti-virus package is installed, the staff member must verify that they are paying for an active subscription to pattern updates or they will be required to uninstall that application and install the organization's anti-virus application. No trial software will be accepted as proper protection.

MIS reserves the right to routinely inspect and verify that the proper safeguards are in place on a staff member's home network and computer, and to revoke VPN access to the network at any time that MIS finds or suspects that a staff member is maintaining the computer or network in an unsecured environment.

DRAFT

ACKNOWLEDGEMENT

EMPLOYEE ACKNOWLEDGEMENT OF POLICIES

I acknowledge that:

1. I have been advised that the organization has an employee handbook which sets forth various policies regarding my employment in a Connections Academy 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 supervisor.
3. I understand and agree that I am responsible for knowing and understanding the contents and abiding by the policies set forth in this employee 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 organization'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 supervisor.
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 supervisor and/or Human Resources.
9. I understand that the organization 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.

Attachment P. Student Enrollment Application



2020-21 Offline Enrollment Package

Dear New Connections Academy Caretaker,

Thank you for selecting a high quality, personalized education for your child through Connections Academy. The enclosed materials are the offline enrollment packet you requested at *ConnectionsAcademy.com*. If you prefer, all of the enclosed forms are available online.

Please make sure to submit fully completed forms. If you omit any information, it may delay the enrollment process. Note that the offline enrollment process typically takes a few weeks longer to complete than our online enrollment process.

Please complete, sign, and return the enclosed forms as soon as possible.

We have included print versions of the following forms:

- **Parent/Legal Guardian (Caretaker) Acknowledgement** (complete one per caretaker);
- **Regulatory Program Description**
- **Family Information Form** (complete one per family)
- **Student Information Form** (complete one per student).

Once we receive the completed packet, we will set up an account for your family in Connexus®, our Education Management System (EMS) and provide you with the remainder of the enrollment documentation required for your student(s).

If at any time you obtain regular access to a computer with an Internet connection, we greatly encourage you to contact us at 855-741-5127. We will provide you with your Connexus access information which will allow you to log in to Connexus where you can easily monitor your student's progress towards the completion of the enrollment and course placement processes.

Again, thank you for selecting Connections Academy. We look forward to working with you.

Connections Academy Enrollment



Regulatory Program Description

Form Facts

What: This document contains important information about state regulations that apply to your school. Please read this document prior to completing the Parent/Legal Guardian (Caretaker) Acknowledgment (PLCA).

Who: Parents/legal guardians and authorized students* must review this document and complete the PLCA.

Why: Families enrolling in Connections Academy must be aware of and agree to their state's regulatory requirements to continue the enrollment process and to receive access to Connexus® (www.connexus.com), the school's education management system.

You are enrolling in a school that operates in a "virtual" environment. Enrolling in this school means that your child will be attending a public school that has no physical classroom but still must meet all of your state's regulations for public schools.

School calendar

While you will experience more flexibility than in a traditional school, students will still be expected to follow the school calendar. Students must attend school for a required number of days and complete a required number of hours of instruction. These requirements are listed in the School Handbook or may be requested from support services at 855-741-5127.

Attendance

State law provides that parents/legal guardians are responsible for ensuring that their students attend school. Student attendance **must be recorded daily** in Connexus **by a parent/legal guardian or a designated representative**. There are additional requirements in order to prove attendance. Students who do not attend school as required by law will be considered truant. Students and their parents/legal guardian(s) are subject to local truancy laws and regulations.

Proof of attendance

Students must complete assigned lessons, submit specified assignments to their teachers by mail and online, and complete assessments. Students and/or their parents/legal guardians or designated representatives are expected to participate in regular telephone, email, web conferencing (LiveLesson® sessions) or, if required, in-person contacts with a teacher during the school's regularly scheduled hours. If these activities are not completed as directed by the school, attendance can't be verified, and the student may be considered truant.

Testing

Students are required to participate in state and school standardized tests and to comply with the terms of the School Handbook.

Supervision of students

Involvement of the parent/legal guardian or other representative is essential for students to succeed in virtual school. The amount of involvement needed varies by the student's age and maturity, as explained below. All students need a safe, secure environment with some degree of adult supervision. Check your state law to determine the age when a child can be left unattended.

Elementary School

To meet attendance requirements and successfully complete their lessons, students will need substantial assistance from a parent/legal guardian or a designated representative. The amount of assistance will vary depending on the student's capabilities to be self-directed and to comprehend the materials. To meet health and safety regulations, the responsible adult should be with them physically to supervise during the entire school day.

Middle School

To meet attendance requirements and successfully complete their lessons, students will need some assistance from a parent/legal guardian or a designated representative. The amount of assistance will vary depending on the student's capabilities to be self-directed and to comprehend the materials. Students generally require the regular presence of an adult.

High School

Students are expected to perform their school work independently. However, a parent/legal guardian or a designated representative must still report daily attendance in Connexus and verify that the student has completed the assigned lessons and assessments. This adult is also expected to be available for regular teacher conferences.

**If you are an authorized student (a student over 18 years of age or an emancipated minor, who is enrolling himself/herself in the program) you will be responsible for the statements above for which the parent/legal guardian is responsible. You will also complete the PLCA.*



2020–21 Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA)

Form Facts

This document lists the responsibilities of being a Caretaker and Learning Coach for a student. Before you complete this form, please review the Regulatory Program Description to learn about state regulations that apply to your school. Each parent or legal guardian* or authorized student (emancipated) must complete this document before you can access Connexus® (www.connexus.com), our education management system (EMS), which you will need during the enrollment process. **Where:** Submit enrollment documents to **Connections Academy** by: Fax: 800-887-6590
Mail: 10960 Grantchester Way 3rd Floor, Columbia, MD 21044

* If you are not the biological parent or legal guardian of the student you are registering, do not complete this form; contact us at 855-741-5127 to discuss your situation.

NOTE: Parents/legal guardians will be required to provide the proof of age for each student they are enrolling and, if applicable, custodial documentation to validate their relationship to the student(s). Parents/legal guardians may designate another adult to serve as the Learning Coach by completing the Designated Learning Coach Agreement (DLCA). An eligible student can also designate another adult to serve as his or her Learning Coach by completing the DLCA.

Instructions:

Check the box next to each responsibility. Sign this document to acknowledge your understanding of the responsibilities associated with being the Caretaker and Learning Coach.

Educational Decisions

The following items relate to your ability to make the necessary educational decisions for the student(s) you are registering.

- ☐ I confirm that I have the legal authority to make educational decisions for the student(s) I am registering.
- ☐ I understand that, except for approved part-time programs, I am registering my student(s) in a full-time public program that has a defined school calendar, required assessments, and other requirements.
- ☐ As a Caretaker, I acknowledge that I am responsible for arranging the transport for and appropriate supervision of my student(s) during participation in any school activities.
- ☐ I consent to my student(s) attending all mandatory meetings and standardized tests required by the school.
- ☐ I acknowledge that my role as Learning Coach does not make me an employee, contractor, agent, official, teacher, representative, or affiliate of my student's school.
- ☐ I acknowledge that I am not entitled to receive benefits or compensation from Connections Academy in my capacity as a Learning Coach.
- ☐ I acknowledge that the school has no responsibility for my activities or actions.
- ☐ I understand that I am responsible for reviewing family and enrollment information, and I will notify the school immediately of any errors or changes.

Connexus

Connexus contains nearly all of the tools and resources that you and your student(s) will use for school. You will also need access to Connexus to complete enrollment tasks. The following items are related to the guidelines for Connexus use.

- ☐ I agree to comply with all federal and state laws and applicable Connections Academy policies, terms, and conditions with regard to my access to Connexus.
- ☐ I agree to use Connexus in compliance with the Connexus terms of use and all applicable school policies.
- ☐ I will not use Connexus in a manner that creates a hostile environment by harassing, threatening, intimidating, degrading or abusing any Connexus user(s).
- ☐ I understand that I am being provided access to Connexus with respect to the student(s) I am registering.
- ☐ I agree to access Connexus solely for the purpose for which it is intended.
- ☐ I acknowledge that failure to comply with the obligations set forth in this form, the Connexus terms of use, or any school policies is grounds for immediate termination of my Connexus account without further notice.



Hardware

You and your student will need regular computer and Internet access for school. Refer to the Hardware and Connectivity area of the [Connections Academy website](http://www.connectionsacademy.com) (www.connectionsacademy.com) to determine if your school provides any equipment or Internet subsidy. The following items are related to the equipment you and your student(s) use.

- ☐ If I use my own equipment, I verify that my computer meets all minimum requirements for hardware and software as specified in the School Handbook and the school's Technology web page.
- ☐ I understand that I will be financially responsible for any school property that is provided to me, including property that becomes damaged, excluding normal wear and tear, is moved to another location, or is not returned when requested by the school.

Documentation and Records

The following items are related to documentation and records that you will complete and submit during the enrollment process.

- ☐ I understand that students are bound by the rules and other provisions set out in the School Handbook: General Portion and the State-Specific Supplement (available in the Virtual Library within Connexus).
- ☐ I have read and understand the Regulatory Program Description, including information about the need for adult supervision for students.
- ☐ All of the information that I will provide in the Student Information Form, Family Information Form, and subsequent enrollment documents will be accurate.
- ☐ I confirm that there is no current court order that restricts my access to the student's educational records or my decision-making authority with regard to my student(s).
- ☐ I understand that it is my responsibility to provide any court order that affects the status of the rights of any parent or legal guardian of my student in any way. Neither the school nor Connections Academy is responsible to make any changes related to any parent's or legal guardian's access to my student(s) educational records or Connexus account until such information is provided and verified.
- ☐ I understand that the terms herein remain enforceable against me, the parent and/or Learning Coach, through the entirety of my student(s) enrollment with the school.
- ☐ I understand that it is my responsibility to immediately complete a new Parent Learning Coach Agreement (PLCA) should any information contained herein change and that the current PLCA on file remains enforceable against me and my student(s) throughout the duration of my student(s) enrollment (including reenrollments) until such time as a new PLCA is submitted and accepted.
- ☐ I understand that Connexus contains personally identifiable information, including "student educational records". Connections protects this information in accordance with the Family Educational Rights and Privacy Act ("FERPA") and applicable state laws. These records may be accessible by third parties such as service providers, content partners or vendors as necessary to perform tasks for which they have been engaged. These third parties are required to maintain the confidentiality of such information and to use and disclose it only for the work they are performing for us, or as permitted by law.
- ☐ I understand that, to the extent the PLCA form is modified in the future, I agree to be subject to the most current modified version of the form.
- ☐ By signing this form, I am confirming that this student meets any eligibility requirements as listed on the school's Eligibility Requirements web page.

Before signing, please be sure that you have checked all of the boxes on both pages.

Signature of Parent/Legal Guardian or Emancipated Minor

By signing below, I certify that I have the legal right to make educational decisions for the student(s) I wish to enroll, and that I have read, understand, and agree to the terms of this Parent/Legal Guardian (Caretaker) Acknowledgment.

Last Name

First Name

Middle Name

Signature

Date

Phone Number

2020-21 Coastal Connections Academy Family Information Form

Household Members

Please list the parent/legal guardian who will be the primary contact during the enrollment process as the first name in the section below. List each student you plan to enroll. Each individual listed below will receive access to the Connexus. If you plan to enroll more than four students, please contact the Enrollment Team at 855-741-5127 to add the additional names.

	<u>First Name</u>	<u>Middle Name</u>	<u>Last Name</u>	<u>Grade Requested</u>	<u>Suffix (Jr., etc.)</u>
Parent/Legal Guardian:				N/A	
Parent/Legal Guardian:				N/A	
Student:					
Student:					
Student:					
Student:					

Caretaker Accessibility Needs

Do you, the parent or legal guardian, have a disability and need assistance with enrollment?

☐ Yes

☐ No

*If you indicated that you require assistance, please identify the nature of the assistance needed and your preferred format for being contacted or receiving information:

Please direct any other accessibility concerns or questions to accessibility@connectionseducation.com.

Additional Information

Were you referred to the school by a friend or relative?

☐ Yes

☐ No

How much do you know about this school and how and online school works?

☐ I know a lot

☐ I know a fair amount

☐ I know a little bit

☐ I don't know anything about it

Basic Information

Address Information

We will use this address to verify your residency. **All curriculum and equipment must be shipped to this address.** If this address is incorrect, please contact Enrollment at 855-741-5127. Please notify your school promptly if you move during the school year.

Home Address

Address Line 1: _____

Address Line 2: _____

Address Line 3: _____

Country: _____

City: _____

State: _____

Zip Code: _____

Do you receive United States Postal Service mail at an address that is different than the one above? (REQUIRED)

☐ Yes

☐ No

If the address above is not where you regularly receive mail from the United States Postal Service, please provide the correct mailing address in the fields below and check the box indicating that this is your mailing address. All school correspondence will be sent to this address, but curriculum and equipment must be shipped to your **home address**.

Other Address

Address Line 1: _____

Address Line 2: _____

Address Line 3: _____

Country: _____

City: _____

State: _____

Zip Code: _____

☐ This is my mailing address

Phone Numbers

Please enter the primary phone numbers for your household.

Home Phone: _____

☐ This is the preferred phone.

Mobile Phone: _____

☐ This is the preferred phone.

Business Phone: _____

☐ This is the preferred phone.

Email

Please provide a valid email address. We will send you receive tracking information about your curriculum/equipment shipments via email. Email (REQUIRED): _____

What is the best way for us to contact you during the enrollment process? (REQUIRED)

☐ Email/WebMail

☐ Phone

What time of day would you prefer to be contacted? (REQUIRED)

☐ Morning

☐ Afternoon

☐ Evening

We will take your request into consideration when communicating during the enrollment process.

Household PIN

Please select a household PIN, 4 to 6 characters long, using a combination of numbers and/or letters.

You and other members of your household use this PIN to verify your identity when calling to speak with your teacher(s) or support staff. Please keep this PIN in a safe place and do not share it with anyone other than the parent(s)/legal guardian(s), designated Learning Coach or student(s) in your household.

Household PIN (REQUIRED): _____

(minimum 4 digits/ max 6 digits)

Living Accommodations

Please answer the questions below to help our staff determine the appropriate proofs of residency needed for your family. Depending on your answers, your child may be eligible for additional education services through the Federal McKinney-Vento Assistance Act. Eligibility can be determined by completing this questionnaire.

Do you live in a home/residence that you own or rent? *For example, you would be able to supply a mortgage statement or current lease agreement in your name as proof of residency for this address* (REQUIRED).

☐ Yes*

☐ No

*If yes, do you live in a temporary/shared living situation due to economic hardship or loss of housing? (REQUIRED)

☐ Yes

☐ No

* For your current living situation is the student(s) residing with the parent/legal guardian? (REQUIRED)

☐ Yes

☐ No

Please indicate below the type of living accommodations the student currently has as his or her primary nighttime residence. *Check all that apply:* (REQUIRED)

☐ With more than one family in a house or an apartment NOT due to loss of housing or economic hardship

☐ With more than one family in a house or an apartment due to loss of housing or economic hardship

☐ In a shelter or transitional housing

☐ In a temporary trailer, campground, car, or park due to the lack of alternative accommodations

☐ In a hotel or motel

☐ A primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations

☐ None of the above

Migratory Information

Please complete this section to determine if your student(s) qualify to receive additional services under the Migratory Education Program.

Have you moved to a new school district within the last three (3) years for the purpose of finding seasonal or temporary employment directly related to producing or processing crops, livestock, dairy farm employment, planting or harvesting trees, or catching shellfish or fish in natural water?

☐ Yes*

☐ No

*If yes, what was the last date you or anyone in your household has moved to look for, or work in an agricultural activity within the United States? _____ (MM/DD/YYYY)

*Has anyone in your immediate family been involved in one of the following occupations, either full or part-time or temporarily during the last three years? Check all that apply: (REQUIRED)

- ☐ Agriculture; planting/picking vegetables or fruits such as tomatoes, squash, grapes, onions, strawberries, blueberries, etc.
- ☐ Dairy/Poultry/Livestock
- ☐ Detassel Corn
- ☐ Fishing or fish farms
- ☐ Flora culture/gladiola farm
- ☐ Green house or plant nursery
- ☐ Meatpacking/Meat processing/Seafood
- ☐ Planting, growing, or cutting trees (pulpwood)/raking pine straw
- ☐ Processing/packing agricultural products
- ☐ Sod farm
- ☐ Tobacco farm
- ☐ Other: _____

*Please provide the name and birth date of every child under the age of 22 in your household: (REQUIRED)

County and District of Residence

The next two (2) fields refer to the county and school district in which you currently reside. You can find your county by contacting your local government agency and your school district by calling your neighborhood school, looking in the phone book, or contacting your local government agency.

School District of Residency (REQUIRED): _____

Household Description

Please provide some additional information about your family and the learning environment.

Please describe the education level of the parent/legal guardian living in the household who has the **highest level of education**. This person may or may not be the Learning Coach. Check one of the following: (REQUIRED)

- ☐ Graduate school / post-graduate training
- ☐ College graduate (bachelor's degree)
- ☐ Some college or associate's degree
- ☐ High school graduate
- ☐ Not a high school graduate
- ☐ I decline to state

Number of students that will be schooled in the home: _____

Please include the total number of students who will be schooled at home, even if they are not enrolling in this program.

Do you have a dedicated laptop or desktop computer in your home that your student(s) can use for their school work? (REQUIRED)
Please note that this computer must meet the minimum technical specifications.

☐ Yes

☐ No

Does your student(s) have a dedicated headset and microphone that they can use with a computer for their school work? (REQUIRED)

☐ Yes

☐ No

What type of home Internet connection do you have?

☐ Dial-up

☐ Cable

☐ DSL

☐ Satellite

☐ Other – High Speed

☐ Mobile Hotspot

☐ None

Household Income Screening Survey

As a virtual school, our school cannot serve meals. So why are we asking for your income information? The reason is because there are federal and state funds that our school might be able to use if you are willing to give us your income information. Based on this information, your school may receive funds which can be used to support important and vital programs such as supplemental reading and math interventions, dedicated family and parent involvement supports, supplemental resources such as books, calculators, test prep materials, and online tutoring and intervention programs; and remediation or credit recovery summer school programs. This form is required to qualify for fee waivers on various high school exams including, but not limited to the SAT, ACT, and AP.

You must provide this information in order to determine if you qualify for a technology hardship grant. If you do qualify, your household **may** be eligible to receive a loaned computer to use while enrolled in our school. Please note that qualification alone **does not** guarantee that you will be approved to receive a technology hardship.

Please indicate your participation in this survey:

☐ Yes – I will submit my household's information.

☐ I certify that our household does not qualify because our total annual income is above \$100,000.

☐ I choose not to provide my income information. I understand that this decision may impact the Title I funding available for providing additional programs, benefits, and services for my student(s)'s school.

We hope you will agree to provide us with your income information. If you participate, you will be asked to complete the Family Income Form later in the enrollment process.

Technology Information

In this section, you are indicating whether you are requesting the use of a computer and related equipment although your state normally does not provide this equipment. This type of request is called a technology hardship provision. **The majority of technology hardship provisions are awarded prior to the beginning of the school year.**

To be considered, your family must be eligible under federal low-income guidelines, and you will need to complete the Family Income Form. Eligibility does not guarantee a hardship provision will be provided. Your school may contact you to determine if you meet all eligibility criteria. Approval for a hardship provision lasts for one school year, contingent on remaining in good standing with the school.

All equipment provided by the school must be used according to the terms of the School Handbook. You are responsible for ensuring that any member of your household or any other individual authorized by you comply with these terms. Any violation can result in a repossession of the equipment. The school has the right to monitor the use of school equipment and to disable it if unauthorized use occurs or if the equipment is not returned when requested.

If approved, one laptop per household will be provided. You will need to provide your own printer.

Please indicate below whether or not you need technology to be provided.

I am requesting that my school provide equipment and will complete any additional steps necessary to confirm that I qualify to receive equipment: (REQUIRED)

☐ Yes

☐ No

Additional Technology Information

This section verifies your understanding of the Internet subsidy that may be available to you and how it will be paid if you choose to receive it. If you already have an internet service that meets the minimum specifications, you can decline your right to receive this item. **Providing a subsidy is very costly and consumes resources that could be redirected to other parts of the educational program, such as curriculum and teachers.** Thank you for considering waiving this item.

Availability of an Internet subsidy is based upon your eligibility and approval. You may be required to submit additional documentation in order to determine if your household qualifies for an Internet subsidy. Qualification alone **does not** guarantee that your household will be provided with an Internet subsidy. If approved, one subsidy **per household** will be issued.

I understand that I may be eligible to receive an Internet subsidy as provided for by state law or other school agreement. This subsidy would be paid three times per year in accordance with the terms of the School Handbook.

I have read and agree to the statement above regarding the subsidy disbursement: (REQUIRED) ☐ Yes

I would like to receive the Internet subsidy payment: (REQUIRED)

☐ Yes*

☐ No

*If yes, please indicate to whom the Internet subsidy payments should be made payable. Payments cannot be made payable to third parties or Internet Service Providers (ISPs).

First and Last Name: _____

Materials and Technology

This section informs you of your responsibilities regarding the materials provided by Connections Academy. You are also responsible for providing Internet service for your student. Please review this section carefully.

Materials and Equipment

I understand that all materials and equipment provided by the school remain the property of the school or its vendors and must be returned at the school's request. These items must be used according to the terms of the School Handbook. I am responsible for ensuring that any member of my household or other individual I authorize to participate in the school complies with these terms. Any violation can result in a repossession of the equipment. I also understand that the school has the right to monitor the use of the equipment and to disable it if unauthorized use occurs or if the equipment is not returned when requested.

Packing Materials

I will keep all packaging supplies for learning materials or equipment provided by the school and must return any learning materials and equipment in the same original packaging. If packaging is lost or damaged, I will be responsible for purchasing replacement packing materials.

Internet

I understand that this school requires the use of the Internet on a regular basis, and that I am responsible for obtaining and setting up an Internet account that meets minimum standards for speed, availability, and compatibility. I will comply with the terms of use as provided in Connexus®, the education management system.

I have read and agree to the three statements above regarding the usage of materials and equipment, packing materials, and internet access: (REQUIRED) ☐ Yes

Technology Support Notification

Pearson Online and Blended Learning does provide tech support for registered users who access Connexus and other tools using their own personal computer(s). When troubleshooting or attempting to resolve a technical issue for your family, our tech support staff can assist you over the phone and, in some cases, may need to remotely access your personal computer. If your student is older, you may want him or her to be able to call and request this assistance directly, in your absence. To provide this support directly to a student user, we need the prior permission of the **adult computer owner**.

Note: Without this authorization, we would need for you to contact us directly before we could provide any assistance with technical issues.

Yes, I authorize tech support to communicate with my student in my absence to troubleshoot or attempt to resolve a problem on my personal computer:

☐ I give my permission.

Emergency Contacts

Although your student is attending a virtual school, there may be instances when it is necessary to contact a parent or legal guardian in an emergency situation. If a parent or legal guardian cannot be contacted, we attempt to contact the individuals listed below, in the order listed. Please provide the name and contact information of at least one adult not living at the same residence as the student(s) you are enrolling.

First Emergency Contact

Emergency Contact Name (first and last): (REQUIRED) _____

Emergency Contact Primary Phone: (REQUIRED) _____

Emergency Contact Secondary Phone: _____

Emergency Contact Relationship to student: (REQUIRED)

- ☐ Mother
- ☐ Father
- ☐ Stepmother
- ☐ Stepfather
- ☐ Grandparent
- ☐ Other relative
- ☐ Friend
- ☐ Care Provider

Second Emergency Contact

Emergency Contact Name (first and last): _____

Emergency Contact Primary Phone: _____

Emergency Contact Secondary Phone: _____

Emergency Contact Relationship to student:

- ☐ Mother
- ☐ Father
- ☐ Stepmother
- ☐ Stepfather
- ☐ Grandparent
- ☐ Other relative
- ☐ Friend
- ☐ Care Provider

Third Emergency Contact

Emergency Contact Name (first and last): _____

Emergency Contact Primary Phone: _____

Emergency Contact Secondary Phone: _____

Emergency Contact Relationship to student:

- ☐ Mother
- ☐ Father
- ☐ Stepmother
- ☐ Stepfather
- ☐ Grandparent
- ☐ Other relative
- ☐ Friend
- ☐ Care Provider

In the event that your school is unable to reach a parent/guardian or one of the people listed as an emergency contact, school personnel have my permission to use discretion in securing aid in an emergency. It is understood that neither the school nor the person responsible for obtaining the medical aid will be responsible for the expense incurred.

I have read and agree to the statement above regarding securing aid in an emergency:

☐ Yes

Signature of Parent/Legal Guardian

By signing below, I certify that all information provided is true. I understand that school officials may verify the information on this form. I understand that I may be subject to criminal penalties and fines if I purposely provide false information.

Parent/Legal Guardian's Name: _____

Parent/Legal Guardian's Signature: _____

Parent/Legal Guardian's Signature Date: _____

Parent/Legal Guardian's Phone Number: _____

2020-21 Coastal Connections Academy Student Information Form

General Student Information

Gender: (REQUIRED) _____

Date of Birth (MM/DD/YYYY): (REQUIRED) _____

Name student prefers to be called: _____

Country of Birth: (REQUIRED) _____

City of Birth: (REQUIRED): _____

State of Birth (if born in U.S.): (REQUIRED): _____

Student Origin and U.S. Entry Information

Please enter your student's USA entry date (MM/DD/YYYY): (REQUIRED) _____

Has your student been enrolled in a school in the U.S. for any three years? (REQUIRED)

☐ Yes

☐ No

If yes, please provide school name(s), city, state, and dates attended: _____

Federal Race and Ethnicity

Your school must comply with both federal and state ethnicity and race reporting requirements. You must complete all sections below.

Federal Race and Ethnicity Information

This information is required to meet the Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education, 72 Fed. Reg. 59266.

Select the best description of your child's ethnicity: (REQUIRED)

*Please indicate whether or not your student is of Hispanic/Latino descent. **Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.*

Note: You must also make a selection for your child's race.

☐ Hispanic or Latino

☐ Not Hispanic or Latino

Select one or more of the following categories to describe your child's race: (REQUIRED)

Race Categories Defined:

- **American Indian or Alaskan Native** - A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
- **Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black/African American** - A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Race Categories:

- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Black/African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

Student Residency and Custody Information

Residency

With whom does the student live? (Check all that apply and provide names) (REQUIRED)

- ☐ Biological mother (listed on birth certificate)
Biological mother's name: _____
- ☐ Biological father (listed on birth certificate)
Biological father's name: _____
- ☐ Adoptive mother(s)
Adoptive mother name(s): _____
- ☐ Adoptive father(s)
Adoptive father name(s): _____
- ☐ Legal guardian(s) (has legal custody)
Legal guardian name(s): _____
- ☐ Foster mother(s) (official custody awarded by government agency)
Foster mother name(s): _____
- ☐ Foster father(s) (official custody awarded by government agency)
Foster father name(s): _____
- ☐ Stepmother(s)
Stepmother name(s): _____
- ☐ Stepfather(s)
Stepfather name(s): _____
- ☐ Grandmother(s)
Grandmother name(s): _____
- ☐ Grandfather(s)
Grandfather name(s): _____

- ☐ Other individual(s) without guardianship

Other individual without guardianship name(s): _____

- ☐ Emancipated minor or eligible student (18 or older)

Emancipated minor or eligible student's name: _____

Custody

The adult(s) who reside with the student and are enrolling the student must provide the appropriate documentation to prove they are the biological parents (*birth certificate and, if applicable, custody order or separation agreement*) or legal guardians (*court order, adoption papers, etc.*) so that we can determine who is legally responsible for the student and who has the authority to make educational decisions on behalf of the student.

In the case of divorce or legal separation, please include a copy of the most recent official custody order or agreement. **If any changes or modifications occur, it is the responsibility of the enrolling parent to inform the school of changes that occur while the student is enrolled and to provide the school with a copy of the amended custody order or agreement.** The school will rely on the current custody order or agreement on file to release records to honor any requests from non-custodial parents who retain their rights to student records under the Family Education Rights and Privacy Act (FERPA).

Please select below how the custody of the student is determined. **Note:** If the selections below are unclear to you, please call us at 855-741-5127 and an enrollment advisor can assist you.

How custody is determined:

- **Biological parent** – the father or mother to whom a child was born.
- **Adoptive parent** – an adult who has become a parent to a child through the legal process of adoption.
- **Caretaker with legal guardianship** – any person related or not related to the child with custody through a legal court process that has become responsible for providing care and residence for a child.
- **Caretaker without legal guardianship** – any person related or not related to the child that has become responsible for providing care and residence for a child without a legal court process or documentation.
- **Ward of the court** – a child under the legal protection of the court or state system that has been placed in the care and residence of an adult.
- **Emancipated minor** – a child that has been legally declared to be responsible for providing their own care and residence.

Custody Determination: (REQUIRED)

- ☐ Biological/adoptive parent(s) as identified on the birth certificate
- ☐ Biological/adoptive parent(s) with legal custody (custody decided by court)
- ☐ Caretaker with legal guardianship
- ☐ Caretaker without legal guardianship
- ☐ Ward of the court
- ☐ Emancipated or student is 18 or older

Basic Schooling Information

Grade Placement

Indicate your student's grade level for the 2019-2020 school year: (REQUIRED)

- ☐ None (entering kindergarten for the first time)
- ☐ Kindergarten
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ None - my student did not attend school for the 2019-2020 school year

Indicate your student's grade level for the 2020-2021 school year: (REQUIRED)

- ☐ Kindergarten
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10

If you have requested that your student be placed in the same grade level he or she was enrolled in during the previous school year please indicate the reason why: (REQUIRED)

- ☐ My student's previous school recommended retention
- ☐ I, as the guardian, do not believe my student is ready to move forward to the next grade level

Was your student ever enrolled in a Head Start or other similar early childhood education program? (REQUIRED)

- ☐ Yes
- ☐ No

Florida Connections Academy is a Controlled Open Enrollment School. Your answer to the following question will help us to determine if your student meets the criteria to receive preferential treatment in the event a lottery is needed. Please remember that you may be required to supply substantiation documentation if you indicate your student is entitled to preferential treatment in a lottery.

Please select one statement that most accurately reflects your student's status in regards to preferential treatment in the event of a lottery for enrollment: (REQUIRED)

- ☐ None of these situations apply to my student.
- ☐ My child is a resident of the Hillsborough School District.
- ☐ My student is a dependent child of active duty military personnel of any branch of the United States Armed Forces (includes students that moved to Florida as a result of military orders).
- ☐ My child is enrolling in the school because of a relocation due to a foster care placement in a different school zone.
- ☐ My student is applying because of a move due to a court ordered change in custody relating to separation or divorce, or the serious illness or death of a custodial parent.
- ☐ My student is the child of an employee of Florida Connections Academy.
- ☐ My student attended or was assigned to a failing school pursuant to s. 1002.38.
- ☐ My student is the child of a member of the governing board of Florida Connections Academy.

Disciplinary History

Please complete this section so that we can determine whether or not your student is eligible to enroll in the school.

Suspensions and expulsions are disciplinary actions by the school during which the student is not allowed to attend for a period of time. An expulsion typically is for the remainder of the school year and may result in the student not being able to return to that school. Suspensions are typically a brief period of 1 to 10 days during which the student is not allowed to attend school but can return afterwards.

If your student has been suspended or expelled, please answer all of the additional questions in this section regarding that disciplinary action.

Has this student ever been suspended or expelled from any school? (REQUIRED)

- ☐ No
- ☐ Yes, suspended
- ☐ Yes, expelled
- ☐ Yes, suspended and expelled

Note: The student may be withdrawn from school immediately if false information is provided.

Names and addresses of schools from which the student was suspended/expelled: (REQUIRED) _____

Start date of most recent disciplinary action: (REQUIRED) _____

End date of most recent disciplinary action: (REQUIRED) _____

Reason for disciplinary action: (REQUIRED) _____

Public or Private School Background

Has your student ever been enrolled in a Florida public school? (REQUIRED)

☐ Yes

☐ No

Has your student ever attended a Hillsborough County public school? (REQUIRED)

☐ Yes*

☐ No

*If yes, please provide the name of the school: _____

Indicate the grade in which the student was first enrolled in a U.S. public or private school: (REQUIRED)

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

☐ N/A

When was the student first enrolled in the U.S. school system? (REQUIRED) _____ (MM/DD/YYYY)

If you do not recall the exact day of the month the student was first enrolled in the U.S. school system, you should use the first of the month.

Indicate the grade in which the student was first enrolled in a public or private school in the state where you currently reside: (REQUIRED)

- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ N/A

When was the student first enrolled in your current state's school system? (REQUIRED) _____ (MM/DD/YYYY)
If you do not recall the exact day of the month the student was first enrolled in your state's school system, you should use the first of the month.

Recent Schooling Information

What type of school did your student attend most recently during the 2019–2020 school year? (REQUIRED)

- ☐ Public School
- ☐ Private/parochial school
- ☐ Charter school (public)
- ☐ Online (virtual) public school
- ☐ None (Please provide information about the last school they attended.)
- ☐ Homeschool*

*What best describes the type of homeschooling in which your student participated? (REQUIRED)

- ☐ Online Homeschooling with access to curriculum and teachers

Does your student's online homeschool provide report cards, progress reports or transcripts?

- ☐ Yes
- ☐ No

- ☐ Homeschooling association with participation in a shared experience with other homeschool families
- ☐ Family-based homeschool with curriculum selected and delivered by the parent

*School or association name: (REQUIRED) _____

*State in which the school or association operates: (REQUIRED) _____

*School or association phone number: _____

School Name: (REQUIRED) _____

School Street Address: _____

City: _____

School District: _____

School Phone: _____

School Fax: _____

What month and year did your student start with that school? (REQUIRED) _____

What is your student's enrollment status at his or her most recent school? (REQUIRED)

- ☐ Still enrolled
- ☐ Completed the school year
- ☐ Withdrew from the school before the end of the school year*

What month and year did your student stop attending that school? (REQUIRED) _____

Was this the only school your child attended during the 2019–2020 school year? (REQUIRED)

- ☐ Yes
- ☐ No

Additional Recent Schooling Information

If your student attended an additional school during the 2019–2020 school year, please complete the information below:

What type of school did your student also attend during the 2019–2020 school year? (REQUIRED)

- ☐ Public School
- ☐ Private/parochial school
- ☐ Charter school (public)
- ☐ Online (virtual public school)
- ☐ None
- ☐ Homeschool*

*What best describes the type of homeschooling in which your student participated? (REQUIRED)

- ☐ Online Homeschooling with access to curriculum and teachers

Does your student's online homeschool provide report cards, progress reports or transcripts?

- ☐ Yes
- ☐ No

- ☐ Homeschooling association with participation in a shared experience with other homeschool families
- ☐ Family-based homeschool with curriculum selected and delivered by the parent

*School or association name: (REQUIRED) _____

*State in which the school or association operates: (REQUIRED) _____

*School or association phone number: _____

School Name: (REQUIRED) _____

School Street Address: _____

City: _____

School District: _____

School Phone: _____

School Fax: _____

What month and year did your student start with that school? (REQUIRED) _____

What is your student's enrollment status at that school? (REQUIRED)

- ☐ Still enrolled
- ☐ Completed the school year
- ☐ Withdrew from the school before the end of the school year*

What month and year did your student stop attending that school? (REQUIRED) _____

Previous Schooling Information (not enrolled in school during 2019–2020)

If your student was not in school during the prior school year, please complete the information below:

What type of school did your student last attend? (REQUIRED)

- ☐ Public School
- ☐ Private/parochial school
- ☐ Charter school (public)
- ☐ Online (virtual public school)
- ☐ None
- ☐ Homeschool*

*What best describes the type of homeschooling in which your student participated? (REQUIRED)

- ☐ Online Homeschooling with access to curriculum and teachers

Does your student's online homeschool provide report cards, progress reports or transcripts?

☐ Yes

☐ No

- ☐ Homeschooling association with participation in a shared experience with other homeschool families
- ☐ Family-based homeschool with curriculum selected and delivered by the parent

*School or association name: (REQUIRED) _____

*State in which the school or association operates: (REQUIRED) _____

*School or association phone number: _____

School Name: (REQUIRED) _____

School Street Address: _____

City: _____

School District: _____

School Phone: _____

School Fax: _____

What month and year did your student start with that school? (REQUIRED) _____

What month and year did your student stop attending that school? (REQUIRED) _____

Primary Learning Coach

To learn more about being a Learning Coach, read the Parental Responsibilities listed below.

Parental Responsibilities

At Connections Academy, parents serve as personal, face-to-face Learning Coaches responsible for their children's day-to-day activities.

Creating a Structure for Learning

Established Learning Coaches tell us they provide the structure a student needs by establishing and managing the online school daily routine. Our handy online scheduling tool makes it easy to schedule lessons for each subject and combine family and school activities. The Learning Coach also helps monitor attendance and ensures that the student attends state examinations as required.

In addition, we strongly recommend that the Learning Coach stays in touch with the student's teachers by phone, WebMail (the secure, internal messaging system) messages, and online meetings. Your student's teacher will contact you early in the school year to discuss how you will work together to help your student reach his or her potential.

Understanding the Commitment

Understanding the role of the Learning Coach is key to the success of your virtual school student. In general, the age of your student determines how much hands-on time you will spend as a Learning Coach.

Online Elementary School – Starting Out Together

In grades K–5, students require a lot of support from caring adults at home and in the online classroom.

Learning Coaches can expect to:

- Devote about five hours per day to overseeing their students' schoolwork
- Set the daily schedule with varied activities and breaks
- Assist with online school lessons and communicate frequently with the teacher
- Help monitor student progress and comprehension

Online Middle School – Nurturing Independence and Accountability

As students become more independent and responsible in grades 6–8, Learning Coaches “step back” a bit, and subject-specific teachers “step in” to provide expert online instruction and offline support in math, language arts, science, social studies, and an array of electives.

We recommend that Learning Coaches support this transition to more independent learning as they:

- Oversee schoolwork for two to three hours per day
- Assist with some lessons
- Monitor student comprehension and grades
- Refer their student to teachers as needed
- Communicate regularly with teachers

Online High School – Students Take the Lead

In grades 9–12, online students start to really take charge of their education—setting goals, working independently, and exploring their future options.

Learning Coaches encourage their students' growing independence as they:

- Commit about one to two hours per day to overseeing schoolwork
- Verify that lessons and assignments are completed
- Communicate with teachers, referring their student to teachers for help when needed
- Attend regular teacher conferences

Complete Training and Support

Our online orientation program helps the Learning Coach understand how to best support student learning. It also introduces all the resources and support systems made available to help the Learning Coach and student succeed.

Connections Academy offers Learning Coach Central, an online resource that's available to Learning Coaches 24/7. The Learning Coach can also call a toll-free number to speak with a Connections Academy technical support representative. This support is available for both installation and troubleshooting.

You'll also find support available from your student's teacher, school staff, and other families..

Local Community Coordinators

Parents may also get involved by serving as local community coordinators, working with teachers to create opportunities for special projects and field trips with other students and parents throughout the year.

Primary Learning Coach Information

Does the primary Learning Coach have any obligations that would prevent him or her from being with the student on a regular basis? (REQUIRED)

- ☐ Yes*
- ☐ No
- ☐ Decline to disclose

*If yes, how many hours per week (on average) does the Learning Coach spend on this job or obligation?

- ☐ Less than 20
- ☐ 20 to 29
- ☐ 30 to 39
- ☐ 40 or more

State Mandated Information

Please answer the following required state reporting questions. These questions are being asked for all students in Kindergarten through 12th grade for reporting purposes and we apologize if some of them seem age-inappropriate, intrusive, or appear to have obvious answers:

Is either head of household a law enforcement officer, firefighter, or judge/justice? (REQUIRED)

- ☐ Yes
- ☐ No

Is either parent in the military, employed as a federal civilian, or resides in a housing project? (REQUIRED)

- ☐ Yes
- ☐ No

Did your family ever travel to look for work on a farm or do paid farm labor? (REQUIRED)

- ☐ Yes
- ☐ No

Is the student a single parent with either custody or joint custody of a minor child? (REQUIRED)

- ☐ Yes
- ☐ No

Has the student ever been expelled, arrested resulting in a charge, or had juvenile justice actions? (REQUIRED)

- ☐ Yes
- ☐ No

Military Connection

What is the current U.S. military status of the student's parent or guardian: (REQUIRED)

- ☐ Neither parent nor guardian is serving in any military service
- ☐ A parent or guardian is serving in the National Guard but is not deployed
- ☐ A parent or guardian is serving in the Reserves but is not deployed
- ☐ A parent or guardian is serving in the National Guard and is currently deployed
- ☐ A parent or guardian is serving in the Reserves and is currently deployed
- ☐ A parent or guardian is serving in the military on active duty but is not deployed
- ☐ A parent or guardian is serving in the military on active duty and is currently deployed
- ☐ A parent or guardian died while on active duty within the last year
- ☐ A parent or guardian (veteran) was medically discharged or retired for (1) year
- ☐ Decline to report

Notifications and Permissions

FERPA Directory Information

The Family Educational Rights and Privacy Act (FERPA) permits the school to disclose a student's "**FERPA Directory Information**" to third parties (including military recruiters for high school students) unless the parent requests that disclosure is withheld. Connections Academy considers the following a student's directory information: student name, WebMail address, city of residence, telephone number, and grade level. More information on FERPA is provided in the FERPA Annual Notification and Policy.

If you **do not** choose either "yes" or "no," this will be considered default permission for Connections Academy to include the student in **FERPA Directory Information**.

I have read and understand the FERPA Annual Notification and permit the school to include the student's information in the school's FERPA Directory Information:

- ☐ Yes
- ☐ No

For High School Students Only

Section 9528 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that a school disclose a student's name, address, and telephone number to military recruiters upon request, unless a parent requests that this information **not** be disclosed without written consent.

Please indicate your preference for the release of your student's information specific to military recruiters:

- ☐ Yes
- ☐ No

This question pertains to students entering grades 9-12 only. Indicating "yes" means that regardless of your annual FERPA election regarding third parties, you will allow the release of FERPA directory information to military recruiters.

School Directory Information

Connections Academy's **School Directory** is where students and parents can find information about other families within Connections Academy schools. The **School Directory** may include the following student information: student name, city, grade level, WebMail address, and parent/legal guardian name(s).

You can change the election for School Directory at any time during the school year.

Include the student's information in the School Directory:

☐ Yes*

☐ No

*If you **do not** choose either "yes" or "no," this will be considered default permission for Connections Academy to include the student in the School Directory.*

*If yes, indicate which information in addition to the student and parent/legal guardian names should be included:

☐ WebMail Address

☐ City

☐ Grade

☐ Interested in meeting up with other families*

**By checking this box, other families will see that you are interested in being contacted via WebMail message to arrange to meet up for social activities. They will be able to see if you live locally (zip code within 25 miles) or farther away (zip code more than 25 miles) but will not have access to your specific address.*

Questionnaire (REQUIRED)

What are the primary reasons you would like your child to attend Connections Academy? Select as many as apply. Selecting the reason(s) why you would like your child to attend Connections Academy will ensure that we can fully support your child's needs:

- ☐ For various reasons, we are dissatisfied with our local public school
- ☐ Student did not receive adequate attention from the teacher
- ☐ Student has or had health concerns ☐ physical health concerns ☐ mental health concerns
- ☐ Student needs a flexible schedule
- ☐ Student was ahead academically
- ☐ Student was bullied
- ☐ I am concerned about my child's safety at their current school
- ☐ Student was struggling academically
- ☐ Student was suspended or expelled
- ☐ Virtual school will enable me to be more involved with my student's learning
- ☐ Other: _____
- ☐ Student was recommended/referred to us by prior school*

*Who at your student's prior school recommended Connections Academy? (REQUIRED)

- ☐ School Counselor
- ☐ Social Worker
- ☐ School Administrator (principal, assistant principal)
- ☐ Teacher
- ☐ Special Education Teacher
- ☐ Truancy Officer
- ☐ Other: _____

* What were the reasons given by the prior schools for the recommendation?

Please select as many as apply: (REQUIRED):

- ☐ Student works at faster pace than his/her fellow students
- ☐ Student works at slower pace than his/her fellow students
- ☐ Student would benefit from having more control in setting his/her daily schedule
- ☐ Student participates in extracurricular activities that require a flexible school schedule
- ☐ Student is advanced academically based on student's current grade level and age
- ☐ Student is behind academically based on student's current grade level and age
- ☐ Student is looking to take courses that are not offered at the local school (GT, Honors, AP, etc.)
- ☐ Student is experiencing social/emotional difficulties
- ☐ Student is experiencing physical or medical difficulty/limitations
- ☐ None
- ☐ Other: _____

Signature of Parent/Legal Guardian

By signing below, I certify that I have the legal right to make educational decisions for the student listed above and that the information I have provided above is complete and accurate to the best of my knowledge.

Parent/Legal Guardian's Name: _____

Parent/Legal Guardian's Signature: _____

Parent/Legal Guardian's Signature Date: _____

Parent/Legal Guardian's Phone Number: _____

Thank you for completing the application for enrollment into Florida Connections Academy. In the next step, you will be asked to submit supporting documentation. We will also ask for information and documentation to support the scheduling of your student.

Attachment Q. Evidence of Demand for the School (e.g., petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable

Ms. Caitlyn Cooney
Curator of Education
University of West Florida –
Pensacola Museum of Art
407 South Jefferson Street
Pensacola, FL 32502

September 1, 2020

Dr. Denise Harshbarger
Coastal Connections Academy Board
164 S. Coopers Hawk Way
Palm Coast, FL 32164

Dr. Harshbarger,

The mission of the University of West Florida Pensacola Museum of Art is to augment the academic and community missions of the University and the UWF Historic Trust Museums by promoting an open and inclusive space of discovery and dialogue rooted in art, ideas and culture. We aim to facilitate the preservation, understanding, and engagement of visual culture for audiences in the Northwest Florida region and beyond through our permanent collection, interpretive programs, a vital and dynamic exhibition schedule, academic research and education.

Our education programs are designed for students in K-12th grade, and beyond. We are excited to provide Coastal Connections Academy students access to face-to-face and virtual tours of the museum as well as other educational programming such as virtual summer camps, creative camp for those individuals with autism, Next Gen Home School program and after school clubs.

We are excited to hear about this new education option for students in our state and partner with the school. When Coastal Connections Academy is approved by the Santa Rosa School Board, we look forward to seeing the students explore our museum in person or virtually.

Sincerely,


Caitlyn Cooney



Sept 1, 2020

Dr. Denise Harshbarger
Board Member, Coastal Connections Academy
164 S. Coopers Hawk Way
Palm Coast, FL 32164

Denise,

Reaching over 75,000 students per year, the South Florida Science Center and Aquarium strives to "open every mind to science." To that end, we offer a vast amount of high-quality, virtual educational programming that would benefit K-12 full-time, online students and their families. In addition to our virtual programming, we also provide safe face-to-face field trip experiences for those parents and students who wish to visit the Center in person.

Programs explore all fields of science and are aligned with Sunshine State Standards and National Science Education Standards. These programs are adapted to reach students in many different learning environments, including public and private schools, out-of-school time, scout troops, and other community organizations. Each year, the Science Center also hosts week-long summer camps for children ages 4-14. The Science Center also offers online educational resources with its "Anytime, Anywhere Science" program for fourth and fifth grade teachers.

A few additional the programs offer through the Center include:
The STEM Learning Lab, Planetarium, Distance Learning Program, Early Childhood Program, Home School Classes, Maker Program for drones and robots, and of course the Aquarium.

As the Center develops new content we are expanding our virtual footprint, which should provide your students additional online learning opportunities.

The Center looks forward to a relationship with the parents, students, and staff of Coastal Connections Academy.

Yours Truly,

A handwritten signature in black ink, appearing to read 'C Duhaney', with a long horizontal stroke extending to the right.

Ms. Carla Duhaney
Director of Education
South Florida Science Center & Aquarium
4801 Dreher Trail North
West Palm Beach, FL 33405

August 25, 2020

Mr. Ronald Hagerman
1930 Indian Hill St.
Marco Island, FL 34145

Dr. Denise Harshbarger
Coastal Connections Academy Board
164 S. Coopers Hawk Way
Palm Coast, FL 32164

RE: Support for Coastal Connections Academy

Dr. Harshbarger,

When I heard that a group of parents and professionals were applying Santa Rosa School District to launch Coastal Connections Academy, I wanted to reach out and share my support for this new school with you.

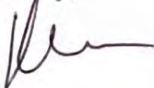
I believe that our traditional education system is pretty amazing, but honestly, it isn't right for every child. Sometimes, a child needs a different way or environment in which to learn. A statewide, full-time virtual school such as Coastal Connections Academy would provide one more educational option for our families, allowing parents to choose time, place and pace of their child's learning, help increase their child's academic performance and increase the chances of success.

Moreover, with the advent of COVID-19 many parents I am acquainted with are concerned about a safe environment for their child to learn and grow. As you probably are aware there is a population of Florida kids who are immunocompromised or would be in a classroom with a teacher who is in the high-risk category. For safety sake they simply cannot attend a traditional brick and mortar school and need an alternative.

Lastly, it is for these reasons, I support Coastal Connections Academy as one more educational choice available to Florida families so more children can learn in an environment that best suits them.

If you have any questions, please feel free to reach out to me personally. My cell phone number is 239-682-2355.

Sincerely,



Ronald Hagerman
Capt. Ron's Awesome Everglades Adventures

August 27, 2020

Jay Roper, President
A to Z Baby Rentals, Inc.
1508 Stickney Point Road
Sarasota, FL 34321

Dr. Denise Harshbarger
Coastal Connections Academy Board
164 S. Coopers Hawk Way
Palm Coast, FL 32164

Dr. Harshbarger:

I am writing you today as a businessman and community member to offer my support for online education options for Florida families and their students.

As you may imagine, my staff and I see many families through our daily operations. Over the past few months, I've heard from customers and friends who are concerned about finding a safe educational option for their children's schooling in the fall.

To that end, I believe in what Coastal Connections Academy would offer - a quality alternative to the traditional school model. I know our community would be grateful for more options for our children and support the Santa Rosa School District approving Coastal Connections Academy for Florida.

When customers rent from us, they want the best experience for their family - from recreational equipment, to convenient shopping. Similarly, families should have access to a high-quality, safe education that is best for their student.

When customers rent from us, they expect to receive safe, high-quality products and services for their family. Similarly, families in Florida should have open access to the safe, high-quality educational opportunities they feel are best for their children. Therefore, I support the Santa Rosa School District approving Coastal Connections Academy for students and families in Florida.

Thank you,



Jay Roper

Attachment R. Proposed Operating Budget

Coastal Connections Academy

5 Year Operating Budget

Enrollment Year		1,750 2021-22	2,750 2022-23	3,500 2023-24	4,250 2024-25	5,000 2025-26
Revenues						
	FEDERAL SOURCES					
3100	Federal direct	0	0	0	0	0
3200	Federal through state and local	577,500	907,500	1,155,000	1,402,500	1,650,000
		577,500	907,500	1,155,000	1,402,500	1,650,000
	STATE SOURCES					
3310	FEFP	7,953,663	12,498,613	15,907,325	19,316,038	22,724,750
3397	Capital outlay	0	0	0	0	0
3355	Class size reduction	0	0	0	0	0
3361	School recognition	0	0	0	0	0
33XX	Other state revenue	119,000	187,000	238,000	289,000	340,000
		8,072,663	12,685,613	16,145,325	19,605,038	23,064,750
	LOCAL SOURCES					
3430	Interest	0	0	0	0	0
3413	Local capital improvement tax	0	0	0	0	0
34XX	Other local revenue	0	0	0	0	0
		0	0	0	0	0
Total Revenues		8,650,163	13,593,113	17,300,325	21,007,538	24,714,750
Expenses						
5000	Instruction					
	Pearson OBL					
	Educational Program	3,039,706	4,776,681	6,079,413	7,382,144	8,684,875
	Student Technology (based on projected usage)	406,863	639,296	813,649	988,003	1,162,356
	Employee Benefits	479,123	775,494	1,016,603	1,271,479	1,540,734
	Teachers (K-5)	485,642	786,047	1,030,436	1,288,780	1,561,699
	Teachers (6-12)	1,408,933	2,280,458	2,989,473	3,738,977	4,530,761
	Special Education Teachers	300,840	486,931	638,322	798,359	967,423
	ELL Teacher(s)	75,210	121,733	159,581	199,590	241,856
	Internet Subsidy	45,900	72,100	91,700	111,400	131,100
	Testing and Assessments	525,000	825,000	1,050,000	1,275,000	1,500,000
		6,767,216	10,763,740	13,869,176	17,053,732	20,320,803
6000	Instructional Support Services					
	Pearson OBL					
	Educational Program Support	725,900	1,140,700	1,451,800	1,762,900	2,074,000
	Employee Benefits	58,234	85,619	107,992	131,632	156,592
	Manager of Counseling	69,542	71,628	73,777	75,990	78,270
	Manager of State Testing	71,940	74,098	76,321	78,611	80,969
	Counselors/Advisory	206,435	334,129	438,013	547,829	663,840
	Student Activities	17,500	27,500	35,000	42,500	50,000
	Special Ed Related Services	119,000	187,000	238,000	289,000	340,000
	Travel & Conferences	29,600	46,000	58,200	70,000	82,300
	Training & Development	11,800	18,400	23,300	28,000	32,900
		1,309,950	1,985,074	2,502,404	3,026,462	3,558,872

Coastal Connections Academy

5 Year Operating Budget

Enrollment Year	1,750 2021-22	2,750 2022-23	3,500 2023-24	4,250 2024-25	5,000 2025-26
7000 General Support Services					
Pearson OBL					
Educational Program Support	771,269	1,211,994	1,542,538	1,873,081	2,203,625
Employee Benefits	103,650	165,510	204,075	241,362	284,249
School Leader	119,083	122,655	126,335	130,125	134,028
Principal(s)/Assistant Principal(s)	160,666	372,063	468,450	592,082	700,260
Administrative Assistant(s)	139,520	215,558	296,034	343,029	431,835
Authorizer Fee	66,838	66,838	66,838	66,838	66,838
Facilities (5 Year Lease w/Furniture Amortized over 5 Years)	90,000	92,700	95,481	98,345	101,296
Utilities (Phone, Internet, etc.)	25,000	27,000	29,000	31,000	33,000
External Audit	12,000	12,000	12,000	12,000	12,000
Legal	10,000	10,000	10,000	10,000	10,000
Board Expenses	5,000	5,000	5,000	5,000	5,000
Governance Training (in addition to Connections provided training)	2,000	2,000	2,000	2,000	2,000
Insurance - D&O	2,000	2,000	2,000	2,000	2,000
Banking Fees	1,200	1,200	1,200	1,200	1,200
	1,508,224	2,306,518	2,860,949	3,408,062	3,987,331
Repayment of Start-Up Phase Cash Advance	88,250	-	-	-	-
Pearson OBL Service Credit	(1,034,000)	(1,463,000)	(1,933,000)	(2,481,000)	(3,153,000)
Total Expenses	8,639,641	13,592,332	17,299,530	21,007,256	24,714,006
Excess (Deficiency) of Revenues Over Expenditures	10,522	780	795	281	744
Change in Fund Balances					
Fund balances, beginning	0	10,522	11,302	12,097	12,379
Adjustments to beginning fund balance	10,522	780	795	281	744
Fund Balances, Ending	10,522	11,302	12,097	12,379	13,123

Attachment S. Proposed Startup Budget

Coastal Connections Academy**Start- Up Budget****March 1, 2021 - June 30, 2021****Revenues**

LOCAL SOURCES

34XX**Other local revenue**

Connections- Start-Up Phase Cash Advance

88,250

Total Revenues**Expenses****7000****General Support Services**

Facilities

22,500

Utilities

6,250

Legal

10,000

Insurance (D&O)

2,000

40,750

School Administrative Staff

School Leader*

47,500

47,500**Total Expenses**88,250**Excess (Deficiency) of Revenues Over Expenditures**0**Change in Fund Balances**

Fund balances, beginning

0

Adjustments to beginning fund balance

0

Fund Balances, Ending0

* Includes Benefits & Payroll Taxes

Coastal Connections Academy**Start- Up Cash Flow****March 1, 2021 - June 30, 2021**

		March 2021	April 2021	May 2021	June 2021	Total
Revenues						
	LOCAL SOURCES					
34XX	Other local revenue					
	Connections Education Start-Up					
	Phase Cash Advance	31,063	19,063	19,063	19,063	88,250
Total Revenues		31,063	19,063	19,063	19,063	88,250
Expenses						
7000	General Support Services					
	Facilities	5,625	5,625	5,625	5,625	22,500
	Utilities	1,563	1,563	1,563	1,563	6,250
	Legal	10,000	-	-	-	10,000
	Insurance (D&O)	2,000	-	-	-	2,000
		19,188	7,188	7,188	7,188	40,750
	School Administrative Staff					
	School Leader*	11,875	11,875	11,875	11,875	47,500
		11,875	11,875	11,875	11,875	47,500
Total Expenses		31,063	19,063	19,063	19,063	88,250
Balance, Start-Up Funds		0	0	0	0	0

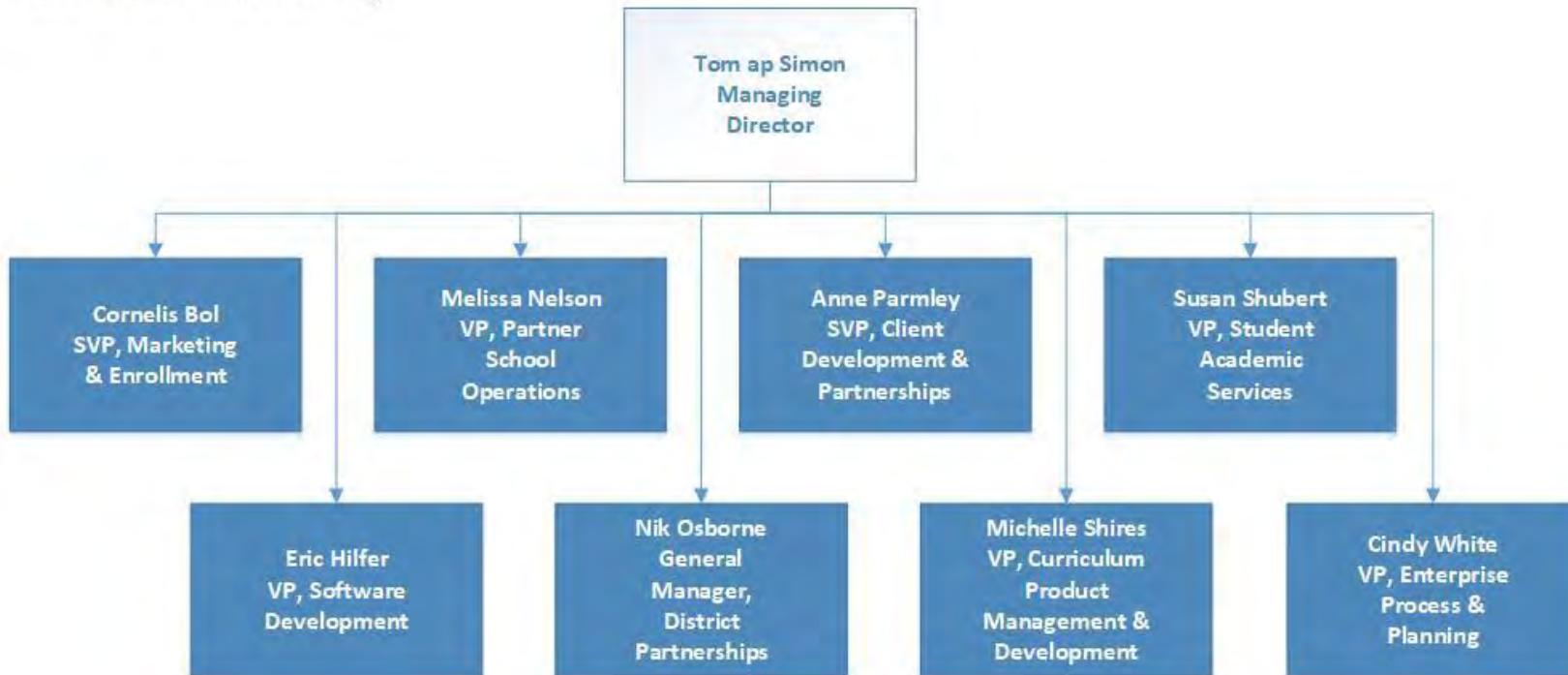
* Includes Benefits & Payroll Taxes

Attachment T. Evidence of External Funding (e.g., foundations, donors, grants), if applicable

The school's budget is not contingent upon sources of funding outside of those typically provided by local, state, and federal governments.

Attachment U. ESP's Organization Chart

Leadership Team,
Pearson Online & Blended Learning



October 2020

Attachment V. ESP's Organization Chart after Any Anticipated Growth

Connections allocates and forecasts corporate positions on an annual basis. Therefore, Connections does not have an organization chart beyond the 2020-21 school year at this point.

Connections will provide excellent support for Coastal Connections Academy throughout the term of the charter.

[Attachment W. Applicant History Worksheet \(Form IEPC-M1A\)](#)

We have provided a completed Applicant History Worksheet (Form IEPC-M1A) based on the Excel form using the provided template. In addition to Florida Connections Academy, Connections supports other schools across the nation, and further information can be provided upon request.

Form IEPC-M1A
Rule 6A-6.0786
August 2015

[illegible]

Applicant Worksheet History - Addendum C

[illegible]

Applicant Worksheet History - Addendum C

Form IEPC-M1A
Rule 6A-6.0786
August 2015

[illegible]

Applicant Worksheet History - Addendum C

Form IEPC-M1A
Rule 6A-6.0786
August 2015

[illegible]

Applicant Worksheet History - Addendum C

Form IEPC-M1A
Rule 6A-6.0786
August 2015

[illegible]

Attachment X. Draft Contract between School and ESP

We have provided this in Attachment A: Contract with Approved Virtual Provider.

Attachment Y. Supplemental Material (Applicant may attach up to an additional ten pages of supplemental material)

Teacher's Homepage

CONNECTIONS ACADEMY Hi, Jen Teacher | [Feedback](#) | [Account Settings](#) ▾

HOME | **SECTIONS & STUDENTS** | **PLANNER** | **MORE** ▾

My Dashboard | [Links](#) | [Announcements](#)

All Sections ▾ * Has no active students Total 16 students

Look Who's New!
You have 1 new student who started within the past 7 days.
[Give them a warm welcome!](#)

⚠ You have **6 students** with instructional accommodations.

Overall Score

Score Range	Count
91% - 100%	1
81% - 90%	1
71% - 80%	1
61% - 70%	1
0% - 60%	1
n/a	1

Overall Overdue Lessons

Category	Count
Caught Up	16
1-5 lessons	1
6-10 lessons	1
10+ lessons	1

My LiveLesson Room

My Data Views

To Do List

- Check **AS** in My Students or My Sections for assessments needing grading.
- Review the [Accountability Radar](#).
- Review attendance for [Ms. Teacher's Homeroom \(MyCA\)](#).
- View students' [overdue lessons](#).
- Review [Teacher Assignment Report](#).

Multitiered Interventions


Math

Tiers	1	2	3	3*
1	4	1	1	0
2	1	0	2	0
3	0	0	0	0
3*	1	0	1	0

Reading




Tiers	1	2	3	3*
1	5	0	0	0
2	0	0	1	0
3	0	0	0	0
3*	1	0	1	0

Specific Student Grade Book

 **CONNECTIONS** ACADEMY®

Hi, Anderson Demo | [Feedback](#) | [Account Settings](#) ▾

HOME | **PLANNER** | VIRTUAL LIBRARY | MORE ▾

Full Transcript | High School Transcript

User Grade Book for Anderson Demo (ID 216090)

Show me sections ?

Grade Book Details

Section Summary: *Click a section name to view details.*

Section	Score	Grade	Lesson Completion	Teacher	Objectives
Calculus B	87%	B+	40/43 (96%)	Teacher, Jen	29 objectives
English 12 B	92%	A	25/57 (45%)	Teacher, Jen	36 objectives
Living Music I	93%	A	37/46 (90%)	Teacher, Jen	
Marine Science B	97%	A+	35/41 (89%)	Teacher, Jen	
Psychology B	75%	C	34/35 (99%)	Teacher, Jen	
Web Design I B	97%	A+	15/21 (79%)	Teacher, Jen	
Overall	87%		201/243 (84%)		

Progress Reports

[October 1 2015](#)

[October 1 2015](#)

[October 1 2015](#)

[October 30 2015](#)

[October 30 2015](#)

[October 30 2015](#)

[October 30 2015](#)

[October 30 2015](#)

Sample School Day

The time commitment required by students in the online program is comparable to that of a traditional school day. Since learners do not face the distractions and interruptions of a typical school setting (from lining up in the hallway to waiting out the teacher's handling of disruptive peers), they use their learning time much more efficiently. The in-depth application of concepts that is often relegated to homework in a conventional school setting is an integral part of the learning day; the application of discrete skills, extended projects, and remedial and enrichment activities is part of the daily routine for students and their Learning Coaches. The program provides for and offers more than the legally mandated minimum instructional minutes for every grade.

The table below represents an example of a possible school day for an elementary school student. Activities vary based upon student needs, coursework, and personal schedules. Learning is integrated within individual activities as well as LiveLesson sessions and phone calls with teachers. Learning can occur when students learn best – not just between 9:00 a.m. and 3:00 p.m. Students create daily checklists to ensure they are staying on-task. The daily routine may include checking email, looking at the To Do List within the EMS, reviewing the daily planner in the EMS, attending scheduled synchronous sessions, and completing lessons listed in the student's Planner. Students easily see which lessons are due as they are in bolded text. As lessons are completed they change from bold to regular text. Students can access the lessons directly from their daily planners. In addition, students can access any notes or tips provided by the teacher and view important course-related information like LiveLesson session schedules, recordings, and supplemental materials. Students can track their progress and grades at any time in the Grade Book.

A Day in the Life of a Student

SAMPLE STUDENT "DAY IN THE LIFE"	
Morning	Learning Coach logs on, reads messages, and reviews lessons.
	Student reads and responds to email messages from teacher about progress (with the help of the Learning Coach depending upon reading level).
	Student participates in a LiveLesson session for math with teacher and classmates.
	Student completes a math lesson. Learning Coach monitors and facilitates learning as necessary.
	Student completes a Language Arts lesson, including reading, writing, and discussing the lesson activities and text. Student completes a lesson and takes a quiz online.
	Student goes outside for a playground activity with Learning Coach.
Afternoon	Student makes sandwich for lunch, as part of the Home Life Course.
	Student completes a science lesson and finishes reading a non-fiction reading selection (with the help of the Learning Coach depending upon reading level).
	As part of a STEM-enrichment activity, student completes a hands-on science experiment outside with Learning Coach.
	Student goes to soccer practice and the local library.
	After returning, student completes art lesson and then participates in Book Club.
	Learning Coach confirms lessons completed and records attendance.
	Learning Coach and student review next day's schedule and prepares accordingly.

Teacher Professional Learning Sample Schedule

Teachers will benefit from ongoing and effective professional learning, which begins with an initial teacher orientation course and several days of face-to-face pre-service training. Teachers will be provided with an interactive program manual as a resource to training course segments and specific Connections' professional learning courses. Teachers will build a strong foundation for teaching in the virtual environment with student success as a focus. Professional learning communities and weekly teacher updates will keep teachers up-to-date and on the road to being experts in virtual learning.

Prior to school opening, onsite training may be structured as follows:

Day 1

9:00-9:30	Welcome and Introductions (Icon-Matching Activity)
9:30-10:30	Navigating the EMS/Tour of the EMS as Teacher & Student
10:30-11:15	School Year Cycle Timeline
11:15-11:30	Break
11:30-12:30	Communication Expectations
12:30-1:15	Lunch
1:15-2:15	Using the Log Effectively
2:15-3:15	Sandbox Play: Demo Accounts
3:15-3:30	Day 1 Q&A

Day 2

9:00-9:30	Welcome & Review Game
9:30-10:30	Start of the School Year Questions/Scenarios
10:30-10:45	Break
10:45-12:00	Welcome Calls/Using the Student Start-Up Tasks Data View
12:30-1:15	Lunch
1:15-2:30	Completing Effective Curriculum Based Assessments
2:30-3:15	Introduction to LiveLesson®/LiveLesson Play
3:15-4:30	End-of-Day Questions & Answers/Evaluations

College Acceptances for Graduates of Schools Supported by Connections (Updated Feb. 2020)

College Acceptances for Graduates of Schools Supported by Connections			
Florida <ul style="list-style-type: none">Barry UniversityEmory-Riddle Aeronautical UniversityEckerd CollegeFlorida Agricultural and Mechanical UniversityFull Sail UniversityGalen College of NursingFlorida Gulf Coast UniversityFlorida Polytechnic UniversityFlorida State UniversityKeiser UniversityPalm Beach Atlantic UniversitySeminole State CollegeStetson UniversitySoutheastern UniversityUniversity of FloridaUniversity of MiamiUniversity of West Florida			
Alabama <ul style="list-style-type: none">Alabama Agricultural and Mechanical UniversityAuburn UniversityTroy UniversityUniversity of MontevalloOakwood UniversityUniversity of AlabamaUniversity of Alabama in Birmingham, HuntsvilleStillman CollegeUniversity of South AlabamaUniversity of West AlabamaTroy UniversityTuskegee University		Alaska <ul style="list-style-type: none">University of Alaska, Anchorage, Southeast	Arkansas <ul style="list-style-type: none">Arkansas Tech UniversityHenderson State UniversitySouthern Arkansas UniversityUniversity of Arkansas
Arizona <ul style="list-style-type: none">Arizona State UniversityCentral Arizona CollegeEmbry-Riddle Aeronautical University: Prescott CampusGrand Canyon UniversityNorthern Arizona UniversityPhoenix CollegeUniversity of ArizonaUniversity of Pheonix	Colorado <ul style="list-style-type: none">Adams State UniversityBear Valley Bible InstituteColorado CollegeColorado Christian UniversityColorado Mesa UniversityColorado School of MinesColorado State University-Global Campus, Fort CollinsColorado Technical UniversityFort Lewis CollegeJohnson & Wales UniversityMetropolitan State University of DenverUnited States Air Force AcademyUniversity of Boulder – ColoradoUniversity of Colorado at Boulder, Colorado Springs, DenverUniversity of DenverUniversity of Northern Colorado		Connecticut <ul style="list-style-type: none">Eastern Connecticut State UniversitySacred Heart UniversityYale UniversityUniversity of HartfordUniversity of ConnecticutUniversity of New HavenUniversity of Saint Joseph
California <ul style="list-style-type: none">Academy of Art UniversityAmerican Musical and Dramatic AcademyAmerican River CollegeArt Center College of DesignAshford UniversityAzusa Pacific UniversityBakersfield CollegeBiola UniversityCalifornia Baptist UniversityCalifornia Lutheran UniversityCalifornia Maritime AcademyCalifornia State Polytechnic University: Pomona, San Luis ObispoCalifornia University of PennsylvaniaChapman UniversityDominican University of CaliforniaFashion Institute of Design & MerchandisingHoly Names UniversityHope International UniversityHumboldt State UniversityLa Sierra UniversityMills CollegeLoyola Marymount UniversityOccidental CollegePacific Union CollegePoint Loma Nazarene UniversityPomona CollegeSan Diego State UniversitySan Francisco State UniversitySan Jose State UniversityScripps CollegeSanta Clara UniversityStanford UniversitySt. Mary’s College of CaliforniaSonoma State UniversityUniversity of La VerneUniversity of RedlandsUniversity of Southern CaliforniaUniversity of the PacificUniversity of San FranciscoWestmont CollegeWhittier CollegeWoodbury UniversityFullertonLong BeachMonterey Bay NorthridgeSacramentoSan MarcosStanislaus Los AngelesSan Bernardino			
Delaware <ul style="list-style-type: none">University of DelawareWesley College			
Georgia <ul style="list-style-type: none">Albany State UniversityAgnes Scott CollegeAshworth CollegeAtlanta Christian CollegeAthens Technical CollegeAugusta State UniversityBerry CollegeGeorgia Institute of TechGeorgia Southern UniversityGeorgia Southwestern State UniversityGeorgia State UniversityGordon State CollegeKennesaw State UniversityReinhardt CollegeYoung Harris CollegeSavannah College of Art and DesignSavannah State UniversityShorter UniversityToccoa Falls College			

College Acceptances for Graduates of Schools Supported by Connections			
District of Columbia <ul style="list-style-type: none"> Catholic University of America Georgetown University 	<ul style="list-style-type: none"> Brenau University Clayton State University College of Coastal Georgia Columbus State University Covenant College Dalton State College Emory University Georgia Gwinnett College 	<ul style="list-style-type: none"> Mercer University Morehouse College Middle Georgia State University North Georgia College & State University Oglethorpe University 	<ul style="list-style-type: none"> Truett-McConnell College University of Georgia University of North Georgia University of West Georgia Valdosta State University Wesleyan College
Hawaii <ul style="list-style-type: none"> Brigham Young University - Hawaii Hawaii Pacific University University of Hawaii at Manoa 	Illinois <ul style="list-style-type: none"> Augustana College Bradley University Columbia College Chicago Concordia University Chicago Chicago State University DeVry University: Online DePaul University Elmhurst College Illinois College Lake Forest College Loyola University of Chicago McKendree University Millikin University Moody Bible Institute Olivet Nazarene University Robert Morris University School of the Art Institute of Chicago St. Xavier University University of Chicago University of Illinois at Chicago University of Illinois at Urbana-Champaign Wheaton College 	Indiana <ul style="list-style-type: none"> Ancilla College Ball State University Bethel College Butler University Earlham College Franklin College Goshen College Grace College Hanover College Huntington University Indiana Institute of Technology Indiana State University Indiana University Indiana University-Purdie University Indianapolis Indiana University Bloomington Indiana Wesleyan University Manchester College 	<ul style="list-style-type: none"> Marian University Purdue University Saint Mary's College St. Mary of the Woods College Taylor University Trine University University of Evansville University of Indianapolis University of Notre Dame University of Southern Indiana Valparaiso University
Idaho <ul style="list-style-type: none"> Boise State University Brigham Young University College of Idaho Carrington College Idaho State University Lewis- Clark State College University of Idaho 			
Iowa <ul style="list-style-type: none"> Buena Vista University Drake University Grinnell College Iowa State University Mercy College of Health Sciences Maharishi University of Management Simpson College University of Iowa University of Northern Iowa William Penn University 	Kansas <ul style="list-style-type: none"> Baker University Benedictine College Emporia State University Friends University Fort Hays State University Kansas State University Kansas Wesleyan University Newman University Pittsburg State University University of Kansas Washburn University Wichita State University WSU Tech 	Kentucky <ul style="list-style-type: none"> Bellarmine University Berea College Eastern Kentucky University Murray State University Northern Kentucky University Thomas More University University of Kentucky 	Louisiana <ul style="list-style-type: none"> Grambling State University Louisiana State University in Baton Rouge and Alexandria Loyola University New Orleans McNeese State University Tulane University University of New Orleans Xavier University of Louisiana
Maine <ul style="list-style-type: none"> Bates College Husson University Thomas College University of New England University of Maine -- Orono, Augusta, Framington, Fort Kent, Kent, Machias, Presque Isle Thomas College Unity College University of Southern Maine 	Massachusetts <ul style="list-style-type: none"> Amherst College Anna Maria College Berklee College of Music Becker College Boston College Boston University College of Holy Cross College of Our Lady of the Elms Curry College Dean College 	Michigan <ul style="list-style-type: none"> Andrews University Adrian College Alma College Baker College of Jackson, Flint, Muskegon Calvin University Central Michigan University Eastern Michigan University Ferris State University Hope College Grand Valley State University 	Minnesota <ul style="list-style-type: none"> Anoka Technical College Augsburg University Bemidji State University Bethel University College of St. Benedict College of St. Scholastica Concordia College Concordia University: St. Paul Crown College Dunwoody College of Technology

College Acceptances for Graduates of Schools Supported by Connections			
Maryland <ul style="list-style-type: none"> Coppin State University John's Hopkins University Mount St. Mary's University Towson University University of Maryland: Baltimore County, College Park, Eastern Shore Washington College 	<ul style="list-style-type: none"> Emmanuel College Emerson College Endicott College Fisher College Framingham State University Hampshire College Lasell University Lesley University Massachusetts College of Art and Design Mount Holyoke College Northeastern College Salem State College Simmons College Stonehill College Suffolk University Tufts University Merrimack College University of Massachusetts Wentworth Institute of Technology Westfield State College Worcester State University 	<ul style="list-style-type: none"> Hillsdale College Kettering University Lake Superior State University Lawrence Technological University Madonna University Michigan State University Northern Michigan University Oakland University Spring Arbor University Saginaw Valley State University Siena Heights University University of Michigan: Ann Arbor, Dearborn, Flint Wayne State University Western Michigan University 	<ul style="list-style-type: none"> Gustavus Adolphus College Hamline University Hennepin Technical College Macalester College Metropolitan State University Minneapolis College of Art and Design Minnesota State University Northwestern College Saint Cloud State University Saint Paul College Saint Mary's University of MN Southwest Minnesota State University St. Catherine University St. Olaf College University of Minnesota; Crookston, Duluth, Morris, Rochester, Twin Cities University of Northwestern University of St. Thomas Winona State University
Missouri <ul style="list-style-type: none"> Avila University Baptist Bible College College of the Ozarks Drury University Maryville University of St. Louis Missouri Valley College Northwest Missouri State University Ozark Christian College Rockhurst University Saint Louis University Stephens College Southwest Baptist University University of Missouri: Columbia, Kansas City Webster University William Woods University 	Montana <ul style="list-style-type: none"> Montana State University: Bozeman Carroll College Rocky Mountain College University of Montana Mississippi <ul style="list-style-type: none"> Belhaven College University of Mississippi Nebraska <ul style="list-style-type: none"> Bellevue University University of Nebraska – Lincoln Creighton University Nevada <ul style="list-style-type: none"> Nevada State College University of Nevada: Las Vegas, Reno 	New Hampshire <ul style="list-style-type: none"> Colby-Sawyer College Dartmouth College Franklin Pierce University Keene State College Plymouth State University Southern New Hampshire University University of New Hampshire New Jersey <ul style="list-style-type: none"> Fairleigh Dickinson University Kean University Monmouth university Princeton University Rutgers, The State University of New Jersey Seton Hall University Thomas Edison State College 	New Mexico <ul style="list-style-type: none"> Eastern New Mexico University New Mexico Highlands University New Mexico Institute of Mining and Technology New Mexico State University Santa Fe University of Art and Design University of New Mexico University of the Southwest Western New Mexico University
New York <ul style="list-style-type: none"> The American Musical and Dramatic Academy Binghamton University Cazenovia College Clarkson University College of Saint Rose Columbia University Cornell University Eugene Lang College of Liberal Arts Fashion Institute of Technology: State University of New York Fordham University Hamilton College Hobart and William Smith Colleges Hofstra University Houghton College 	<ul style="list-style-type: none"> New York University Niagara University Parsons the New School for Design Pace University Pratt Institute Skidmore College State University of New York St. Lawrence University St. John's University St. Thomas Aquinas College School of Visual Arts SUNY at Stony Brook Syracuse University University of Rochester Union College Utica College Vassar College 	North Carolina <ul style="list-style-type: none"> Appalachian State University Bennett College for Women Brevard College Catawba College Davidson College Duke University Elon University Gardner-Webb University High Point University Lenoir-Rhyne University North Carolina State University Southeastern Baptist Theological Seminary University of North Carolina, at Chapel Hill, Greensboro, Pembroke University of North Carolina School of the Arts – Winsto 	North Dakota <ul style="list-style-type: none"> University of North Dakota University of Mary

College Acceptances for Graduates of Schools Supported by Connections			
<ul style="list-style-type: none"> • Ithaca College • LIM College • Marist College • Marymount Manhattan College 		<ul style="list-style-type: none"> • Wake Forest University • Western Carolina University • Wingate University 	
Ohio <ul style="list-style-type: none"> • Antioch University Midwest • Ashland University • Baldwin Wallace University • Bowling Green State University • Capital University • Cedarville University • Central State University • Cleveland Institute of Art • Cleveland State University • College of Wooster • Columbus College of Art & Design • Denison University • DeVry University: Columbus • ETI Technical College of Niles • John Carroll University • Heidelberg University • Hiram College • Kent State University • Kenyon College • Kettering College of Medical Arts • Lourdes College • Malone University • Marietta College • Miami University • Mount Carmel College of Nursing 		Oklahoma <ul style="list-style-type: none"> • Langston University • Northeastern State University • Oklahoma Baptist University • Oklahoma State University • Oral Roberts University • Southeastern Oklahoma State University • Southwestern Oklahoma State University • University of Central Oklahoma • University of Oklahoma • University of Tulsa 	
<ul style="list-style-type: none"> • Mount St. Joseph University • Mount Vernon Nazarene University • Muskingum University • Oberlin College • Ohio University • Ohio State University • Ohio Dominican University • Ohio Northern University • Shawnee State University • Tiffin University • University of Akron • University of Cincinnati • University of Cincinnati – Blue Ash • University of Dayton • University of Findlay • University of Mount Union • University of Toledo • Urbana University • Ursuline College • Walsh University • Wilberforce University • Wilmington College • Wittenberg University • Wright State University • Xavier University • Youngstown State University 		Oregon <ul style="list-style-type: none"> • Art Institute of Portland • Corban University • Eastern Oregon University • George Fox University • Lewis & Clark College • Linfield College • Multnomah University • Oregon State University • Oregon Institute of Technology • Pacific Northwest College of Art • Pacific University • Portland State University • Reed College • Southern Oregon University • University of Oregon • University of Portland • Warner Pacific University • Western Oregon University • Willamette University 	
Pennsylvania <ul style="list-style-type: none"> • Alvernia University • Arcadia University • Bloomsburg University of PA • Bryn Mawr College • Bucknell University • Carnegie Mellon University • Cedar Crest College • Clarion University of PA • Chatham University • Drexel University • Duquesne University • East Stroudsburg University of Pennsylvania • Elizabethtown College • Gannon University • Grove City College • Gwynedd Mercy College • Immaculata University • Indiana State University of Pennsylvania • Juniata College • Keystone College • Kutztown University of Pennsylvania 		South Carolina <ul style="list-style-type: none"> • Anderson University • Aiken Technical College • Bob Jones University • Coastal Carolina University • Charleston Southern University • Claflin University • Clemson University • Coker University • College of Charleston • Coastal Carolina University • Columbia College • Columbia International University 	
<ul style="list-style-type: none"> • Lackwanna College • La Salle University • Lock Haven University • Mansfield University of Pennsylvania • Marywood University • Mercyhurst University • Millersville University • Penn State • Penn State University Park • Shippensburg University • Swarthmore • Susquehanna University • The University of the Arts • Temple University • University of Pennsylvania • University of Pittsburgh at Pittsburgh • Villanova University • West Chester University of Pennsylvania • Wilkes University 		<ul style="list-style-type: none"> • Converse College • Francis Marion University • Furman University • Greenville Technical College • Lander University • Limestone College • North Greenville University • Presbyterian College • Southern Wesleyan University • The Citadel • University of South Carolina • Voorhees College • Winthrop University • Wofford College 	

College Acceptances for Graduates of Schools Supported by Connections			
South Dakota <ul style="list-style-type: none"> Black Hills State University South Dakota School of Mines and Technology University of Sioux Falls 	Tennessee <ul style="list-style-type: none"> Austin Peay State University Belmont University Carson-Newman University East Tennessee State University Fisk University Lee University Lincoln Memorial University Maryville College Middle Tennessee State University Milligan College Southern Adventist University Tennessee Technological University Tusculum College University of Tennessee: Chattanooga, Knoxville, Martin Union University Vanderbilt University 	Texas <ul style="list-style-type: none"> Abilene Christian University Angelo State University Arlington Baptist College Austin College Baylor University Concordia University Texas Dallas Baptist University East Texas Baptist University Hardin-Simmons University Houston Baptist University Howard Payne University Huston-Tillotson University Southern Methodist University Lamar University Lubbock Christian University McMurry University Midwestern State University Sam Houston State University Schreiner University Southern Methodist University Southwestern Assemblies of God University Southwestern University St. Edward's University Tarleton State University Texas A&M University Texas Christian University Texas Southern University Texas State University Texas Tech University Texas Woman's University Trinity University University of Houston University of Houston – Clear Lake, Downtown University of Mary Hardin-Baylor University of North Texas University of Texas at Arlington University of Dallas University of Texas at Austin University of Texas at Dallas University of Texas at El Paso University of Texas at Pan America University of Texas at San Antonio University of Texas at Tyler University of the Incarnate Word West Texas A&M University 	
Rhode Island <ul style="list-style-type: none"> Brown University Bryant University Johnson & Wales University Rhode Island School of Design University of Rhode Island 			
Utah <ul style="list-style-type: none"> Brigham Young University Independence University University of Utah Utah State University Utah Valley University Western Governors Univ. Weber State University Westminster College 	Vermont <ul style="list-style-type: none"> Castleton University Champlain College Landmark College Marlboro College Norwich University St. Michael's College University of Vermont 	Virginia <ul style="list-style-type: none"> Bethany College Bridgewater College Emory & Henry College Hampden-Sydney College Hampton University George Mason University James Madison University Liberty University Lynchburg College Mary Bladwin University Regent University Sweet Briar College University of Virginia Virginia Commonwealth University Virginia State University Virginia Polytechnic Institute and State University Washington and Lee University 	Washington <ul style="list-style-type: none"> Central WA University Evergreen State College Gonzaga University Seattle Pacific University Seattle University University of Puget Sound University of Washington Washington State University Walla Walla University Western Washington University Whitman College Whitworth University
Washington D.C. <ul style="list-style-type: none"> The George Washington University Howard University 	Wisconsin <ul style="list-style-type: none"> Alverno College Beloit College Carthage College Concordia University Wisconsin Maranatha Baptist Bible College Marquette University 	<ul style="list-style-type: none"> St. Norbert's College Wisconsin Lutheran College University of Wisconsin: Eau Claire, Milwaukee, Green Bay, La Crosse, Madison, Oshkosh/River Falls, Stout, Superior 	Wyoming <ul style="list-style-type: none"> Eastern Wyoming College University of Wyoming
West Virginia <ul style="list-style-type: none"> American Public University Concord University David & Elkins College West Virginia University 			

2018-19 Performance Data from Schools Supported by Connections

Connections Academy schools are committed to quality and high levels of student learning.

Performance on National Tests – ACT®, SAT®, and Advanced Placement®

ACT® – Overall, Connections Academy schools were one point below the National Average Composite of 21 out of a possible 36. Connections Academy schools that met or exceeded the national average and their corresponding score (schools in bold met or exceeded ACT College Readiness benchmark of 23):

- **Arizona Connections Academy (ACA) - Average Composite was 26**
- **California Connections Academy (CalCA) - Average Composite was 25**
- Georgia Connections Academy (GACA) - Average Composite was 21
- Iowa Connections Academy (IACA) - Average Composite was 22
- **Indiana Connections Academy (INCA) - Average Composite was 23**
- Inspire Connections Academy (Inspire) - Average Composite was 22
- **Maine Connections Academy (MCA) - Average Composite was 23**
- Minnesota Connections Academy (MNCA) - Average Composite was 22
- **Ohio Connections Academy (OCA) - Average Composite was 23**
- Oregon Connections Academy (ORCA) - Average Composite was 22
- **Texas Connections Academy @ Houston (TCAH) - Average Composite was 24**
- **TEC Connections Academy (TECCA) - Average Composite was 23**

SAT® – National Average was 1,059 out of a possible 1,600, while the College Readiness Benchmark is 1,010 (530 Math/480 Reading). Connections Academy schools that exceeded the college readiness benchmark and their corresponding scores (schools in bold also exceeded national average):

- **Arizona Connections Academy (ACA) - Average Student Score was 1,199**
- **California Connections Academy (CalCA) - Average Student Score was 1,133**
- **Indiana Connections Academy (INCA) - Average Student Score was 1,095**
- **Oregon Connections Academy (ORCA) - Average Student Score was 1,119**
- **Texas Connections Academy @ Houston (TCAH) - Average Student Score was 1,074**
- **TEC Connections Academy (TECCA) - Average Student Score was 1,115**

AP® – National Average of scoring 3 or higher was 59.6%. Connections Academy schools that exceeded the national average and their scores:

- Arizona Connections Academy (ACA) - 75.0% of Students Scored 3 or Higher
- Colorado Connections Academy at Mapleton (ColoCAM) - 85.7% of Students Scored 3 or Higher
- Indiana Connections Academy (INCA) - 80.0% of Students Scored 3 or Higher
- TEC Connections Academy (TECCA) - 64.6% of Students Scored 3 or Higher