



Start-Up Charter Application to
District of Columbia Public Charter School Board

Submitted by the
Nexus Academy of DC Public Charter School
Founding Group

March 1, 2013



Nexus Academy of DC

March 1, 2013

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Mr. Jones:

On behalf of Nexus Academy of DC Public Charter School, Inc., a non-profit corporation, I am honored to submit the attached charter petition for **Nexus Academy of DC**. Our petition represents many hours of work and creative thinking by our Founding Group to conceptualize a top-quality, 21st-century college-prep high school rivaling the very best in the nation. We hope that you will share our excitement about what Nexus Academy could mean for the young people of Washington, DC.

Nexus Academy embodies a vision of an innovative, inspirational, and individualized high-performance high school for today's learner. The mission of Nexus Academy is to maximize academic achievement and college/career readiness for students in grades 9-12 who seek a cutting-edge alternative to the traditional classroom. Small by design, Nexus Academy provides each student with a flexible learning space, a mobile computer, a comprehensive technology-facilitated curriculum and a combination of the very best face-to-face and online teachers. Unique in DC and indeed on the East Coast, Nexus Academy will bring tomorrow's high school experience to Washington students today.

Our Founding Group has asked Mickey Revenaugh to serve as our technical assistance point of contact for DCPCSB during the application review process. Ms. Revenaugh can be reached at 917-834-5768 or by email at mrevenaugh@connectionseducation.com.

We very much look forward to discussing our Nexus Academy charter school application with the DCPCSB team and the larger community in the coming months.

Sincerely,



Kathy Harris, JD
Founding Group Member
Nexus Academy of DC

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APPLICANT INFORMATION SHEET

Request for Approval

This application is a request to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1995, as amended.

Name of Proposed Charter School: **Nexus Academy of DC**

Name of Entity Applying for Charter Status in D.C.: **Nexus Academy of DC, Inc.**

Contact Person: **Mickey Revenaugh**

Address: **1001 Fleet St., Fifth Floor, Baltimore, MD 21202**

Daytime Telephone: **917-834-5768**

E-mail: **mrevenaugh@connectionseducation.com**

Name of Person Authorized to Negotiate: **Kathy Harris, JD**

(Must be member of founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature: _____

Kathy C Harris

Proposed Start Date: **August 25, 2014** Proposed Year 1 Budget: **\$5,327,593**

Start Up Information

Year One Enrollment:	From age/grade: 9	to age/grade: 12	Number of students: 300
Year Five Enrollment:	From age/grade: 9	to age/grade: 12	Number of students: 600
Enrollment at Capacity:	From age/grade: 9	to age/grade: 12	Number of students: 600

Proposed location of school (address or area of city): **Ward 2, Neighborhood Cluster 6 or 7, or the portion of Neighborhood Cluster 8 in Ward 2**

Name(s) of Organization(s) Involved in Planning (if applicable): **Not Applicable**

Name of Educational Service Provider (if applicable): **Connections Education**

Type of Application (Check One)

Conversion of Existing Public School Conversion of Existing Private School New School

If conversion, name the school being converted: **Not Applicable**

If conversion, do you wish to retain the existing school site? Yes No

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? Yes No

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EXECUTIVE SUMMARY

Nexus Academy of DC is a new kind of high school for the altogether new world today's young people inhabit. The mission of Nexus Academy is to provide an innovative, inspirational, and individualized college-prep learning environment for students in grades 9-12 from throughout the District of Columbia that will maximize their academic potential, engage their families and community, and prepare them for success in college, in work, and in life.

Nexus Academy will achieve this through a unique "blended learning" program that combines the best of face-to-face and online professional instruction with a steady stream of real-time academic performance data that tracks students' individual progress to optimize learning. Nexus Academy students will work on-site at their specially designed campus for four hours either in the morning or afternoon, four days a week, 150 students at time; they also have full-time access to their entire world-class, comprehensive online curriculum and online teachers via their school-provided laptops to complete their work at flexible times, locations and individual pace. Parents will have 24/7 access to student performance data, thereby stimulating essential family involvement. The guiding philosophy for school culture at Nexus Academy is flexibility and individualization in exchange for personal accountability in a high-expectations environment. Nexus Academy of DC will join a growing network of Nexus Academy schools that *Education Week* recently spotlighted as a cutting-edge example of blended learning.¹

At their unique Nexus Academy campus, students will be guided by a dedicated in-person staff that includes a Principal, a Guidance Counselor, a Special Education/English Language Learning Coordinator and a School Secretary, as well as the following on-site instructional team:

- Four highly qualified Teachers – two in English, two in Math - who rather than delivering one-size-fits-all curriculum instead work with students individually and in small groups to intervene and accelerate based on their performance data from the curriculum. Each teacher has one full day each week for planning and preparation, plus multiple technology tools to expedite data analysis and grading. The face-to-face teaching staff is complemented by expert, certified online teachers in the other core and elective subjects.
- Four Success Coaches, specially selected and trained paraprofessionals who play dual instructional support and guidance support roles for Nexus Academy students. Success Coaches supervise teams of Nexus Academy students while they are working in their online curriculum, and also provide day-to-day motivation regarding academic goals and college preparation. Each Success Coach is assigned a team of 35-40 students per shift working in a college lounge-like Team Zone.
- A Personal Trainer who runs the on-site fitness center and develops individual student plans for fitness and lifelong wellness.

Nexus Academy intends to locate in an office building or other non-traditional location in Ward 2, home to just three charter schools, only one of which offers high school. The Nexus Academy campus will provide an intimate, innovative and flexible environment unlike any traditional high school but ideally suited for the blended learning approach. The open floor plan (see B.4.a in the

1. "What's Next? A Flex Plus School Model by Connections Education," *Education Week*, November 4, 2012, <http://bit.ly/SkU5Qj>.

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Operations Plan) provides visibility throughout the space for all staff to support freedom of movement by students with their laptops through a variety of workspaces. For a 3-D view of the Nexus Academy campus design, see <http://youtu.be/PQ1paidBmC8>.

Nexus Academy intends to negotiate a management agreement with Connections Education LLC (Connections), a national leader in virtual and blended education with over 10 years of experience serving nearly 50,000 students in 29 schools, in 22 states. Connections is a subsidiary of Pearson, one of the largest education firms in the world. Connections provides:

- A successful track-record in outpacing state standardized assessments and the national SAT average, strong improvements in academic outcomes for students with special needs and a 97% satisfaction approval rating among parents of accelerated learners.
- Access to its proven-effective and continually updated curriculum of over 500 high-quality, teacher-supported courses, with assessments embedded in every lesson.
- Opportunity for Nexus students to join nearly 20 Advanced Placement classes, college-level courses, 32 core honors courses, a dozen foreign languages, cutting-edge technology electives, engaging arts courses and online clubs such as robotics, debate and chess.
- A powerful technology platform to serve as the school's education management system, collecting real-time data to track each student's progress and provide immediate feedback for students, teachers and parents. This system facilitates dynamic personalized intervention, remediation, acceleration and enrichment on an individual and group basis.
- State-of-the-art business, accounting, technology support and human resources systems, allowing the school to be run efficiently and effectively from inception.
- Grant development and direct financial assistance for the school as needed.

Although Connections is expected to provide valuable support to Nexus Academy, the Nexus Academy of DC Board of Trustees made up of local parents, community members, business innovators and education advocates, will be fully independent of Connections. The Board will have the ability to terminate the contract with Connections at any time and seek some or all of these services from other sources.

Nexus Academy's flexible schedule, high-quality curriculum, additional support services and personalized blended education model makes it a fully inclusive school and ideal for various types of underserved students in the District including:

- High-achieving students who need more academically challenging options.
- Students who might feel unsafe or alienated in a large, traditional school setting.
- Athletes, musicians and others who need to combine education with practice and performance schedules.
- Students who need to work part-time or want to pursue internships.
- Students with chronic or complex medical conditions and treatment regimes.
- Students with different learning styles or special learning needs who can benefit a more personalized approach.
- Students who have opted out of public education because they could not find a school that fits their needs.

A: EDUCATION PLAN



1. Mission and Purpose of the Proposed Public Charter School

a. Mission and Philosophy:

- **Our one-sentence mission for our proposed school.**

The mission of Nexus Academy is to provide an innovative, inspirational, and individualized college-prep learning environment for students in grades 9-12 from throughout the District of Columbia that will maximize their academic potential, engage their families and community, and prepare them for success in college, in work, and in life.

- **Our school's philosophy for educating students.**

Nexus Academy's philosophy is that students' academic success can be optimized through smart use of data and technology by expert, passionate teachers – both face-to-face and online – while their emotional success is supported by specially trained coaches in an innovative team environment. At Nexus Academy, each and every student has a Personalized Learning Plan tailored to his or her particular learning requirements. This approach allows Nexus Academy to be a fully inclusive school in which students receiving special education services, English Language Learners, accelerated learners, and those in need of academic intervention are all equal members of the Nexus community, tackling curriculum via their school-provided computers and interacting with their expertly trained teachers in the same ways as mainstream students. The flexibility of the curriculum and school environment means that any additional support services that such students need can be provided with a minimum of interruption to their overall, success-focused Nexus Academy routine. This high-expectations, highly supportive environment is embodied by the growing network of Nexus Academy blended charter schools serving students in Cleveland, OH; Columbus, OH; Grand Rapids, MI; Indianapolis, IN (opening Fall 2013); Lansing, MI; Royal Oak, MI (opening Fall 2013); and Toledo, OH.

b. Educational Needs of the Target Student Population:

- **The needs of the students we plan to serve and how our proposed school will meet their needs.**

Nexus Academy seeks to serve high school students throughout the District of Columbia whose sights are set on college but who face a frustrating search for a quality public school to help them realize their dreams.

The comprehensive 2012 needs assessment “Quality Schools: Every Child, Every School, Every Neighborhood”² has documented that in order to provide every public school child

2. “Quality Schools: Every Child, Every School, Every Neighborhood,” commissioned by the DC Deputy Mayor for Education and developed by IFF, http://dme.dc.gov/DC/DME/Publication%20Files/IFF_Final_Report.pdf

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in the District of Columbia with a high-quality education – defined as a seat in a Tier 1 school - an additional 11,597 high school seats must be developed citywide. According to this report, only 15% of DC charter school students and 13% of DCPS students attend a Tier 1 school, while 19% of the total high school aged population of DC has completely opted out of public education.

The city's most coveted district school options, such as School Without Walls, require top GPA and DC CAS scores plus passage of an assessment test for entry, drawing hundreds more hopeful candidates than they have capacity to serve. Among charter schools, only three high schools (KIPP DC: College Prep PCS, Thurgood Marshall Academy, and Washington Latin – Upper School) earned Tier 1 status in 2010-11. The newly opened BASIS DC Public Charter School is promising but will not be at full high school capacity until 2016-17.

Meanwhile, racial/ethnic gaps persist in achievement – some large enough to more properly be called “gulfs,” as DC Action for Children terms the 40 percentage point spread between African American and Caucasian 8th graders on the 2011 DC CAS Math test. In “DC’s Achievement Gap: Why Place Matters,” the group hypothesizes that the economic status of the neighborhoods where students attend school has an impact on achievement, pointing to research that shows that disadvantaged students who travel out-of-boundary for school typically outperform those who go to school within their neighborhoods.³

Nexus Academy of DC will meet these educational needs by providing the following:

- ***A High-Quality High School Open to All:*** Nexus Academy will be an inspiring, “neighborhood neutral” destination school with a challenging-but-supportive program that meets learners where they are academically and helps them reach for the stars.
- ***Expanded Learning Opportunities:*** Students seeking academic rigor and an engaging curriculum that allows able students to move forward at their own pace find both at Nexus Academy. Students are offered an Honors option for 32 core courses, as well as a selection of 18 Advanced Placement courses from Calculus to Psychology (please see Curriculum in Section J). In 2010-11, 63% of students using the curriculum offered by Nexus Academy who took Advanced Placement exams scored 3 or above, compared to 56% of public school students nationally.⁴ The Nexus Academy schedule also permits students to participate in internships, pursue their athletic or artistic passions, and take college courses.
- ***College Preparation:*** Students at Nexus Academy receive individualized and intensive guidance counseling focused on their pathway to college. At the Nexus

3. “DC’s Achievement Gap: Why Place Matters,; DC Action for Children, February 2012, <http://dcactionforchildren.org/sites/default/files/AchievementGap.pdf>

4. The College Board, AP Report to the Nation, <http://bit.ly/SIAEV2>.

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Academy blended schools, the Guidance Counselor’s work is reinforced by the Success Coaches, who work closely with students to ensure that they are considering all of their college options – often through the lens of career interests – and planning properly the coursework and exams they will need to complete to reach their goal. As noted above, the curriculum offers a wide array of AP options as well as the ability to add college courses to the schedule. Special courses like Success Highways build and reinforce study skills, while partnerships with organizations such as Thurgood Marshall College Fund connect students with scholarships and other support. As a result, students preparing for college in Connections-affiliated schools have experienced significant success. In addition to the strong showing on AP exams referenced above, students using the Connections curriculum (including special exam prep and test-taking skills courses) outperformed the national average on the SAT by 8.5% across all areas of the test in 2010-11, as shown in the chart below.⁵

SAT Performance, 2010-11			
Subject Area	Connections Student Average Scores	National Average Scores	Connections Scoring Differential (as %)
Critical Reading	579	497	16.5%
Math	517	514	0.5%
Writing	532	489	8.8%
Total	1628	1500	8.5%

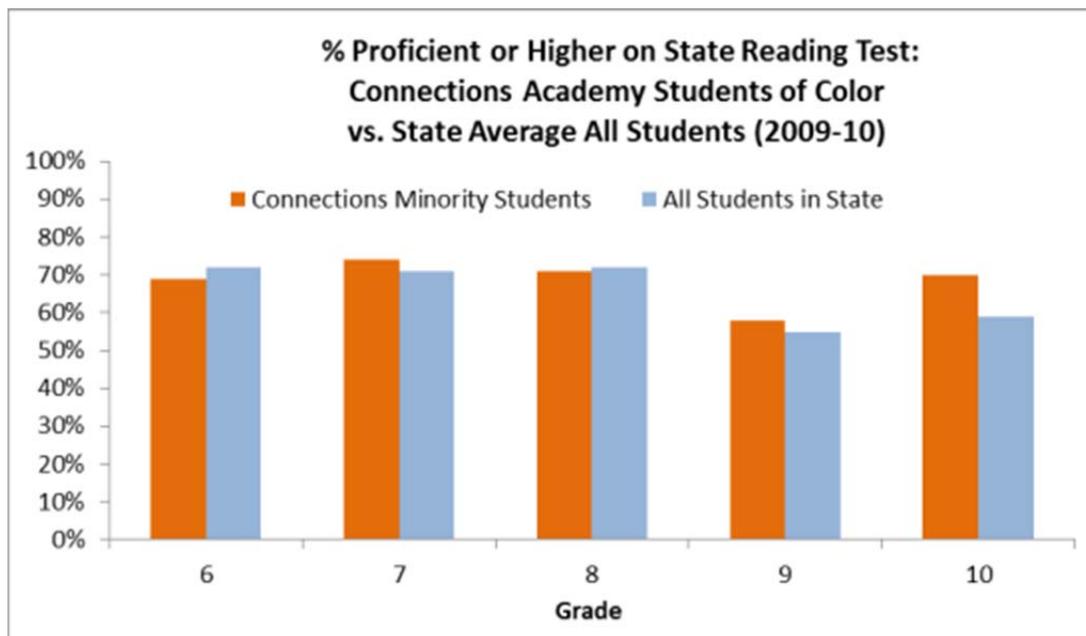
One test of a college preparation program is actual college enrollments. Students at schools using the Connections curriculum have been accepted at the following colleges and universities among hundreds of others:

- | | |
|---|--|
| <ul style="list-style-type: none"> American University Amherst College Auburn University Boston College Boston University Bowdoin College Bryn Mawr College Carnegie Mellon University College of William And Mary Cornell University George Washington University Harvard University Howard University New York University | <ul style="list-style-type: none"> Pepperdine University Rider University Syracuse University United States Air Force Academy University of California, Berkeley University of California, Los Angeles University of Maryland, College Park University of Maryland, University College University of Michigan University of North Carolina at Chapel Hill University of Notre Dame Vassar College Wellesley College Williams College |
|---|--|

⁵ . The College Board, SAT Report on College and Career Readiness, <http://bit.ly/Ym6Y1v>.

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- **Improved Academic Performance:** Students who may have previously struggled will benefit from the personalized, data-driven approach at Nexus Academy. The baseline curriculum for all students is the Connections online curriculum (comprising more than 500 courses) delivered through the Connexus^{®6} education management system and individualized for them by certified, expertly trained teachers. Schools using the Connections curriculum have begun ameliorating the achievement gaps between minority students and the general population. The graph below compares the state Reading scores of students in Connections-affiliated virtual schools with those of their resident states as a whole (based on state-reported standardized test data), focusing on students scoring Proficient or Higher in Connections-affiliated charter schools operating during that time.



- **The relationship between the student population to be served and the intended geographic area of the city where the school will be located.**

As part of the solution to quality seat gap identified by IFF,⁷ Nexus Academy proposes to draw approximately 35 high school students from each ward in the city to head downtown for school. These students would be joining one of the most dramatic population shifts of the past decade: the increase of more than 19,000 residents in “Downtown DC” – defined as “within two miles of the Wilson Building,” according to the *Washington Business Journal*⁸-- making DC’s the fifth fastest-growing downtown in America.

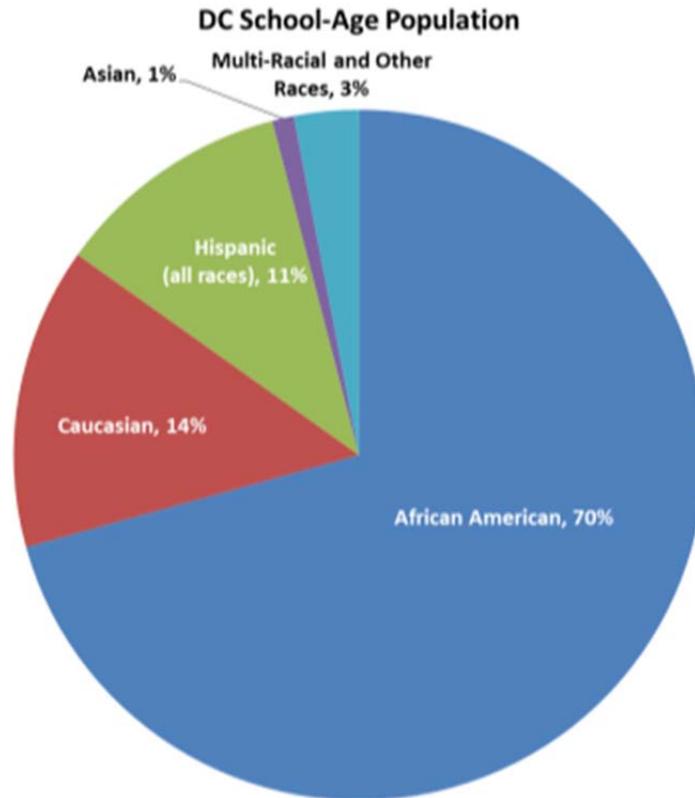
6. “Connexus” is the duly registered trade name for the Connections Education Management System.

7. “Quality Schools: Every Child, Every School, Every Neighborhood,” commissioned by the DC Deputy Mayor for Education and developed by IFF, http://dme.dc.gov/DC/DME/Publication%20Files/IFF_Final_Report.pdf

8. “Downtown D.C.’s population increased by 19,000 last decade,” Sept. 27, 2012, <http://www.bizjournals.com/washington/news/2012/09/27/dc-downtown-population-increased-by.html>

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As an enticing downtown destination school, Nexus Academy of DC expects to attract a diverse population of students from throughout DC. We anticipate a student demographic that is reflective of the citywide school-age population identified in the 2010 Census, as shown in the chart below.⁹ Based on this citywide school-age data, as well as the demographics of schools like the Duke Ellington School for the Arts and School Without Walls, also located in Ward 2 and also drawing students city-wide, Nexus Academy of DC expects to serve an equally diverse array of students.



In addition to this representative racial and ethnic diversity, Nexus Academy of DC expects its students to be diverse in other ways, as shown in the table below.

- 70% Qualified for Free or Reduced-Price Meals
- 12% Students with Special Needs
- 8% English Language Learners
- 10% Gifted

Seen through the lens of specific educational needs, the Nexus Academy of DC population is expected to be equally diverse. Enrollees may include:

9. Adapted from "Quality Schools: Every Child, Every School, Every Neighborhood," which uses 2010 US Census, DCPS, DC PCSB and OSSE data.

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- ambitious students from throughout the District of Columbia who are not challenged in their current school coursework;
 - students of promise who need a more personal learning environment in order to meet their full potential;
 - those who may feel alienated, pressured, or bullied in a typical school setting;
 - young people who are working or pursuing a personal passion, such as music or elite athletics, and need a more flexible schedule; and
 - students who have opted out of public education because they could not find a school that fit their unique needs.
- **Based on the Demographic Analysis included in Appendix D, the impact of our proposed school on the existing community and neighborhood schools and our rationale for the chosen location.**

Nexus Academy intends to locate in an office building or other non-traditional location in the central and underserved Ward 2 and adjacent areas, home to just three charter schools, only one of which offers high school. This area was selected by the Nexus Academy Founding Group because it is easily accessible from all DC neighborhoods via public transportation; because it is not a primarily residential neighborhood and is therefore neutral territory for DC teens; and because its architectural atmosphere reinforces Nexus Academy's image as a learning environment more like a workplace or college lounge than like a traditional high school.

Nexus Academy's impact on the immediate neighborhood will be gentle. Amid the hustle and bustle of downtown DC, the presence of 300 college-prep high school students - no more than 150 at any one time – may hardly be noticed except by those businesses and institutions that partner with the school to provide internships and guest speakers.

In terms of its impact on neighborhood schools, Nexus Academy of DC is well-positioned to both complement and compete with the small number of existing nearby charter, district, and private schools. Unique among high schools downtown, Nexus Academy is small but offers almost unlimited academic opportunities; open, tuition-free enrollment; high-tech learning environment; dedicated Success Coaches; half-day schedule; on-site fitness center with personal trainer; and an appealing college-like campus. Nexus Academy expects to absorb students from the waiting lists at School Without Walls and Duke Ellington while providing a cost-effective alternative to Gonzaga. Together with BASIS when its high school grades come online, Nexus Academy will make a small but meaningful dent in the quality seat need identified by IFF.

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c. Educational Focus

- **The educational focus of our proposed school.**

For Nexus Academy of DC, the educational focus is on maximizing academic performance for students through a technology-rich, personalized learning program that prepares them for success in college and beyond. This is the same focus as the existing blended and virtual school programs in the Connections network and has remained consistent for more than a decade.

Several key terms are useful in understanding the innovative program proposed for Nexus Academy of DC.

- *The Learning Quadrangle:* The Nexus instructional model, shown at right, which puts students in the center of a system of supports that helps ensure their success.



- *Online Curriculum:* The entire Nexus Academy curriculum is made up of high-quality, technology-delivered courses that students access with their school-supplied laptops both on campus and away from campus. The curriculum, proven effective over a decade of use in Connections-affiliated virtual and blended programs, integrates engaging instructional elements and multiple formative and summative assessments that produce ongoing data about student mastery of curriculum objectives, which are aligned to Common Core and state-specific standards.
- *Teacher:* Each course in the online curriculum also has a highly qualified teacher, whose role is not to deliver the curriculum but instead to personalize it for each student. Either in person or online, these expert subject area teachers work with students individually and in small groups to intervene or accelerate, based on the students' performance in the online curriculum.
- *Success Coach:* A carefully selected, specially trained paraprofessional who serves two critical face-to-face roles. Success Coaches supervise teams of Nexus Academy students while they are working with in their online curriculum, and also provide

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day-to-day guidance and motivation regarding college preparation. Each Success Coach is assigned a team of 35-40 students per shift, and teams may stay together for their entire Nexus career.

- *LiveTutor*: This on-demand service is built into the curriculum to connect students with expert help whenever they need it.
- *Connexus*: The proprietary technology platform, known as an “education management system,” upon which the entire program runs.
- *LiveLesson*: A synchronous web conference that brings online teachers and students together for small-group work. LiveLesson sessions include audio, video, text chat, desktop sharing and guided web surfing, among other collaborative real-time activities.
- *Teachlet*: An animated, interactive mini-presentation that introduces key concepts at the beginning of a lesson (which students may play repeatedly if they choose).
- *WebMail*: The safe, “closed” email system that is part of Connexus and allows students and teachers to work together securely.
- *Team Zone*: The college lounge-style seating area where Nexus students spend a portion of their on-campus time, supervised by their Success Coach.

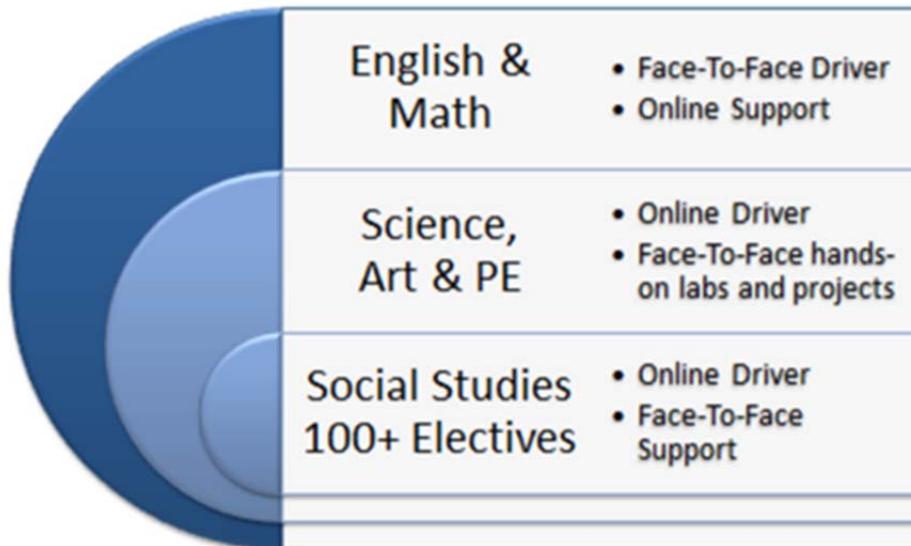
Key School Design Elements

The Nexus Academy educational program is designed around each student from the ground up, with the daily routine driven by data about his or her learning and activities designed to maximize both academic performance and social/emotional growth. Key design elements include:

- **Engaging Technology-Facilitated Curriculum**: Nexus Academy will use the high-quality Connections curriculum consisting of hundreds of technology-delivered but teacher-driven courses which have produced strong academic results for learners across the country, including AP test performance that consistently outranks the national average. This comprehensive program offers multiple levels of core academic coursework plus a dozen foreign languages, cutting-edge technology electives, and engaging arts courses. Throughout the flexible school day and beyond, students access this entire curriculum via their school-provided computers, which allow them to work anywhere, anytime within the school campus and beyond – and produce a rich stream of learning data to guide every instructional decision.
- **Blended Instructional Model**: As part of its “flex” approach to blended learning, Nexus combines the best of face-to-face and online teaching to maximize the impact of its highly qualified teachers. The school’s face-to-face teachers focus on English and Math, working with students in small groups on a schedule determined by their data-documented learning needs. Science, Art and Physical Education will be taught

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primarily online by certified subject-area experts, with on-site elements provided by guest-educators in the case of Art and Science and the Personal Trainer in the case of PE. All other courses, including Social Studies and electives, are taught online exclusively, with students meeting in small groups through LiveLesson and the Success Coaches providing face-to-face support.



- **One-to-One Computing Resources:** All students at Nexus Academy will be provided with a loaned computer which they will use throughout the school day and beyond to access their powerful and engaging online curriculum. In addition, the school will provide each family with a subsidy to defray the cost of Internet access at home. Nexus Academy’s curriculum is also “mobile friendly” so that students can access it on their own smartphones, tablets, and other personal devices both at school and outside of school.
- **Data-Powered Instruction with Dynamic Differentiation:** As students work through their engaging online curriculum, they generate rich streams of performance data the school’s professional, certified teachers – both in-person and online - use to maximize student performance. Teachers use data on student performance to dynamically group students for intervention, enrichment, project work and individual study. Students meet with their teachers individually and in small groups multiple times per week in person or via web conference, and are supported in their drive for academic excellence by their Success Coaches.
- **Personalized Learning Plan:** Developed collaboratively for each student by the staff with input from parents and students, this plan guides the tailoring of both curriculum and instruction to meet that student’s needs. Special attention will be

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paid to meeting the needs of students with disabilities and English Language Learners, whose Personalized Learning Plans will reflect necessary modifications and accommodations but who are otherwise fully integrated into the daily learning routines of the school.

- **Flexible Use of Space and Time:** Rather than rows of forward-facing desks and teacher lectures, the Nexus Academy blended campus provides a combination of comfortable Team Zones and inspiring subject-specific classrooms where students and teachers meet in small groups and one-on-one. The school day maximizes flexibility so that students who need more intensive intervention and direct instruction will get it, while students who are ready to move ahead can do so. Nexus Academy also allows time and space for special focus activities such as elite sports, community service, family obligations, college courses, and internships – and even provides software tools to help students track their out-of-school activities.
- **Small School Design:** Nexus Academy is small by design, serving a total of 300 high school students who attend in two shifts of 150 students each - radically more intimate than a traditional secondary school and many charter schools in the District of Columbia. Recent research (detailed in the research section below) on small schools shows significant positive impact on graduation rates when the personalization of an intimate learning environment is coupled with a strong mission focus and careful attention to continuous program improvement through use of student performance data.
- **A Coach for Every Student:** In addition to highly qualified teachers in every subject, including face-to-face Math and English teachers, each Nexus Academy student will work with specially selected and trained paraprofessionals known as Success Coaches. These Success Coaches deepen and extend the school experience by focusing on the student’s individualized learning needs and ensuring the right mix of motivation and accountability.
- **Fit Bodies, Fit Brains:** Nexus Academy also acknowledges that exercise helps ensure academic and emotional success for students while laying the foundation for lifelong health. The Nexus Academy campus has an on-site fitness center staffed by a dedicated Personal Trainer who ensures an exercise plan for every student while bringing in a rich array of fitness options from martial arts to spinning to yoga.

A Day in the Life of a Nexus Academy Student

Travis is a typical Nexus Academy of DC freshman. Travis takes the Metro to arrive at school at 8:30 am for the school’s morning shift. He swipes his key card at the door, greets the principal, and reports directly to his Team Zone to claim his spot at the high café table where he does his best work. Travis pulls his laptop out of his backpack and logs in to review his class schedule for the day, and check if he has any new WebMail messages. He sees that his Biology teacher scored the lab report that he submitted on Monday and he got a 93%. He quickly clicks on his Grade Book to check his overall course score and is

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excited that it is up to 89%. Travis's day officially begins with a brief team meeting led by his Success Coach, Mr. Johnson. Every Wednesday, during first period, Travis and his teammates participate in a structured small group program called *Success Highways* that helps them think about the skills necessary for academic success. Today's lesson is on "Career Ideas." Travis's journal assignment is to write down three jobs that he might enjoy doing and to share with a partner how success in school will prepare him to succeed in the jobs that he listed. During the next two class periods, Travis stays in his Team Zone and completes work in his online Spanish and Biology classes. He gets to choose which online classes to do when – and which ones he'd rather tackle at home on any given day.

At 10:10, as noted in his online schedule, Travis logs into his American Government teacher's LiveLesson web conference about "How a Bill Becomes a Law." He enjoys collaborating via audio and text chat with classmates from other Nexus Academy schools and likes when the teacher breaks the students into virtual groups to answer questions about the lesson in different chat pods. Participating in the LiveLesson polls helps Travis to learn how his classmates are feeling about the lesson.

When Travis hears the music to indicate it's time to change classes he grabs his laptop and heads to his Algebra I classroom. The objective of the class is "rewriting expressions involving radicals and rational exponents using the properties of exponents." This is a skill that he has been working on in his Algebra course. His teacher reviews the skill with the class and then asks the students to work in small groups to solve a problem and justify their answer. After the small group activity, Travis and a few of his classmates log into Study Island to complete an assignment to assess concept mastery. Other students are assigned a Khan Academy video about properties of exponents for review, and the teacher works with a few students at a small table. Travis has an 84% in math and is only scheduled for face-to-face class twice this week. That allows him to accelerate through his online class while the teacher spends more time with students who need additional help with the concept.

At 11:20 Travis goes to the Fitness Center where he is working on a personal fitness goal to improve his endurance. He thinks it's great that he has a Personal Trainer at school who can help him meet his goals and develop a fitness plan just for him. Next month a guest instructor is offering kick-boxing classes!

Travis's last class is English 9. He has been struggling with *Animal Farm* and is scheduled to attend face-to-face small group sessions with his English teacher every day this week. At 12:30 Travis grabs a healthy snack from the vending kiosk and meets his friend in the multipurpose area to walk back to the bus stop. He heads to his part-time job at a local marketing firm until 5pm. After dinner, Travis works on another two hours of school work including his favorite class, Game Design. He also sends a webmail to his Success Coach and the Guidance Counselor with his burning question of the day: What does it take to get into Georgetown University?

Nexus Academy Success Factors

The Nexus Academy model has been developed through the integration of research and externally validated elements such as the following.

- **Research-Based Curriculum Design:** The Connections curriculum is designed according to national standards and best practices identified over the past decade by the International Association for K-12 Online Learning (iNACOL)¹⁰ and others. These standards require of online/blended learning courses that the:
 - Curriculum fosters breadth and depth of understanding in each subject area
 - Content is aligned to the national and state standards (such as the Common Core, which the Nexus Curriculum aligns to)
 - Curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials
 - Content and assessments are accurate and unbiased
 - Content is current, relevant and provides real-world applications
 - Content is appropriate for the learner (age, ability, reading level, learning style)
 - Instructional design is adaptable and flexible to meet individual needs of students
 - Instructional design provides students with opportunities to improve learning skills using technological tools
 - Navigation is intuitive and age-appropriate
 - Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements
 - Lesson introduction is effective and presents lesson objectives, accesses prior knowledge, sets expectations, and motivates
 - Background information prepares students to access new content, skills and strategies
 - Curriculum develops problem-solving and critical thinking skills
 - Curriculum includes opportunities for collaboration and independent study
 - Curriculum includes opportunities to develop oral and written communication skills.

To build its comprehensive curriculum according to these principles, Connections utilizes *ADDIE*, a five-phase instructional design model that is research-based consisting of Analysis, Design, Development, Implementation, and Evaluation. Each step has an outcome that feeds into the next step in the sequence.

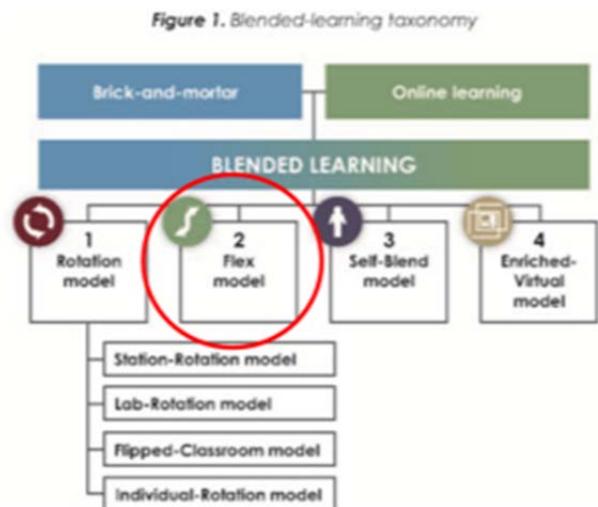
- *Analysis:* During analysis, the curriculum team identifies the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics. Analysis also considers the learning environment, any constraints, the delivery options, and the timeline for the project.
- *Design:* A systematic process of specifying learning objectives. Detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-

10. National Standards of Quality for Online Courses, International Association for K-12 Online Learning, updated 2011.

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- interface and content are determined here.
 - *Development*: The actual creation (production) of the content and learning materials based on the Design phase.
 - *Implementation*: During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated.
 - *Evaluation*: This phase consists of (1) formative and (2) summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary.
- **Research on Blended Learning**: Blended learning is an emerging mode of delivery that has received tremendous attention from the education press and the foundation world. According to 2012 edition of *Keeping Pace with K-12 Online and Blended Learning*, full-time blended schools like Nexus Academy are the fastest-growing in the sector.¹¹ Organizations such as Rocketship Education (focusing on grades K-5 and recently approved by DCPCSB), Carpe Diem, and K12 Inc. with its Flex Academy are changing brick-and-mortar education. Although all of these implementations are still too new to have amassed a long track record of performance, early research compiled and analyzed by the U.S. Department of Education has indicated that students in blended learning environments achieve at higher levels of mastery than students in either pure face-to-face or purely virtual settings.¹²

An independent research organization founded by Harvard professor Clayton Christensen, the Innosight Institute, has played a leading role in tracking, defining, and validating blended learning. In its newest taxonomy of blended learning (see accompanying graphic), Innosight distinguishes between the Rotation Model of blended learning used by Rocketship, in which students toggle between purely online and purely face-to-face work based on the school's schedule, and the more cutting-edge Flex Model, which integrates



11. Keeping Pace with K-12 Online & Blended Learning, October 2012, <http://kpk12.com>.

12. U.S. Department of Education, Evaluation of Evidence-Based Practices in Online Learning, June 2009

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online and in-person instruction in combinations driven by student performance.¹³ The Nexus Academy approach with its flexible space plan, team structure, and dynamic data-powered grouping for face-to-face instruction most closely meets the Flex Model.

- **Research on Small Schools:** Research from 2011 from the non-profit, non-partisan MDRC organization on small schools of a similar scale to Nexus Academy of DC shows significant positive impact on graduation rates when the personalization of an intimate learning environment is coupled with a strong mission focus and careful attention to continuous program improvement based on student performance data.¹⁴ Nexus Academy embraces the small-school, data-driven approach with a unified theme of personalized learning and personal accountability.
- **Research on Exercise:** Studies on the impact of fitness activity on learning conclude that “Exercise boosts brain power...Exercise acts directly on the molecular machinery of the brain itself. It increases neurons’ creation, survival, and resistance to damage and stress.”¹⁵ Nexus Academy is uniquely committed to fitness as an integrated part of each school day, with an onsite fitness center, a personal wellness plan for every student, and a dedicated Personal Trainer to help oversee its implementation.
- **Accreditation:** In addition to the research basis for the Nexus Academy approach, the approval of the underlying Connections curriculum program provides further evidence of effectiveness. This program is accredited by AdvancED (successor to Commission on International and Trans-regional Accreditation) and by the Middle States Association for Accreditation as well as the other regional accrediting organizations around the nation (Southern Association for Schools and Colleges; Northwest Accreditation Association; North Central Association; Western Association of Schools and Colleges). The AP courses provided by Nexus Academy are recognized by the College Board, and the majority of the curriculum has also been approved by the National Collegiate Athletic Association for use by young athletes aiming for college sports.
- **Awards:** The curriculum chosen by Nexus Academy has been recognized for its excellence by arbiters in the online and blended learning world:
 - Three BESSIE (Best Educational Software) Awards for Exemplary Educational Software 2012 from ComputED Magazine, plus a BESSIE Award—Best Math Website 2011 for Algebra 1 Course.
 - US Distance Learning Association 21st Century Award for Best Practices 2011 for Earth Science Course.

13. Innosight Institute, “Classifying K-12 Blended Learning,” <http://www.innosightinstitute.org/media-room/publications/education-publications/classifying-k-12-blended-learning/>, May 2012.

14. *Transforming the High School Experience*, MRDC Research, <http://www.mdrc.org/publications/614/overview.html>, January 2012.

15. *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School* by John Medina, Pear Press, 2008.

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- The EDDIE (Education Software Review) Award—Honored for Best High School Chemistry Site 2011 from ComputED.

2. Goals and Student Achievement Expectations

a. Guidelines for Schools Electing to Use the PMF in Setting Goals

Nexus Academy of DC intends to adopt the DCPCSB Performance Management Framework (PMF) to measure its success. Nexus Academy of DC will adopt the PMF policy currently in public comment.

Using the existing PMF as its guide, Nexus Academy has set the following Student Academic Achievement Expectations for itself.

Year 2 PMF Goals

Student Progress

- 55% median growth percentile in both Reading and Mathematics, based on the NWEA MAP pre- and post-assessment.

Student Achievement

- 68% of students scoring Proficient and above, including 31% scoring Advanced, on the 10th grade DC CAS in Reading. (We intend to aim for similar performance on PARCC assessments that replace DC CAS.)
- 54% of students scoring Proficient and above, including 16% scoring Advanced, on the 10th grade DC CAS in Math. (We intend to aim for similar performance on PARCC assessments that replace DC CAS.)
- Nexus Academy will achieve 11 passing AP tests for every 100 seniors.

Gateway Metrics

- All eligible students will take the PSAT, and 40% of 11th graders taking the PSAT will have a combined score of 80 or higher.
- All eligible students will take the SAT, and 60% of 12th graders taking the SAT will have a combined score of 800 or higher.
- All eligible students will apply for college, and 85% of those who apply for college will be accepted.
- Note: Since Graduation Rate is technically calculated on a four-year cohort basis, no Graduation Rate metric is included for Year 2.

Leading Indicators

- Nexus Academy will maintain a 95% attendance rate.
- 85% of eligible students will re-enroll from one year to the next
- 54% of 9th graders will be on track to graduate. (We anticipate needing to do catch-up work with each incoming class of 9th graders, including summer school.)

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Year 5 PMF Goals

Student Progress

- 65% median growth percentile in both Reading and Mathematics, based on the NWEA MAP pre- and post-assessment.

Student Achievement

- 83% of students scoring Proficient and above, including 34% scoring Advanced, on the 10th grade DC CAS in Reading. (We intend to aim for similar performance on PARCC assessments that replace DC CAS.)
- 69% of students scoring Proficient and above, including 19% scoring Advanced, on the 10th grade DC CAS in Math. (We intend to aim for similar performance on PARCC assessments that replace DC CAS.)
- Nexus Academy will achieve 14 passing AP tests for every 100 seniors.

Gateway Metrics

- Nexus Academy will achieve an 85% graduation rate.
- All eligible students will take the PSAT, and 45% of 11th graders taking the PSAT will have a combined score of 80 or higher.
- All eligible students will take the SAT, and 67% of 12th graders taking the SAT will have a combined score of 800 or higher.
- All eligible students will apply for college, and 95% of those who apply for college will be accepted.

Leading Indicators

- Nexus Academy will maintain a 95% attendance rate.
- 85% of eligible students will re-enroll from one year to the next.
- 65% of 9th graders will be on track to graduate. (We anticipate needing to do catch-up work with each incoming class of 9th graders, including summer school.)

Goals and Expectations Beyond the PMF

- *Stakeholder Satisfaction:* Each year, Nexus Academy will have an average of 85% positive responses on the Satisfaction Survey questions that are most directly affected by school staff.
- *Satisfaction of Special Needs Families:* Each year, Nexus Academy will have an average of 85% positive responses by parents of students with special education needs on the Satisfaction Survey questions that are most directly affected by school staff.

b. Guidelines for Eligible Applicants Not Electing to Use the PMF in Setting Student Academic Achievement Expectations

Not applicable.

c. Further discussion around goals

- **How student progress towards meeting the proposed school’s goals will be measured and monitored to ensure students are on track.**

Nexus Academy will use assessment to personalize a path to success for every student, and ensure that the path stays true. Data from the entire array of assessments will be used by the Nexus Academy staff to continually adjust curriculum and instruction for each student. The assessment approach allows teachers to easily assign supplementary or enrichment assignments, change pacing or sequencing of lessons, conduct LiveLesson® tutorial sessions (see section 1c above for a description of this and other



Nexus components), or otherwise personalize the program. Nexus Academy’s assessment program measures student progress and improvement on a daily, weekly, monthly and annual basis. Student performance tracking is part of the school’s essential DNA. The ongoing performance assessment built into the Nexus Academy program provides a constant stream of student data that the school and its teachers will use to “dynamically differentiate” on a daily basis. Performance data drives intervention, remediation, acceleration and enrichment for each student on an individual and group basis.

Specifically, Nexus Academy shall use the following assessments to measure pupil progress:

- **Baseline achievement data:** To the extent that state standardized test results are available for an incoming student, these results are integrated into that student’s basic information in Connexus; likewise, results for state standardized tests that students take while enrolled at Nexus Academy are also included in Connexus. This data will be used to track student progress from year to year and also within the year.
- **Placement process:** As part of the application process, Nexus Academy works with all incoming students to determine their appropriate course placements. The placement team and the Guidance Counselor review students’ previously complete coursework, test scores, and other data to determine which courses they should take at Nexus Academy.
- **Pre- and post-testing:** Nexus Academy will use a commercially available assessment – the NWEA MAP test – to gauge students’ annual growth and help drive progress

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toward college and career readiness. In the value-added model of academic growth upon which Nexus Academy is based, each student will demonstrate at least a year of academic growth for a year in school. Nexus Academy students will participate in pre-testing in late September and post-testing each May.

- **Ongoing formative assessments:** During each phase of their curriculum mastery, students will engage in assessments that tap into all levels of student thinking. Such assessment activities include: scored daily assignments, daily “checks for understanding” requiring students to apply and integrate new skills in a thoughtful manner, and regular online quizzes to measure understanding of newly presented material. Other more subjective assessment activities include written journal responses and group discussions. Informal assessments include the variety of methods teachers use to gather ongoing feedback about student progress, such as WebMail, LiveLesson sessions, phone conversations, and review of student work samples.
- **Curriculum-Based Assessments:** Nexus Academy teachers use curriculum-based assessments (CBAs) as a quick and effective way to gather, through personal conversation with students, additional information on students’ understanding of concepts. Teachers conduct two types of CBAs: diagnostic curriculum-based assessment (DCBA) to pinpoint strengths and weaknesses in student mastery of concepts, and verification curriculum based Assessment (VCBA) to gauge authentic student learning. (See below for further discussion of methods for ensuring authenticity of student work on assessments.)
- **Summative assessments:** For each course, summative assessments include quizzes, unit tests, midpoint and final exams. While the quizzes are brief and frequent (occurring after every third or fourth lesson), tests and exams are more comprehensive.
- **Portfolios and performance assessments:** Portfolio and performance assessments are embedded into every course. These assessments include written compositions, science lab reports, short answers and essays, book responses, and a variety of work samples, which will make up a student’s portfolio. These assessments require direct teacher evaluation, rather than being “machine graded.”
- **Standardized testing:** In addition to the ongoing assessments embedded in the curriculum, Nexus Academy will administer all DC CAS and other standardized assessments, such as PARCC. Students will also be expected and encouraged to participate in PSAT, SAT, ACT, and AP testing.

Ensuring Academic Integrity and Authenticity of Student Work

Since data flowing from the assessments described above is so critical to the effective operation of the Nexus blended learning model, Nexus Academy takes the following measures to ensure that students are doing their own work and completing their own assessments.

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- **Honor code:** As part of the enrollment process, students are required to review and sign an Honor Code pledging to uphold academic integrity.
- **Diversity of assessments:** The Nexus Academy curriculum includes a variety of assessments to ensure that student mastery is gauged in multiple ways, making it difficult for students to guess or cheat their way through courses.
- **In-person assessments:** In the blended model, many assessments will be completed on-site at the school under the supervision of the Success Coaches and face-to-face Teachers.
- **Curriculum-based assessments:** Through direct conversations with students, teachers conduct verification curriculum-based assessments to gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.
- **Technology tools:** Nexus Academy will use plagiarism-prevention tools like Check My Work to help teachers and students identify and correct inappropriate re-use of content. Students are required to run their essays and other authentic assessment documents through Check My Work before submitting these assignments to the teacher, and attaching the Check My Work report to their submissions. This gives students the opportunity to correct any unintentional plagiarism and allows teachers to see at a glance where academic integrity issues may exist.

3. Charter School Curriculum

a. Student Learning Standards:

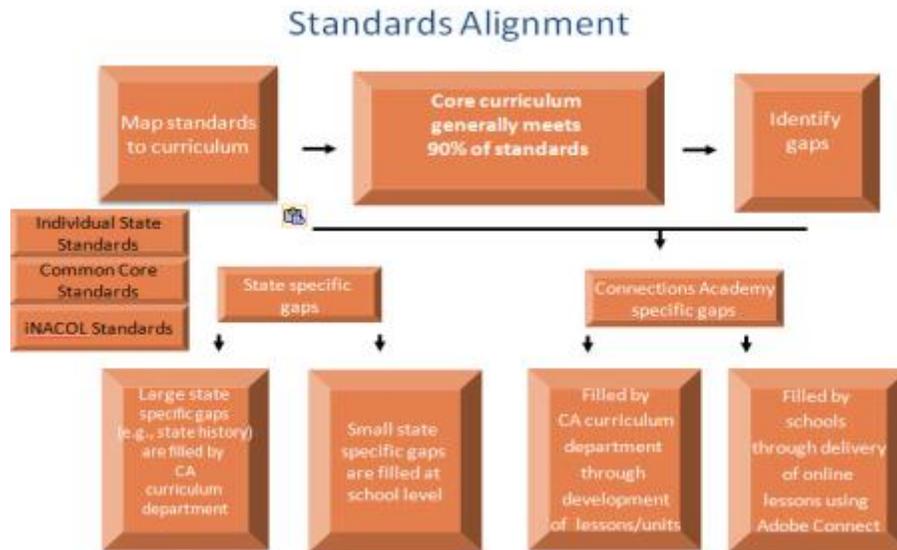
- **The learning standards our school will use for each academic subject and why we chose these standards.**

The driving purpose of Nexus Academy is to prepare students for success in college, so our selection of standards focuses on this goal as well. The Connections curriculum to be used by Nexus Academy has already been fully aligned with the Common Core State Standards for English Language Arts and Math, and will align with the Next Generation Science Standards as soon as they are available. Alignment to these objectives across the entire curriculum is currently underway. For all other subjects, Connections and Nexus will ensure alignment with DC Learning Standards or, where such standards are not available, will default to the national standards with which the curriculum is already aligned. All Nexus Academy courses are standards-based.

- **How selection of these standards ensures that all students will be nationally and internationally competitive, educated individuals in the 21st century, and meet or exceed expectations of the DC Learning Standards and, if applicable, the Common Core State Standards in English language arts and math in grades K-12.**

The combination of the Common Core, the DC Learning Standards, and relevant national standards (such as the ISTE Technology Standards and the College Board standards for Advanced Placement) will ensure that Nexus Academy students will receive a world-class 21st-century education. Beyond simply aligning curriculum to these standards, Connections has also tagged every assessment in English and Math (and soon, all core subjects) with the Common Core objectives, so a teacher may run a report showing whether his or her students have mastered those underlying objectives, which were constructed with college/career readiness in mind. The Common Core objectives are also what the face-to-face English and Math teachers focus on in their classrooms, where small groups are formed based on Common Core objective mastery or challenge.

In addition to the Common Core, the Nexus Academy curriculum is aligned to national standards where these are available and of high quality, as the ISTE Standards and College Board standards. Nexus Academy will also ensure alignment with the DC Learning Standards wherever necessary, following Connections' practice of alignment with academic standards in every relevant jurisdiction. Alignment will be completed during Spring 2014. The process used to align to standards, including supplementing curriculum for coverage as needed, is shown below.



b. Resources and Instructional Materials:

- **The resources and instructional materials planned for use in each subject area and grade level.**

The curriculum and instructional materials that Nexus Academy proposes to use for all of its courses were designed specifically for personalized pathways to success. For a complete grade-by-grade listing, please see Section J.

Each Connections course includes active learning elements (including online and/or offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on. Connections' courses include 1,800 Teachlet® proprietary instructional movies and more than 1,000 primary source and instructional videos. Integrated "i-text" electronic textbooks are licensed from a variety of leading publishers including Prentice Hall®, McGraw Hill®, Pearson®, and others, while non-proprietary technology-based content is licensed from "best of breed" providers such as BrainPop® videos, Grolier Online™ multi-media encyclopedias, SkillsTutor™, Compass®, and United Streaming®. In addition, the instructional design includes interactive LiveLesson® web-conferencing sessions and threaded discussions.

- **How these resources and materials will lead to the accomplishment of the proposed school's mission and goals.**

The Nexus Academy curriculum provides teachers with the deep, real-time data they need to personalize students' learning, help maximize their performance, and make dynamic differentiation decisions. The curriculum includes more than 13,500 assessments containing more than 92,000 assessment items, which are deployed to measure students' knowledge for each curriculum standard while verifying the

student is completing his or her own work. Assessments also include portfolio items such as essays, lab reports, and creative projects that provide insight into students' critical thinking skills. Assessments are embedded in every lesson, giving students and teachers immediate feedback to reinforce student learning and enable administrative performance and progress tracking.

c. **Methods of Instruction:**

- **The methods of instruction to be used.**

Nexus Academy is staffed with a combination of on-site/face-to-face and online expert teachers – but unlike a traditional classroom, the Nexus Academy teacher does not stand in front of the classroom delivering “one size fits all” instructional content to a whole roomful of students with wildly divergent learning needs. Rather, as students work through their engaging online curriculum generating rich streams of performance data, the teachers use that data to dynamically group students for intervention, enrichment, project work and individual study. Students and teachers meet multiple times per week – daily in some cases – in person for English and Math and online via LiveLesson for other subjects.

Instructional support in the form of one-to-one and small-group tutoring, Success Coach motivation, “unsticking” via LiveTutor, and grading services allow the teacher to maximize the time that they spend with students in the ways that matter most. Teachers have generous planning time – two half-days per week plus several periods per day.

For students who are struggling, Nexus Academy will use the Connections **SSTAIR** approach to ensuring mastery of core learning objectives. SSTAIR targets essential Skills/Standards by subject/grade level, uses specified Assessments within the curriculum to measure student mastery of these skills and standards, provides tiered Interventions (including access to supplementary curriculum supports such as SkillsTutor) for non-mastered skills and standards, and then tracks students' Response to the implemented interventions by skill/standard. The SSTAIR initiative aims to more deeply link curriculum, standards and assessments for interventions that have a direct impact on student mastery of anchor objectives and resulting standardized test performance.

A Day in the Life of a Nexus Teacher

Yvette Johnson taught math for four years in a “good” traditional high school in a nearby county before joining Nexus Academy of DC. While her Nexus Academy work day (8:15 am -5:15 pm) and total student load (150, equivalent to five 30-student sections) are similar to her prior school, Yvette's role as a teacher here is very different. She is excited to be part of a blended learning school where students have the benefit of working through online courses at a pace that is appropriate for them, while attending face-to-face classes in English and Math to provide additional

help and support in the skills most critical for academic success.

It's Wednesday morning and students begin the day in their Team Zone with their Success Coach. Yvette takes advantage of the planning time that she has first period and reviews her lesson plans. She knows that she has a full day ahead of her. Yesterday morning, she met with all of her students during each class period, but today she'll be meeting with smaller groups. Her highest performing students will continue working in their Team Zones since they demonstrated understanding of the objectives that she will be covering and can continue working through their courses.

Today she is scheduled to meet first with students who need some additional support in Algebra 2. The students have been working with imaginary numbers. Some students just don't get it at all, while others are catching on but need more practice. She has selected a variety of activities for her students to work on. Once they enter the room and get settled in, she grabs their attention with an engaging "do-now" problem that sparks some great dialog. After this activity, she directs her students to check their WebMail inboxes, where she sent today's assignments. Because different students are working on different activities, this is an efficient way to deliver multiple sets of assignments. As students work, Yvette walks around the room to monitor student performance and provide 1:1 help as needed.

Yvette's next class is Advanced Math Lab. These students have a virtual teacher for their math classes, but they get the benefit of having an onsite teacher to provide additional support. The Pre-Calculus students work together on a portfolio assignment while Yvette helps a shy Calculus student locate information in her online textbook to answer a question on a study guide that her virtual teacher WebMailed her.

Third period ends and Yvette is thankful for her brief mid-morning planning period. She intends to show a video to her Algebra 1 students and she wants to ensure that it is ready to go. Algebra 1 is her largest class and, on days when all students attend, she has a full room of 18. There are six students failing the class, and she looks forward to Fridays, when just those students will meet with her and she can really work with them on the skills they need. For today, however, she is sharing an online video that does a great job of introducing "systems of equations" which is an objective that she wants to make sure all students understand. After the video, the students will work on the practice problems on the same website, followed by work in Study Island to further extend and practice the concept. As a Nexus Academy teacher, Yvette has access to a multitude of online instructional resources to reinforce math concepts, provide scaffolded instruction, and assess skill mastery. There are a few students who grasp the skill immediately. She printed two challenge problems involving decimals and fractions and sends these students to a corner table to solve the problems together.

Yvette works through her remaining two morning classes in a similar fashion. The

Geometry students have a test coming up and she gave them a study guide yesterday when everyone was present. She wants to follow up with today's students, knowing that they are students who generally struggle a bit more in the class. She has a fun "jigsaw" activity planned where each group becomes an expert in one topic. She hopes that the activity will help increase their confidence before the test.

Before she knows it, 12:30 has arrived. The morning students say their goodbyes and Yvette has an hour to grab lunch and prepare for her afternoon classes. She teaches the same classes, but has different groups of students. While her afternoon students will have different needs, she has designed all of her lesson plans so that they are flexible and accommodating to each specific student. For the afternoon group, this is their third day of class this week which means that the students she sees during her face-to-face classes are the ones who are most in danger of failing. Yvette knows that the students working independently in their Team Zones are in good hands with their Success Coaches, and she is so glad to have the opportunity and time with the students who need the most support. She also knows that when students are working on their courses in their Team Zones they have access to an online math LiveTutor who can provide her students with "just in time" help if they get stuck. Second period for the afternoon shift starts and Yvette jumps right in again.

A steady flow of data from the Connexus system helps Yvette see how her students are doing in the curriculum, and what each student needs from her in order to master the school's diverse and challenging math program. Performance data and a variety of reports identify students who are mastering the essential skills and standards that are aligned to the *Common Core State Standards*, and those who need additional support. Yvette also looks forward to Mondays and Fridays when the Nexus Academy teachers have half-days (based on the students' four-day-per-week schedule) to meet as a professional learning community and confer on their lesson plans, participate in professional development, and plan for student success.

- **Why these methods are well-suited for the anticipated student population.**

Early instructional results from the network of existing Nexus Academy schools have been positive. Students entering the program in Fall 2012 who were under-credited were on track for graduation by Spring 2013. From October to January, the number of students considered On Track in the performance tracking system increased by 7% while the number of students in Alarm decreased by 10%. As one Nexus Academy student put it, "I have been to many schools where the teachers and staff would not help me figure out how to do better, and did not care about my well-being and success nearly as much. The teachers at Nexus helped motivate me and teach me the things I had not learned at home, things I desperately needed to know to function in this world."

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They helped me work through my classes and would work with me in ways that would benefit my performance, while answering any of my questions.”

Before launching the Nexus Academy schools, Connections pilot-tested various aspects of the blended instructional approach with urban students, with the following results:

- ***Matthew Henson Elementary Summer Program, Baltimore, MD:*** Conducted during Summer 2008, this pilot provided one blended classroom each for grades 3, 4 and 5, as an option to the traditional classrooms in these grades during mandatory summer school. The pilot was staffed by face-to-face classroom teachers employed by Matthew Henson working with Connections virtual teachers, and focused on Language Arts and Math along with enrichment activities such as Sign Language and Yoga. This pilot made clear that blended programs for elementary-aged students would require intensive face-to-face support, especially for struggling readers, while the set-up of the room – with desktop computers lining the walls and students with their backs to the room – while convenient for the adults did little to allow for community-building or project-based instruction. Nonetheless, the pilot results were encouraging: the students in the blended classrooms were significantly more likely to attend school each day, and made average pre-test to post-test gains of 16 points in Language Arts (compared to 0 points for the control group) and 21 points in Math (compared to 24 points for the control group).
- ***ACCESS Online Program, Prince George’s County, Maryland:*** Launched in Fall 2010, this blended credit recovery/credit enhancement program serves nearly 300 simultaneous course enrollments for students who travel to the ACCESS center from throughout Prince George’s County. The program is specifically focused on 11th and 12th graders who are one or more credits short of those needed for graduation. The ACCESS center is staffed by certified teachers - one Math, one English – who serve as coaches to the students and co-teachers with the online staff. Year 1 saw an overall 85% pass rate. By Year 2, the overall pass rate had increased to 91%. ACCESS staff report that more than 20 seniors taking ACCESS courses who would not otherwise have been eligible for graduation did graduate in 2010-11, and that that number increased in the following year. Prince George’s County Public Schools renewed the ACCESS program for 2012-13 and is in discussions to expand the program for next school year.
- ***CCA Center, Philadelphia:*** Closest in facility design to Nexus Academy, the Commonwealth Connections Academy center in Philadelphia was created to serve struggling Philadelphia-area high school students who are enrolled in the Commonwealth Connections Academy statewide cyber-charter school. The center is located in an office building in downtown Philadelphia. Students attend in a morning or afternoon shift, and spend part of their time in lounge-style rooms

working on electives, Social Studies and Science supervised by paraprofessionals and part of their time in small group face-to-face instruction with certified teachers in Math and English. The center opened in January 2012. While 2012 state test scores for 11th grade center students are still being extracted from the overall CCA scores, course passage rates are encouraging. Before coming to the center, students' fall semester pass rate was at 55%. In mid-March, 66% of center students were passing, and the center ended the spring term with student pass rates increasing to 74%. A second center has now been launched in Harrisburg.

The Connections track record discussed above, along with these promising pilot results and emerging research demonstrate that the Nexus instructional method will be effective with the anticipated student population.

- **The methods and systems teachers will use to provide instruction to meet the needs of all students.**

The Nexus Academy Personalized Performance Learning method is powerful in bringing out the best in every learner. Using the extensive data produced by student work in the online curriculum and captured in actionable form by Connexus, teachers at Nexus Academy will effectively intervene, remediate, and accelerate to ensure that each student reaches his or her maximum academic potential.

d. **Students with Disabilities:**

- **How our proposed school will identify students disabilities.**

Nexus Academy is committed to serving students with special needs whether such students are currently or newly identified as such. In serving students with special needs, Nexus Academy will comply with all special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act and the IDEA. Nexus Academy will reach out to advocacy networks representing families of students with special needs to ensure awareness of the school and its unique personalized college prep program.

To ensure service for students entering Nexus Academy without prior diagnosis for special education, the Nexus Academy Principal and Special Education/ELL Coordinator, together with the teachers, will establish a Student Support Team (SST). The SST will regularly review teacher observations, assessment results and other data to identify any possible special education needs among Nexus Academy students. The Nexus Academy Special Education Coordinator will serve as the Child Find coordinator to conduct Child Find coordination and location activities.

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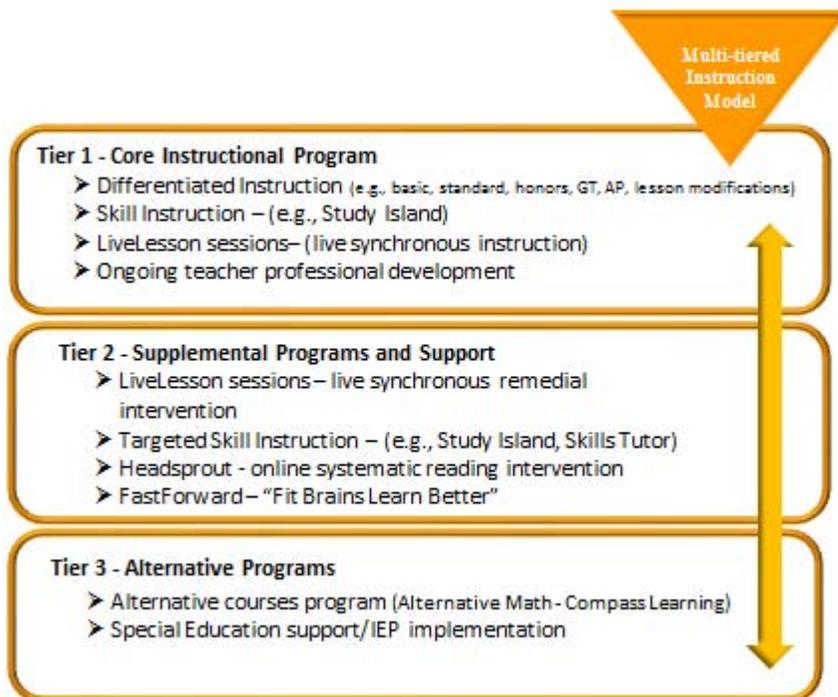
The SST team will determine if the student's needs can be met through Response to Intervention (RTI) with curriculum modifications or if a formal referral for special education evaluation is warranted. If the former, the teacher then implements and documents suggested modifications, lesson adaptations, and alternative instructional strategies, as well as the student's level of success with each, using the Multi-Tiered Intervention Model shown below.

This model has the goal of bringing students up to speed on a path toward college, wherever possible without formal referral to special education.

Students who may not be successful in the standard program, Tier 1, will receive additional support via the supplemental and alternative programs in Tier 2 and Tier 3 as highlighted in the accompanying chart. All Nexus Academy professional development activities will include and support both general and special education teachers. How these teachers can work together to best support students will itself be a frequent professional development topic. In addition, all teachers will have access to the entire arsenal of intervention materials in the Connections curriculum, including those for Tiers 2 and 3.

If after the implementation of RTI, the SST suspects that a student will require special educational services, the following procedures are implemented:

- The Nexus Academy teacher consults with the Principal and Connections Special Education Director to complete an official special education referral. The parent is notified of this referral.
- Parental consent for the student evaluation is obtained and the appropriate evaluations are arranged. Parents are sent a copy of *Procedural Safeguards*.
- Parent is invited to the interdisciplinary SST team meeting to review the assessment results.
- If as a result of evaluation, the SST team determines that the student has a disability, an IEP meeting is scheduled – at the Nexus Academy office, at another mutually agreeable site, or by telephone – and the parents are invited to attend.



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IEP goals are formulated with parental consent, and the IEP is implemented.

This personalized, data-drive approach to curriculum and instruction has been shown to improve academic outcomes for students with special needs. For example, the chart below shows significant improvements in Pennsylvania state test scores for Commonwealth Connections Academy special education students with Individualized Education Plans (IEP) – an increase of more than 40% in the number of such students scoring Proficient or Advanced in Reading and more than 25% in Math.

Commonwealth Connections Academy (CCA) Pennsylvania PSSA State Test Scores

STUDENTS	2009-10 % Proficient or Advanced	2010-11 % Proficient or Advanced	Percentage Growth
All CCA Students	Math: 51.2 Reading: 60.9	Math: 55 Reading: 64.4	7.4% 5.7%
CCA Students with IEPs	Math: 27 Reading: 31.6	Math: 34 Reading: 44.9	25.9% 42.1%

CCA's 2010-11 AYP Report: <http://paayp.emetric.net/School/Overview/c21/4/7774>

- **The school's plan for providing a continuum of services for students requiring levels 1 to 4.**

Nexus Academy will have the services of an expert Special Education Coordinator – and the support of the Connections national Special Education team – to guide the school staff in meeting the needs of students in special education who have an Individualized Education Plan (IEP) and those qualifying for Section 504 plans, as well as helping to ensure that the school is in compliance with all relevant laws and regulations.

In addition, Nexus Academy will place a premium on hiring teachers that have dual endorsements in a subject area and in special education, such that the school can efficiently meet both academic and special education needs. If the school's special education students in any given year require more dedicated teaching resources (as opposed to implementation of modifications and accommodations in the general curriculum), Nexus Academy may consider reallocating funds from supplementary activities (such as field trips and travel) to hire additional dedicated special education teaching staff.

Services for Nexus Academy students with disabilities include, but are not limited to:

- consultative support to the Nexus Academy regular education teachers to provide modification and accommodation to the general education curriculum;

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- direct special education support to a student which may be provided via the telephone, Internet, LiveLesson, as well as in person;
- direct related service support (for example, speech-language, occupational, or physical therapy, psychological counseling, among others) provided face to face via computer, in homes, community sites, and therapist offices;
- other related services such as parent training, autism support, parent groups, student support groups, and itinerant hearing or vision support consistent with the student's IEP;
- ongoing progress monitoring 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;
- careful logging in the Connexus of every conversation (by phone, WebMail, LiveLesson or other means) and consultation with the student and/or parent;
- specific tracking and reporting for providers of direct/related services, with close scrutiny by the special education staff of any missed appointments or incomplete services.

To ensure effective inclusion of students with disabilities in a blended environment, Nexus Academy will use adaptive technologies such as:

- LiveSpeech online speech therapy service
- Word prediction or dictation software, such as Word Q[®] and Speak Q[®] or Dragon Naturally Speaking[®];
- Text readers, such as Read Please or Kurzweil readers;
- Screen readers, such as Jaws for student with vision impairments;
- Touch screens or adapted keyboards, such as Intellikeys;
- Books on CD or tape; and
- Screen magnifiers for students with low vision.

Since every student at Nexus Academy has a Personalized Learning Plan, the Nexus teachers are already oriented toward meeting unique learning needs – and have received extensive training before and after school begins in how to use data to do so. To address the needs of mild-to-moderate special education students, Nexus Academy teachers will receive one or more monthly professional development sessions online and through the Professional Learning Community. For students with more severe challenges, the Special Education Coordinator will consult with the Principal and Connections about staffing needed – either through direct hire or via contract – as well as professional development to accommodate students with severe needs.

The achievement of special needs students will be monitored in the same ways and with the same tools that other Nexus Academy students' performance is tracked, with an extra level of scrutiny by the Special Education Coordinator. Throughout the

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year and at the end of each year, the Nexus Academy staff will evaluate the school's services to its special needs students and plan adjustments. Nexus Academy will take extra care to ensure that sensitive student information is protected within Connexus, which uses permissioning to protect appropriate access to data.

- **How students requiring 504 plans will be identified.**

Nexus Academy will establish an SST (Student Support Team) which will also serve as the Section 504 Team. Made up of the Principal, Special Education Coordinator, and teachers, the SST/504 Team will review student performance data weekly or biweekly and adjust the student program accordingly. The Nexus SST will identify students requiring 504 plans with the same student study-RTI-assessment process described above.

- **How we will service students with 504 plans.**

Students with 504 plans are serviced through a combination of personalized curriculum and instructional modifications and close progress tracking to ensure that their plans are being met.

e. **English Language Learners:**

- **How English language learners (ELLs) will be identified.**

Nexus Academy will utilize best practice criteria and procedures to identify English language learners, under the direction of the Special Education/ELL Coordinator. All incoming Nexus Academy students will be required to fill out a Home Language Survey. Based on the information in this form, students may be referred for further language testing to identify their specific level of English proficiency. Nexus Academy will conduct assessment and placement using a valid and reliable test (such as the WIDA ACCESS Language Test) administered by trained test administrators to determine proficiency levels in listening, reading, writing, and speaking English.

- **The process our proposed school will use to educate ELLs in both English and the core content as they matriculate through the stages of English language development.**

In a blended school like Nexus Academy, ELL students enjoy individualized instruction without being isolated from the mainstream curriculum or their peers. The Connections curriculum provides quality language instruction, based on scientific research for English acquisition, in addition to quality academic instruction in reading and math. Students who are becoming fluent in English are also learning academic content in all subject areas, so that they are not left behind. Students receive a planned program of English as a Second Language instruction (ESL) to

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facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level.

The Nexus Academy ELL Program will be facilitated by a Special Education/ELL Coordinator assigned to the school. The program has been designed to address the language acquisition needs of students with ELL in a blended learning environment through the integration of technology and the support of Success Coaches and certified teachers. To meet the needs of ELL students with less English-speaking proficiency, Nexus Academy will deploy a comprehensive ESL instructional approach, including adapted materials for students and special training for teachers certified to teach ESL. LiveLesson sessions will be used in this effort as well. Services that promote language acquisition include instructional support to help ELL students attain proficiency in listening, speaking, reading, and writing. ELL services will be provided through the use of language software, teacher consultation with Learning Coaches and Success Coaches to guide instructional practice, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson. This hybrid model of ELL support ensures that the individual needs of ELL students are met.

Nexus Academy also anticipates that a portion of its ELL students can be very effectively served by the regular Nexus Academy program. 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.

The Nexus SPED/ELL coordinator will maintain ELL student files; provide instructional consultation and modification of lessons, assignments, and assessments to Success Coaches of ELL students; provide progress monitoring throughout the school year using various progress monitoring tools and curriculum-based measures; create and implement interventions based on student need and data from progress monitoring; monitor exited ELL students for academic progress using state-specific criteria for two years after program exit; and stay current on state legislation pertaining to ELL students. With the anticipated ELL population of 8%, or a total of 24 students, the coordinator will be able to provide personalized attention.

Nexus Academy will conduct the required ongoing assessments of progress and improvements in English proficiency for its ELL students. All mandated state tests for ELL students will be administered as required by law.

- **How our proposed school will ensure effective communication with families who are not English speakers.**

Nexus Academy will provide translated written and spoken communications with families, and will assist them in making full use of web translation tools and other technology aids to explore the online curriculum.

f. Strategies for Providing Intensive Academic Support:

- **How the needs of students who are substantially below grade level in reading and mathematics will be addressed.**

Academic intervention based on granular assessment data is a daily part of the Nexus Academy learning environment. School staff - both face-to-face and online – will have ready access to two sets of tools to address the needs of those substantially below grade level.

For students who are struggling, Nexus Academy will use the Connections **SSTAIR** approach to ensuring mastery of core learning objectives. SSTAIR targets essential Skills/Standards by subject/grade level, uses specified Assessments within the curriculum to measure student mastery of these skills and standards, provides tiered Interventions (including access to supplementary curriculum supports such as SkillsTutor) for non-mastered skills and standards, and then tracks students' Response to the implemented interventions by skill/standard. The SSTAIR initiative aims to more deeply link curriculum, standards and assessments for interventions that have a direct impact on student mastery of anchor objectives and resulting standardized test performance.

SSTAIR is linked to the multi-tiered intervention model often used for RTI. Nexus Academy will also use this model to meet the needs of students who are significantly behind academically. Students who may not be successful in the standard program, Tier 1, will receive additional support via the supplemental and alternative programs in Tier 2 and Tier 3 as highlighted in the accompanying chart. All Nexus Academy professional development activities will include and support both general and special education teachers. How these teachers can work together to best support students will itself be a frequent professional development topic. In addition, all teachers will have access to the entire arsenal of intervention materials in the Connections curriculum, including those for Tiers 2 and 3. Nexus Academy will also strive to prevent dropouts by engaging all students in developing their individual graduation plans and providing them with alternatives for getting back on track. A suite of carefully designed credit recovery courses will help previously struggling students master the graduation requirements.

g. Strategies for Meeting the Needs of Accelerated Learners:

- **How the needs of students who are above grade level in reading and mathematics will be addressed.**

Nexus Academy offers a very robust Gifted and Talented program following the Connections Academy model that has achieved a 97% satisfaction rating among parents of accelerated learners. Students may choose from dozens of Honors

courses and as many as 20 Advanced Placement courses plus an Independent Study course that allows students with special interests to craft their own focused course of study. In addition, Nexus Academy will make it a priority to develop dual-enrollment and college-level courses accessible to its entire student body. The Guidance Counselor will work with students upon entry to the school and throughout their school career to ensure that students are taking a course load that challenges and engages them.

4. Graduation / Promotion Requirements

- **Pre-K-Middle School Programs: The criteria a student must meet to be eligible for graduation from the school.**
Not applicable.
- **For our High School: The courses that must be completed at each grade level to receive a high school diploma.**

The table beginning on the next page shows how the Nexus Academy curriculum aligns with and fulfills the District of Columbia graduation requirements, including the College Level/Career Tech requirements and community service. To graduate, Nexus Academy students will be expected to master at least these required 24 credits and any required assessments such as DC CAS or PARCC. Furthermore, the Guidance Counselor and Success Coaches will begin planning with students from day one what their high school path must be year-by-year in order to graduate and be successful in college, and will ensure that students stay on that path.

Students can advance from one high school grade to the next based on accumulation of necessary credits. The following credits are required to be promoted from one grade to the next:

Classification	Grade	Minimum # of Credits To Enter This Grade
Sophomore	10	5
Junior	11	11
Senior	12	17

To guide students in accumulating these credits while preparing for success in college, Nexus Academy will follow the District of Columbia high school graduation guidelines, which require students to complete at least 24 credits. The chart below shows which courses Nexus students can choose from in meeting these graduation requirements.

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High School Subject Area	District of Columbia Requirements (Carnegie Units/Credits)	Nexus Academy Course Choices ("A" and "B" designate semesters)
English	4 units: <ul style="list-style-type: none"> • English I • English II • English III • English IV 	<ul style="list-style-type: none"> • English 9 A and B – Foundations, Standard, Honors • English 10 A and B – Foundations, Standard, Honors • English 11 A and B – Foundations, Standard, Honors • English 12 A and B – Foundations, Standard, Honors • AP English Language A and B* • AP English Literature A and B*
Mathematics	4 units: <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II • Higher-Level Math 	<ul style="list-style-type: none"> • Algebra 1 A and B – Foundations, Standard, Honors • Geometry A and B – Foundations, Standard, Honors • Algebra 2 A and B – Foundations, Standard, Honors • Precalculus A and B – Standard and Honors • Calculus A and B • Advanced Algebra with Financial Applications • AP Statistics A and B* • AP Calculus AB A and B* • AP Calculus BC A and B* <p>Options:</p> <ul style="list-style-type: none"> • Pre-Algebra A and B • Consumer Math A and B • Explorations in Mathematics A and B
Science	4 units: <ul style="list-style-type: none"> • Biology • 2 Lab Sciences • 1 Other Science 	<ul style="list-style-type: none"> • Biology A and B – Foundations, Standard, Honors • Chemistry A and B – Standard and Honors • Earth Science A and B – Standard and Honors • Environmental Science A and B • Physical Science A and B • Physics A and B • AP Biology A and B* • AP Environmental Science* • AP Physics A and B*
Social	4 units:	<ul style="list-style-type: none"> • World History A and B – Foundations,

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Studies	<ul style="list-style-type: none"> • World History I & II • DC History • US Government • US History 	<p>Standard, Honors</p> <ul style="list-style-type: none"> • DC History – Course to be developed • American Government A and B – Foundations, Standard, Honors • United States History A and B – Foundations, Standard, Honors • Economics • AP U.S. Government* • AP U.S. History A and B* • AP World History A and B* • AP Microeconomics* • AP Macroeconomics* • AP Human Geography*
Health and Physical Education	<p>1.5 Units</p> <p>Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students.</p> <p>Health</p>	<ul style="list-style-type: none"> • Nexus Academy Fitness Program • Health, Fitness, and Nutrition A or B • Personal Fitness • Physical Education • Yoga <p>Integrated with Personal Fitness plan supervised by Personal Trainer</p>
World Languages	<p>2 Units</p> <ul style="list-style-type: none"> • 2 units from the same foreign language 	<ul style="list-style-type: none"> • Spanish I A/B, II A/B, III A/B, IV A/B • French I A/B, II A/B, III A/B, IV A/B • German I A/B, II A/B • Japanese I A/B, II A/B • Mandarin Chinese I A/B, II A/B, III A/B • Latin I A/B, II A/B, III A/B • AP Spanish A/B* • AP French A/B* • American Sign Language 9-12
Art	<p>.5 Unit</p> <p>Art</p>	<ul style="list-style-type: none"> • Digital Arts I • Art History A or B • Digital Photography • AP Art History A or B* <p>To supplement these courses, Nexus Academy may also develop face-to-face activities with local guest-artists (similar to process at other Nexus Academy schools nationally)</p>
Music	<p>.5 Unit</p> <p>Music</p>	<ul style="list-style-type: none"> • Music Appreciation • Julliard eLearning Courses (forthcoming in 2013) <p>To supplement these courses, Nexus</p>

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		Academy may also develop face-to-face activities with local guest-artists artists (similar to process at other Nexus Academy schools nationally)
Electives	3 Units	<u>Career and Technology</u> <ul style="list-style-type: none"> • Career Exploration • Introduction to Entrepreneurship I and II • Business Keyboarding • Business Systems Technology • Emergent Computer Technology • Engineering Design I • Game Design • Introduction to Computers and Applications A • Introduction to Computers and Applications B • Programming I: VB.NET • Programming II: Java • Web Design I <u>Other</u> <ul style="list-style-type: none"> • Journalism A and B • Speech and Debate • Geography • Psychology A and B • Personal Finance • Driver's Education • College Prep with ACT • College Prep with SAT • AP Psychology*
TOTAL	24 Credits	24 Credits
	At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approved "College Level or Career Prep" list (AP, IB, CTE courses and college-level courses).	* AP Courses apply toward College Level or Career Prep requirements; students may also meet this requirement through CTE and college courses
	100 hours of Community Service	Facilitated through flexible Nexus Academy schedule and monitored using technology tools plus in-person reporting

- **Alternative/Adult Education**
Not applicable.

5. Support for Learning

a. Family Involvement:

- **Our proposed school's philosophy of family engagement and how we will promote this philosophy.**

Family engagement is a centerpiece of the Nexus Academy learning concept. All parents/guardians will have the opportunity to be intimately familiar with their students' progress on a day-to-day basis at Nexus Academy: The school's unique Connexus technology platform ensures that all parents have access to complete data about their children's learning on a 24/7/365 basis. Parents can communicate with teachers via WebMail at the click of a link, and can participate in LiveLesson web conferences on academic or guidance issues at their convenience. The Principal and Success Coaches also play an ongoing role in keeping parents engaged and informed, arranging in-person meetings and open houses on a regular basis.

The opportunity for meaningful, intensive involvement in their students' education is part of what draws families to schools like Nexus Academy, and research among participating families in Connections-affiliated schools nationally indicates a high level of satisfaction in this regard. On the most recent Parent Satisfaction Survey, more than 93% of families rated their school program A or B, and 96% would recommend it to a friend or relative.

- **Describe the Parent trainings, programs, or initiatives, if any, that will be implemented to support students' families.**

Nexus Academy of DC will involve parents in the life of the school from the moment of first contact. Prospective students and parents will immediately be included in information sessions, principal meet-and-greets, site tours, pizza parties, and group outings. Once the school year begins, the Principal and Success Coaches will ensure that parents stay up to date on their students' progress through grade book checks, emails, and occasional LiveLesson or in-person conferences. Meanwhile, the entire school community will benefit from monthly electronic newsletters, field trips, and open houses at the school campus.

In addition, Nexus Academy of DC intends to develop its own technology-facilitated "21st Century Parents" group that focuses on the skills and supports students need for success at Nexus Academy and beyond. This parents' group will meet regularly via web conference and in person for training and discussion focused on supporting students' planning for college. The group can also facilitate access to the Nexus Academy facility for parent technology use outside of school hours, if families express this need.

Staff at the Nexus Academy schools currently operating are already sharing effective parent engagement strategies learned during the start-up period. Their "lessons

learned” will be of direct benefit to Nexus Academy of DC. Staff at existing schools also exchange ideas within the Professional Learning Communities and principals attend two leadership retreats each year to learn, develop and trade ideas with colleagues.

- **How families will be made aware of the proposed school’s performance on the PCSB’s Performance Management Framework and the State’s accountability index.**

Nexus Academy will send out its performance results via the school newsletter (which is delivered electronically) and make them available for viewing on the website and via a data report in Connexus tailored for families.

b. Community Participation:

- **How the community will be engaged in the planning, development, and implementation of our proposed school.**

Throughout the planning and start-up period, Nexus Academy will reach out to and consult with the community through broad representation on its 11-member Founding Group made up of education innovators, business leaders, and advocates, through the engagement of prospective parents (see above), and through interactions with neighbors of the Nexus Academy campus. The school will seek input on everything from potential partnerships to key aspects of school culture.

Because the Nexus Academy schools are located in non-traditional spaces – typically office or retail locations – the first task of community outreach has been to persuade nearby businesses that a blended secondary school can be a good neighbor. For example, the Principal of each newly opened Nexus Academy school in Ohio and Michigan in September 2012 began his or her tenure with a visit to shops, offices, and organizations near their schools to open a dialogue with neighbors that quickly turned to internship and guest speaker opportunities as a way to stay connected. In addition, all of the Nexus schools are pursuing partnerships with higher education institutions for dual enrollment and college planning opportunities, and developing alliances with community-based fitness and arts organizations for face-to-face instruction options at the school sites. Nexus Academy of DC will do the same kind of outreach.

Nexus Academy of DC is already actively seeking local partnerships for the following purposes, among others:

- **Arts programming**
 - Young Playwrights Theater has engaged in partnership discussions with Nexus Academy (see letter of support in Section I) to provide both their proven effective playwright program and coordination of complementary arts activities.
 - Critical Exposure, a social justice-focused youth photography group, has been contacted about running one or more projects at Nexus Academy.

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- The DC Commission for the Arts and Humanities will provide additional leads for arts-related programming.
- Stone Soup is interested in collaborating on film-related projects.
- **Internships and mentorships**
 - Capital Partners for Education has begun discussions with the Nexus Academy Founding Group regarding bringing the school in as a partner school when CPE launches its forthcoming “junior year through college” mentorship program in 2015.
 - The Thurgood Marshall College Fund is interested in collaborating on college visits, scholarship programs, and internships opportunities.
 - Start-Up DC has been identified as a natural partner for high-tech internships and career exploration, with discussions initiated during the recent Reboot America conference in DC.

Letters of support from several of these organizations are included in Section I.

Nexus Academy will also be exploring partnerships for hands on science activities and fitness/recreation activities as well as early college programming.

c. **School Organization and Culture:**

- **Methods we will use to improve student self-motivation, classroom instruction, and learning for *all* students.**

The following methods/strategies have been deployed in existing schools to promote a positive culture:

- **Start with a Different Kind of Learning Space:** Nexus Academy students are stepping far away from the traditional “rows, rote, bells, and hall passes” to an altogether different approach to school. Within the blended centers, the modern lounge-like furniture, the open space, the visibility of each stakeholder to all others, and the 360-degree integration of technology are all intended to embody the Nexus Academy cultural fundamentals such as flexibility, accountability and future-orientation.
- **Add a Team Connection:** As noted above, each Nexus Academy is assigned to a team that will serve as a combination of homeroom and homebase throughout his or her Nexus career. Each team has its own lounge-like space within the campus and is guided by a Success Coach who leads the team in morning/afternoon meetings, conducts advisory activities, and ensures that students are following their plans for success in school and beyond.

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- **Create Touchstones Students Can “Own”:** In the first few weeks of the school year, each Nexus Academy Principal guides his or her staff and students through a process of defining site-specific cultural details (which other Nexus Academy schools can also choose to adopt). For example, at Nexus Academy of Lansing, the Principal and team defined "Honesty, Integrity, Respect, Responsibility" as the touchstones for their local school culture. In addition to hanging banners throughout the school building promoting these touchstones, the staff makes these "part of almost every conversation we have with students." At Nexus Academy of Cleveland, the school team has refined the basic dress code detailed in the School Handbook to require a "business casual" look - collared shirts, black pants or skirts, and black shoes - to reinforce students' perception of Nexus Academy as more like a workplace than a traditional school. At Nexus Academy of Toledo, staff met with students to explore student expectations of the school experience, and enthusiastically embraced students' vision of a school with a mature, college-like atmosphere where adults listened to students with respect. Nexus Academy of Columbus and Nexus Academy of Grand Rapids are both experimenting with soothing, quiet music - chosen with student input - to create a serene atmosphere.
- **Recognize Positive Teamwork:** The Principal of each school often creates a weekly communication to his/her staff, highlighting the mission of the school, current enrollment, progress towards reaching the school's goals and recognition of staff. Oregon Connection Academy, a full time statewide virtual school, passes the “Synergy Award” from staff to staff with the philosophy that teamwork will produce an overall better result than if each person were working toward the same goal individually. When one team member recognizes another, it opens communication and collaboration, thereby improving the Synergy in the online work environment. Each week, two staff members are selected for the award by the previous week's award winners based upon collaborative and supportive efforts, exemplifying the culture of a Professional Learning Community.
- **Our plan for building a positive and inclusive learning environment at our proposed school.**

Taken together with the school's personalized, data-driven education program, the culture-building strategies above mean that Nexus Academy is a uniquely inclusive and supportive learning environment. In addition, Nexus Academy attends daily to students' social/emotional development through the close attention of the Success Coaches, whose mandate is to build relationships with the students on their team and provide daily guidance through structured advisory curriculum such as Success Highways, through inclusive team meetings and activities, and through careful personal attention to each student. Nexus Academy then leverages all of this support as a platform for the highest academic expectations.

- **Our plans for acculturating students who enter the school mid-year or after the first year of enrollment.**

Nexus Academy is has developed and is currently fine-tuning an effective “onboarding” approach that will orient new students to the culture in a way that goes beyond just visiting the site and reviewing the School Handbook during the enrollment process.

Strategies include:

- Shadowing: Prospective and new students spend a day or two following a current student through his or her daily routine.
- Peer mentoring: Each new student is assigned to an existing student for informal coaching and support.
- Trial online courses: Before new or prospective students take on an entire course load, they test out their affinity for the online curriculum by taking a carefully structured mini-course.

d. Extracurricular Activities:

- **The types of sports, recreational, clubs, and other extracurricular activities offerings we have planned, and our plans for collaboration with community organizations for the provision of recreational and/or social programs.**

Nexus Academy focuses on fitness for all while facilitating sports for the passionate. The school’s onsite fitness center is directed by the Personal Trainer, who helps each student develop a personal fitness plan implemented through training equipment such as stationary bikes and resistance bands as well as classes from martial arts to zumba arranged by the Personal Trainer. In addition, students who are involved in community or elite sports activities such soccer or gymnastics can gain PE credit through the school.

The school will also provide its students with dozens of technology-facilitated clubs and activities, including:

- **Art Club:** The Art Club sparks students’ creativity by exploring art, photography, and graphic design. Students will be exposed to the nuances of each medium and have the opportunity to create and share their own creative designs. Optional LiveLesson web conference sessions let students interact with art experts.
- **Broadcast Club:** Students learn about the history and new trends of broadcast media and have an opportunity to share their work with peers. Throughout the year, students explore the growth of print (from newspapers to blogs), audio (from radio shows to podcasts), and video (from television to Internet videos).
- **Chess Club:** Club members learn, socialize, and play in an atmosphere of friendly competition. After completing an online tutorial for either beginner or advanced players, students are matched with competitors of the same skill level, and the games begin. Students can even play in a national tournament on an exclusive Connections site.

- **Debate Club:** Students learn the art of debate and critical thinking. While discussing and debating current events, students develop valuable skills in brainstorming, topic research, presentation strategies, verbal and nonverbal cues, and role-playing. Teachers help students develop position statements, supporting arguments, and analytical thinking.
- **Environmental Club:** Students work together to learn about and discuss environmental issues at the local, national, and global level. Each week features a project students can work on at home to help the environment. Special guest speakers participate in the club as well, adding breadth to the knowledge students gain from the club.
- **Robotics Club:** The Robotics Club will guide students through the exciting world of robots. Students will define what a robot is (and what it isn't!), study the myths that surround robots, examine how robots are used in movies and stories, and consider how robots assist humans. Experts in the field of robotics will help students learn more about artificial intelligence and what the future holds for humans and machines.
- **Student Leadership and Service Club:** Students will take on roles in both leadership and service. The group will meet twice a month to discuss service projects and hear from guest speakers who are active in different aspects of professional leading.
- **Student Literary Magazine:** The monthly *Pens and Lens* magazine recognizes and publishes original student works. We encourage students to inspire one another in both writing and photography.
- **Student Newspaper:** *The Monitor* is our student-managed, student-staffed monthly newspaper reaching the entire network of Connections-affiliated schools. As they work together, students learn about group dynamics, organization strategies, and teambuilding exercises while researching and writing stories on current events, sports, entertainment, and fashion.

In addition to its high-performance academic program and educational support services, Nexus Academy will offer intensive college and career counseling, mentorships and internships, and a leadership development program through a partnership with the Thurgood Marshall College Fund. Nexus Academy leadership will work with community partners to ensure that each student has multiple extracurricular and enrichment opportunities on campus, off campus, and online.

e. Safety, Order, and Student Discipline:

- **How our proposed school will ensure that it has a safe and orderly environment to protect the health and safety of students and faculty.**

Please see complete discussion under next bullet.

- **Our school's philosophy regarding student behavior and discipline for the general student population and for students with disabilities that supports our school model.**

The guiding philosophy for school culture at Nexus Academy –flexibility and individualization in exchange for personal accountability in a high-expectations environment – guides the discipline policy as well. Academic effort and progress are intimately tied to positive behavior, and vice versa. The essentials of the Nexus Academy discipline policy are captured in the School Handbook provided in Section I, which conveys both the expectations for student behavior and the consequences for failing to meet those expectations.

The Nexus Academy technology-based education management system includes an Escalation widget (featuring Alarm, Approaching Alarm, and On Track statuses as red, yellow or green signals) as part of the data dashboard that each student, teacher, staff member and parent sees when logging onto the system. Though primarily designed to track academic engagement, effort and achievement, the Escalation tool will also integrate data about behavior such that students with behavior infractions may be in Alarm status for intervention along with students who have not been completing their work.



As a reward for positive progress and behavior, Nexus Academy blended students earn continued flexibility in their school day and routines – avoiding having to spend more time on site or having less freedom of scheduling – through maintaining On Track status in the Escalation system. Positive behavior will also be acknowledged and rewarded at the Team level. As part of the overall orientation toward high expectations, the Board of Trustees may determine that the school should bypass uniforms and instead provide a professional dress code that, along with the open school environment, prepares students for college and career.

Both the School Handbook and the training/orientation relating to its policies will emphasize due process, including protections for students with disabilities. In addition, by focusing so directly on data, Nexus Academy expects to build school-wide respect for the fairness and objectivity of granular evidence. Looking at the evidence becomes an ingrained part of school culture. Staff will be fully oriented to the School Handbook and will undergo training on the overall discipline philosophy and procedures both prior to the launch of school and on an ongoing basis.

For a discussion of consequences, please see the School Handbook in Section I which lays out in detail the substantive acts for which a student may be disciplined; the consequences resulting from committing each such act, including suspension or expulsion; the due process procedures Nexus Academy will follow in applying its discipline policy; the individuals responsible for carrying out the discipline policy; and our Nexus Academy plan for managing student work from home or in a secure room at school or alternate location for students who have been suspended, expelled or will be out of school for more than ten days.

f. Professional Development for Teachers, Administrators, and Other School Staff:

- **The professional development we will provide to teachers, administrators, and staff to implement the educational program and meet the proposed goals.**

For an innovative school like Nexus Academy, professional development that focuses on fulfilling the school's curriculum and instructional goals is mission critical. It is vitally important to students' academic performance that the staff be optimally effective in teaching in a blended environment and addressing the Common Core and DC Learning Standards in their daily instructional practice.

The Nexus Academy comprehensive teacher training and professional development program will address the following as a baseline:

- Pedagogy, strategies, and best practices for teaching in a blended learning environment
- A working knowledge of the Nexus Academy curriculum and enhancements as well as District graduation requirements
- How to utilize and navigate the tools of the Connexus education management system
- How to develop Personalized Learning Plans
- Forms of assessment and how to utilize results to guide instruction
- Knowledge of school processes and policies
- Collaborating on continuous improvement of curriculum
- Using project-based technology tools in the classroom
- How to foster a blended school community

Before school begins and throughout the year, Nexus Academy teachers will participate in the following professional development activities designed to hone their understanding of the curriculum and accountability measures:

- *Initial Teacher Orientation Course:* All teachers will complete a self-guided teacher-training course developed specifically for Nexus Academy by Connections. This course is delivered through Connexus, and contains actual lessons, assessments, and links to online tutorials. The focus of this course is to prepare teachers for the first few weeks of school, and it covers "the basics" including curriculum, assessment, personalizing instruction, school year events, grading and report cards, communication, and essential Connexus tools. Upon successful completion of this course and assessments, teachers are ready to begin instruction. Teachers are expected to earn a grade of 90% or better.
- *Pre-Service Face-to-Face Training:* Before school begins each year, Nexus

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Academy staff will engage in a minimum of two weeks of face-to-face training and orientation. Programming will be provided by Connections as well as local resources wherever possible. Topics include practical strategies for using data to drive instruction, specific activities and projects that face-to-face teachers can use to ensure student mastery of Common Core objectives, the Success Coach role and how it interacts with those of teachers and guidance counselors, and more.

- *Supplemental Teacher Training Course Segments:* Once the school is up and running, the Connections Professional Development team will work with Nexus Academy to present more segments of the training course to teachers on an ongoing basis. These segments contain information about more complex features and functions of Connexus, instructional strategies, new assessments and curriculum elements, and processes that teachers need to implement once the school is successfully under way. There will also be a differentiated course designed specifically for returning staff members that targets new concepts, advanced applications, and serves as a refresher on basic skills.
- *Nexus Academy Interactive Program Manual:* With the school staff, Connections will develop a Nexus Academy Program Manual as a resource for teachers and school-based personnel to use all year. It will contain policies, procedures and “how to” components that aid the teachers on a day-to-day basis. These “how to” components also have accompanying online tutorial segments that visually demonstrate each process.
- *Nexus Academy Professional Development Sessions:* With support from Connections, Nexus Academy will provide teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year. Teachers are required to virtually attend monthly sessions throughout the year including such topics as: implementing specific instructional strategies, current curriculum-specific topics and trends, effective teaching strategies and communication skills for a virtual environment, utilizing the state standards to guide instruction, educational technology, using data to guide instruction, educational trends, and so on. These sessions will result in PD certificates needed for certification upkeep.
- *Graduate Level Courses:* Nexus Academy teachers will be encouraged and supported in pursuing professional development opportunities, including those offered via Boise State University (already developed in partnership with Connections) and other higher education institutions. Connections provides tuition reimbursement for courses that it does not provide directly for free.
- *Professional Learning Community:* Each Nexus Academy teacher will have access to a robust online Professional Learning Community portal in Connexus, which lists multiple professional development opportunities from Connections and

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elsewhere as well as message boards, recorded LiveLesson sessions (which teachers create to meet specific student learning objectives as a complement to the baseline online curriculum), shared resources, and more. Teachers describe this area as “a community created and dedicated to shared values and vision, working and learning collaboratively, shared decision making, collective creativity, and supportive and shared leadership.”

- *Weekly Teacher Updates:* The Connections School Support Staff compiles and sends out to all teachers in all partner schools a weekly electronic newsletter that highlights improvements to the curriculum and Connexus, new procedures, shared tips, and community-building activities.

This professional development schedule will be implemented in part during scheduled training days and in part during weekly common planning time -- every Monday morning and Friday afternoon for four hours.

Nexus Academy will be supported in school leadership development by Connections’ ongoing Principals’ Academy program, which engages future school leaders from throughout the organization – both self-selected and nominated by supervisors – in a program of study, training, and observation to ready them for placement in new schools. These internally identified future leaders join those recruited externally during the search process for any new school. The growth of the Nexus Academy network has provided the opportunity for further refinement of the leadership profile for these blended schools as well as a new pool of blended school staff from which to draw for future leadership.

- **What teachers, administrators and other school staff may need in terms of professional development opportunities and how they will be involved in the design and identification of such opportunities.**

The majority of teacher professional development, along with teacher coaching, will be driven by student performance data gathered from ongoing assessment via the technology facilitated curriculum. In addition, developing and sharing strategies for culturally supportive interventions and accelerations will be a key topic for both formal monthly professional development sessions as well as ongoing discussion in the Professional Learning Community.

The Nexus Academy professional development program will be evaluated based on student performance results as well as expressed satisfaction by teachers in regular surveys on the topic.

g. Structure of the School Day and Year:

- **The school’s calendar (including the number of days the school will be in session), the daily hours of operation, and the way the school day and year will be organized for instruction, assessment, independent study, professional development, Parent-teacher conferences and extra- or co-curricular activities. (Dates are subject to change.)**

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The Nexus Academy curriculum is notably rigorous, and the time commitment it requires of students is comparable to that of a traditional school day. The Nexus Academy school hours are 8:15 am-5:15 pm, with students attending in two sessions, from 8:30-12:30 or 1-5. Students also devote several hours per day to their online coursework outside the school building.

Nexus will operate according to a Board of Trustees-approved school calendar, which includes days when teachers will not be available due to professional development (all other Support Services are available during these days), and days when the school is completely closed (no Support Services are available during these days). The proposed 2014-15 Calendar for students is below, comprising 181 days of instruction.

<i>First Day of School for Teachers</i>	August 11, 2014
<i>First Day of School for Students</i>	August 25, 2014
Labor Day (No School in Session)	September 1, 2014
Columbus Day (No School in Session)	October 13, 2014
Veterans' Day (No School in Session)	November 11, 2014
Thanksgiving Break (No School in Session)	November 27-28, 2014
Winter Break (No School in Session)	December 22, 2014 – January 2, 2015
<i>First Semester End Date</i>	January 16, 2015
Martin Luther King, Jr. Day (No School in Session)	January 19, 2015
Presidents' Day (No School in Session)	February 16, 2015
Spring Break (No School in Session)	March 30 – April 3, 2015
Emancipation Day (No School in Session)	April 16, 2015
Memorial Day (No School in Session)	May 25, 2015
<i>Last Day of School for Students</i>	June 4, 2015
<i>Last Day of School for Teachers</i>	June 18, 2015

- **High School Eligible Applicants only: Based on the scope and sequence included in Section I, how students who fall off-track can still graduate in four years and be college-ready.**

Nexus Academy high school students who fall off track can get back on by taking additional courses, including credit recovery, during the regular semester, and may also take advantage of a robust and engaging online summer school program. The overall flexibility of the Nexus schedule facilitates on-time graduation for such students.

h. Technology Plan: Virtual School Eligible Applicants Only

- **All technological equipment and services that will be required to implement the curriculum, including hardware, software, connectivity, and media storage.**

Although Nexus Academy of DC is a blended, not virtual, school, its technology program builds on the success of its virtual school forebears in the Connections Education network.

Nexus Academy utilizes instructional technology in a ubiquitous and seamless way that mirrors how technology is used in every other field beyond education – including our students’ own technology-rich lives outside of school.

Each student at Nexus Academy will be provided with a computing device (laptop, tablet, or other) which they will use throughout the school day to access their powerful and engaging online curriculum. The criteria for selection of this device will be weight (under 3 pounds), speed (instant or almost instant startup), battery life (6 hours or better), and access to necessary applications (Connexus, the online curriculum, and productivity software). The student computing devices will be leased from and supported by Connections to ensure a cost-effective, protected-from-obsolescence deployment at all times.

Docking stations throughout the blended center will also allow students to connect to a larger screen or projector for group work/presentations, while charging stations will keep the power flowing to their devices all day. At the end of their sessions, students take their computers home to continue working.

Students and their parents will also be able to access the curriculum and Connexus system via any available computer and Internet connection outside of school. Parents will have their own usernames and passwords which they may use for viewing their students’ entire grade book in real time, exploring their students’ curriculum and interacting with teachers and other staff.

Nexus Academy’s technology-facilitated program undergoes continuous improvement based on multiple streams of evaluation data, including student assessment results, teacher input, and feedback through the proprietary StarTrack™ rating system that allows every student, teacher and parent to rate each lesson from



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a low of one star to a high of five stars.

Nexus Academy will utilize the secure, robust and multi-featured Connexus education management system to power its day-to-day instructional and related operations while collecting all of the essential student data the school relies on.

For campus infrastructure, Nexus Academy will ensure powerful high-speed Internet connectivity to the building as well as robust wireless access inside so that all students and staff can interact with the system seamlessly and ubiquitously. Internet access to the building will be ideally via fiber (a preferred feature in selecting a facility) or at minimum bundled T-1 lines. Within the building, two wireline and wireless networks (one filtered for students to block inappropriate content, one unfiltered for teachers and staff) will be appropriately boosted with multiple router drops and dual-band capability as necessary for the strongest possible signal throughout.

- **Equipment that students and families will be responsible for obtaining, and equipment that the virtual charter school will provide.**

Nexus Academy will provide a computer for each student, plus Internet access and access to printers at the school campus. Students take their computers home as well. The school will provide each family with an Internet subsidy to defray the cost of access at home, and will provide a pool of 3G/4G mobile Internet cards to ensure access for students who do not have Internet access at home or in their community.

The curriculum and online teaching resources are accessible via the Connexus education management system, which also regulates access to student work and data through permissions.

In addition to the student computers, the school will provide teacher workstations and large display screens throughout the blended campus for presentations and displays.

All equipment is anticipated to be leased and supported through Connections and managed via the AssetAware system that is part of Connexus.

Students may also access the curriculum through any other Internet-connected device at home or in the community. Furthermore, the school expects to integrate student smartphones and other personal technology into the school day as part of a “bring your own device” approach.

- **How the charter school will ensure access to technology for all students, including the scope of technological support that will be provided, where support staff will be located, and the hours (including weekends and holidays) and manner in which support will be accessible to students and families.**

Connections will provide all Nexus Academy students, staff, and families with access to extensive technical support and a wide range of other support services both through

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online help (always available in Connexus) and live help via Connections Support Services. Online help is accessible anywhere in Connexus through a click on the question mark icon (circled in the following figure), and provides a very robust array of answers and guidance.



Nexus Academy users can also contact Connections Support Services, based within Connections' offices in Columbia, Maryland, in the following ways:

- Calling 1-800-382-6010 and then selecting the appropriate menu selection for Support Services
- E-mailing support@connectionsacademy.com
- Using the WebMail message feature in the Connexus platform and sending a message to "Support Services"

The Support Services Team is available during the school's calendar year from 8:00 a.m. to 6:00 p.m. EST on school days. (Discussions are currently underway regarding expanding support hours depending on demand.) Voicemail messages can be left for Support Services at any time.

- **Any technological support for which students and families will be responsible.**

Neither students nor their families will be responsible for technical support, as this will be provided by the school's operating partner. Students can contact tech support from home as well as from school, and the support team will use remote access to solve issues from afar. Students will always have access to the Internet and backup computers at the school site, and are welcome to take advantage of these beyond their school shift.

- **The procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired.**

The Nexus Academy campus will have multiple "backup" desktop computers to ensure technology access for any student whose computer or connectivity goes down. The center will also have a pool of 3G/4G wide area wireless cards in case of Internet outages.

- **The charter school's Acceptable Use policy.**

Please see the School Handbook in Appendix I for the AUP, which provides clear guidelines to students for appropriate handling of and behavior with technology.

- **Data protection and recovery procedures in the event of a catastrophic system failure.**

Nexus Academy will benefit from Connections' sophisticated data protection and recovery protocols, which have been developed and tested for more than a decade. Although it has not experienced catastrophic system failure in its more than 11 years of operation, and its web hosting environment has achieved 99.99 percent uptime, Connections is prepared for such an emergency. Connections has a multi-faceted disaster recovery plan as detailed below to safeguard Connexus, sensitive student data, and the overall school infrastructure by preventing and/or rapidly recovering from a prolonged outage or other technology disaster.

Data Center: Connections recently relocated its primary data center to Pearson's state-of-the-art facility in New Jersey, which provides the ultimate secure physical and technical operating environment that facilitates the delivery of consistently reliable web services. A redundant backup data center remains in Baltimore, MD.

Primary Systems: The primary connection is an OC-3, with backup connection via a burstable T3 and failover facilitated in the network on chip (NOC) core.

Data Backup: To ensure that valuable data is available when needed, Connections has built a quality infrastructure that affordably protects its websites and content. The system uses Disk to Disk backups for fast restore/recovery. The disk backup is then saved to DLT multi-drive tape backup libraries for off-site storage. Connections has a rotating backup schedule for all production and corporate server resources. On a bi-weekly basis, the backup tapes are removed for secure off-site storage.

Web server backups include a complete snapshot of all application data, content data, configuration files, data files, registry files, and libraries.

- Incremental—the web servers are backed up incrementally each day
- Full—the web servers are backed up fully once a week
- Database server backups include database files and the database structure
- Incremental—the SQL databases are backed up incrementally each day
- Full—the SQL databases are backed up fully once a week

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Physical Security: The NOC facility is custom designed and sized for secure scalability, offering unique hosting and co-location services. The physical security of the data center is monitored by video surveillance. Card key and biometric scanners control access to the facility. The facility is equipped with redundant uninterruptible power supplies and an on-site diesel generator. A team of technicians is on hand 24 hours a day, 7 days a week to manage and maintain all facility operations.

B: BUSINESS PLAN



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1. Planning and Establishment

a. Profile of Founding Group:

- **The key members of our founding group and a brief bio of each member, highlighting what experience s/he will bring to the school. Those identified are individuals who will play a substantial and ongoing role in the school's development, governance and/or operation, and will thus share responsibility for the school and/or network's educational success.**

Nexus Academy of DC Founding Group members have come together based on their commitment to technology-enhanced, high-quality secondary school options for students across Washington DC. The team has also secured the services of Charter Board Partners, a non-profit Board development organization in DC, to identify additional Founding Group members who will make the transition to Board Trustee following approval of the charter. Listed alphabetically, key members of the Nexus Academy of DC Founding Group include:

Name	Area of Expertise	DC Resident
Sally Charendoff	Education (Student Perspective)	X
Deborah Doddy	Finance	X
Dr. Miriam Gonzales	Education (Curriculum/Instruction), Arts	X
Dr. Dana Greenwald	Community, Business, Politics	X
Kathy Harris	Legal, Higher Education	
Jerome Harrington	Youth Service, Community	X
Stephanie Heishman	Fundraising, Marketing	X
Jackie Marlin	Education (Administration), Governance	X
Jodie Pozo-Olano	Communications, Education Technology	
Mike Smith	Legal	X
Malik Waleed	Real Estate, Youth Service	
To Be Named via Charter Board Partners	Finance/CPA	
To Be Named via Charter Board Partners	Education – High School Administration	

The Nexus Academy Founding Group members bring a wide range of relevant experiences to the task of launching this innovative new kind of high school.

- **Deborah Blackhurst Doddy** has a deep background in finance, distinguishing herself as a top equity analyst first for Salomon Brothers and then for Patria, a leading Brazilian private equity firm. Since locating in Washington, DC, Ms. Doddy has devoted herself to community organizations focusing on education, health and family support. She will guide the Founding Group on finance matters.

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- **Dr. Miriam Gonzales** holds a Ph.D. in Education from Stanford University. Over the course of her career in education, Dr. Gonzales has worked as a high school teacher, education researcher, program evaluator, and professional developer. Her current focus is on arts integration in local public schools. She has also helped found two other charter schools. Dr. Gonzales will provide expertise on curriculum, instruction and governance issues.
- **Jaclin Lindau Martin** is a lifelong educator whose signature accomplishments include serving as director of the Harvard Preschool at the Harvard Graduate School of Education, teacher and secondary school administrator at Georgetown Day School, and founder/co-director of the Levine School of Music. Ms. Marlin has served on the Levine School Board of Trustees since the school's founding in 1976. She will guide the Founding Group on school administration and governance matters.
- **Kathy Harris** is an attorney who serves as Chief of Staff for the Thurgood Marshall College Fund. Prior to joining TMCF she helped launch four charter schools in Broward County, Florida, and worked in local government. Education and non-profit law are the particular areas of legal expertise that Ms. Harris will make available to the Founding Group.
- **Michael Smith** is an attorney who lives in DC and operates his family and criminal law practice in Prince George's County. He has a 14-year old daughter who is hopeful that Nexus Academy is approved so that she can go to school in her home city instead of boarding in Virginia.
- **Stephanie Heishman** is a veteran non-profit fundraiser and marketer who currently works for the Center for Education Reform, having just completed a successful stint at the Society for Science and the Public. In addition to her education advocacy expertise, Ms. Heishman will guide the Founding Group on grant-writing, fundraising and marketing.
- **Jerome Harrington** is a DC native and decorated career non-commissioned Army officer. Since leaving the military, Mr. Harrington has developed and deployed a successful youth leadership program used by charter schools and community organizations to build resilience and perseverance among young people in DC. He will advise the Founding Group on youth development needs and selection/training of Success Coaches.
- **Jodie Pozo-Olano** is a pioneering communications professional in the education technology sector, focusing on partnerships and public policy for organizations as diverse as Project Tomorrow and the e-Rate (Universal Service Administrative Corporation). Ms. Pozo-Olano will provide guidance to the Founding Group on student and teacher technology. .
- **Malik A. Waleed** is a DC native who divides his time between real estate consulting and directing Brothers United Inc., a youth organization serving Washington and Maryland. Mr. Waleed has also served as a youth probation officer and is a current

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member of the Maryland, Virginia and Washington, DC Boxing and Wrestling Commissions. He will provide expertise to the Founding Group in its facility search as well as development of guidance, extra-curricular activities, and support services.

- **Sally Charendoff** brings an important youth and student perspective to the Founding Group. A lifelong DC resident, Ms. Charendoff graduated from Washington, DC's Woodrow Wilson High School in 2009 and is currently a student at American University. She will ensure that the school's focus and outreach resonates with diverse DC youth and that its program provides practical preparation for college.
- **Dr. Dana Greenwald** operates a thriving small business – a pediatric dental practice – in Washington, DC, and is passionate about politics both national and local, having served as elected Area Neighborhood Commissioner for 2D where she was instrumental in making significant improvements in city services for the community. Dr. Greenwald will help guide the Founding Group on business and community/policy issues.

Providing direct staff support and technical assistance to the Founding Group is Connections Nexus Academy implementation team, spearheaded by:

- **Chief Education Officer Dr. Steven Guttentag**, a Washington, DC native and former Ballou High School English teacher who is a co-founder of Connections and has provided high-level leadership to develop the organization's business plan and educational model. Dr. Guttentag has ultimate accountability for the Nexus Academy division at Connections.
- **Senior Director of Nexus Academies Christine Hayes**, who oversees the day-to-day operations of the Nexus Academy schools, including supervising the principals and ensuring that the schools reach their academic and enrollment targets.
- **Director of Nexus School Facilities and Operations Dr. Charles A. Roberts**, who will drive the selection, renovation, and operation of the Nexus Academy of DC facility along with the other Nexus Academy facilities around the nation.
- **Senior Director of Instructional Development Karen Roper**, who was hired specifically by Connections to develop and refine the curricular and instructional model for Nexus Academy and to spearhead training of Nexus Academy staff in implementation.
- **Executive Vice President Mickey Revenaugh**, who has provided technical assistance and staff support to develop the Nexus Academy vision and this DC charter application, bringing to bear technology expertise from history as a founder of the E-rate program and online/blended learning expertise as current Vice Chair of the Board of Directors of the International Association for K-12 Online Learning.

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Providing critical overall support to Nexus Academy of DC will be the following Connections Education leaders:

- **Chief Academic Officer Dr. Patricia Hoge**, who is the architect of the overall Connections curriculum as well as the specific elements that will serve Nexus Academy.
- **Chief Financial Officer/Chief Operating Officer Ted Ochs**, whose team has overseen development of both the national network financial plan and the financial model for the individual schools.

Please see Tab F for resumes of these individuals and others who provide necessary capacity to the Nexus Academy of DC effort.

Upon granting of the charter, the following additional Connections team members will be directly involved in the rapid start-up for Nexus Academy of DC:

- Vice President for Operations Robert Pouliot and his team;
- New School Start-Up Project Managers Claudia Burns and Carrie Wells;
- Board Relations Manager Heather Woodward and her team;
- Charter School Business Services Director Josh Solomon and his team, including Shawn Soltz, CPA, Manager of Charter School Finance Services.

The following individuals and organizations provided additional guidance in development of the application.

- Jeanne Allen of The Allen Group/Center for Education Reform has advised Connections for more than eight years and has provided sage counsel on adapting our model to DC.
- Innovative school architecture firm Godshall Kane Associates has assisted in conceptualizing the innovative and inspirational Nexus Academy campus design.

Many of the Founding Group members have direct experience establishing, operating, and/or teaching at existing schools:

- Founding Group member Kathy Harris helped found and provided ongoing legal/financial services to five charter schools in Broward County, Florida.
- Dr. Miriam Gonzales served on the founding group of the Center for Inspired Teaching's Demonstration Charter School, and also helped write the Latin American Youth Center's application for its Next Step Charter School in 1997.
- Founding Group member Jackie Marlin was a founder and Co-Director of the Levine School of Music in Washington, DC and both taught and served as an administrator at a prominent DC K-12 independent school for more than 20 years before retirement.

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- Founding Group member Jerome Harrington taught special programming relating to law enforcement careers and leadership at Friendship Collegiate Public Charter School.
 - Founding Group member Malik Waleed has served as a Board member for a proposed charter school in Prince George’s County, Maryland.
 - The entire Connections team has direct experience operating (and in most cases helping to found) the 28 existing charter schools in the Connections network. In addition, Drs. Guttentag and Hoge have taught at and served as administrators in some of the nation’s largest public school systems: Philadelphia, Baltimore County, and Washington, DC.
 - Of the charter schools launched and operated by the Connections team over the past 10 years, which collectively serve nearly 50,000 students, only one has ceased operation: Southern California Connections Academy merged with Capistrano Connections Academy and returned its charter to San Diego Unified School District at the end of the first year of operation for both schools (2004-05) because they covered the same geographic area with the same services. No students were displaced in the merger.
- **If founding members are directors or officers of organizations or corporations, include the most recent annual report in Section I.**
Not applicable.

b. Planning Process

- **How and why the founding group decided to form a school in Washington, D.C.**

Individually and in their discussions with each other, Founding Group members have identified the lack of innovative high school options as a serious gap in the evolving District of Columbia educational landscape. Several members have children at or near high school age for whom no suitable DC public school options are available. Those members of the Founding Group who are involved with education reform and improvement efforts, including the thoughtful integration of technology into public schools, saw cutting-edge blended learning efforts underway in other parts of the country and wanted to bring that kind of fresh approach to Washington.

As the Founding Group’s proposed management organization partner, Connections had itself begun exploring possibilities for its school programs in Washington DC as far back as 2004, meeting with then-DCPCSB Board Chair Tom Nida about options for forming a charter school. At that time, though interest in this innovative model was high, it was not sufficient to outweigh concerns about the appropriateness of what was then a virtual-only model for an urban center like DC, as well as misgivings about education management organizations as part of the DC charter mix. Connections subsequently

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initiated an ongoing dialog with the DC Association of Chartered Public Schools and individual school leaders about possible partnerships to add online or blended learning to existing charter offerings, including discussions and mutual site visits in Fall 2011. During this same time period, Connections met with representatives from DC Public Schools and from OSSE about providing online and blended services through the traditional schools and/or directly to homeschooling families, and hosted a site visit to the Matthew Henson pilot site in Baltimore.

Since being introduced to Connections, members of the Founding Group have conducted extensive due diligence on the blended learning model. Several delegations of Founding Group members have visited existing Nexus Academy schools, and members have explored the evolution of blended learning models in urban communities, including the work of Carpe Diem, Rocketship, and others. The Founding Group believes passionately that Nexus Academy is the right model right now for Washington, DC.

- **To date, how parents, teachers, and other members of the community been involved in developing our proposed school's application.**

The Nexus Academy of DC model is the outgrowth of passionate interest on the part of parents, educators and community members in Washington and nationally in how best to leverage online and blended learning for the benefit of today's technology-savvy students. Across the nation, demand for enrollment in full-time online/blended learning programs is growing by 15% annually.¹⁶ Connections has hosted educators from the DC area – including those from local charter schools as well as DCPS – for site visits and roundtable discussions about these topics. In DC specifically, nearly 1,000 families have expressed unsolicited interest in a technology-focused alternative to traditional public schools by registering at the Connections website to receive notice when Connections might be developing a school in DC.

- **How the District of Columbia community will be involved in implementing our charter school.**

Nexus Academy will develop partnerships with local businesses and other organizations – such as non-profits and advocacy groups, which abound in DC – for internships and mentorships for students. In addition, the school will place a high priority on community-based arts programming and early college/dual enrollment partnerships with higher education institutions.

Parents are a critical part of the community, and parent involvement is a centerpiece of the Nexus Academy concept. All parents/guardians will have the opportunity to be intimately familiar with their students' progress on a day-to-day basis at Nexus Academy: The Connexus system ensures that all parents have access to complete data

¹⁶ *Keeping Pace with K-12 Online & Blended Learning*, 2012 edition, kpk12.com.

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about their children's learning, and the human infrastructure of the school is specifically designed to support the role of parents.

The opportunity for meaningful, intensive involvement in their students' education is part of what draws families to schools like Nexus Academy, and research among participating families in Connections-affiliated schools nationally indicates a high level of satisfaction in this regard. On the most recent Parent Satisfaction Survey, more than 93% of families rated their school program A or B, and 96% would recommend it to a friend or relative.

In addition, Nexus Academy intends to develop its own technology-facilitated "21st Century Parents" group that focuses on the skills and supports students need for success at Nexus Academy and beyond. This parents' group will meet regularly via web conference and in person for parent training, discussion, and guidance to the school. The group can also facilitate access to the Nexus Academy facility for parent technology use outside of school hours, if families express this need.

The Board of Trustees also provides a venue for parent and community involvement. As required, two Nexus Academy Board members will be parents of students at the school. In addition, the Board may create ad hoc parent and community advisory groups to provide guidance on particular subjects such as local partnerships and neighborhood outreach. Parents and community members who are not Board members are also encouraged to be involved with Board activities; contact and other information about the Board will be available through the school website and the public website. The school will make all Board minutes available to families and the public on request and will report on Board activities in the school newsletter.

Finally, Nexus Academy parents will be surveyed annually about their satisfaction with the school and its program, and the results of this annual survey will be presented to all stakeholders.

- **Our plans for further recruitment of board of trustees and school leadership positions.**

Nexus Academy of DC expects to have a nine-member Board of Trustees, the majority of whom are DC residents. The Board of Trustees is expected to be seated with seven members soon after charter approval in Spring 2013, with two seats reserved for parents of Nexus Academy students; the parent members will be seated following the launch of school.

The Founding Group is currently engaged in planning for transition to a formal Board of Trustees following review and approval of the charter. Many of the Founding Group members have indicated interest in serving as Trustees, while the remainder have agreed to participate in recruiting, interviewing, and appointing Trustees.

In addition, Nexus Academy has contracted with Charter Board Partners, a Washington-based non-profit group focused on Board development, for assistance in building out the Board and ensuring its capacity.

In terms of school leadership, as part of a start-up plan for launching the school in Fall 2014, Connections will post job descriptions for the principal and other administrative and leadership positions in Fall 2013 (see discussion under Operations Plan/Human Resources Information). The Connections Human Resources team will begin preliminary screening in late Fall, with an eye to bringing school leader candidates to the Board of Trustees in time to ensure a start date of January 2014 or earlier. See also details under Operations Plan/Implementation of Charter.

c. Corporate Structure and Nonprofit Status of the School

- **Copies of by-laws and articles of incorporation indicating that the school entity has been incorporated as a public charter school.**

See Section I for Articles of Incorporation and By-Laws demonstrating that Nexus Academy of DC Public Charter School is a non-profit corporation under the District of Columbia Nonprofit Corporation Act.

2. Governance and Management

a. Board of Trustees:

- **How our Founding Group will create an independent and autonomous local Board of Trustees as required by the D.C. School Reform Act, reflecting that the Board of Trustees must include two Parents, majority D.C. residents, and an odd number of people, not to exceed 15.**

With the help of DC-based education advocates, technology innovators, and community leaders, as well as professional assistance from Charter Board Partners, the Founding Group will make strides toward securing the commitment of a minimum nine-member Board of Trustees, the majority of whom are DC residents, including two parents of Nexus Academy students.

All Trustees will participate in a complete orientation to the Nexus Academy model as well as their uniquely important role in overseeing and providing policy direction for this innovative charter school. In order to ensure that its members are both active and effective in fulfilling their duties, the Board will participate in multiple training opportunities, including a localized version of the intensive “Board Academy” training program developed by the Greater Capacity Consortium (www.greatercapacity.org). This program includes the Effective Board Governance of Public Charter Schools online training module series as well as state-specific training provided both face-to-face and in print. Training topics include charter school basics, non-profit management, budgeting and finance, conflict of interest, effective meetings, policy development and human resources oversight.

The newly formed Board will also benefit immediately from training by Charter Board Partners, and will take advantage of any governance training provided by the DCPCSB, the DC Chartered Public Schools Association, FOCUS or other local groups which provide additional focus on DC law and regulations.

- **The procedure by which Board members will be selected.**

Board of Trustees members will be initially selected by the Founding Group members, who will review the resumes of potential Board members, conduct interviews with those who are most promising, and discuss remaining needs for specific skill sets on the Board. The Board is self-perpetuating, with new members vetted by and approved by a majority of the existing members, in keeping with the by-laws in Section I. New members can be added upon expiration of a Trustee’s term, upon resignation or removal of a Trustee, or upon expansion of the Board.

- **How the Board will be organized to manage and provide strategic direction for our proposed school**

The Board of Trustees will be organized with officers and committees – specifically an academic efficacy committee, a finance/audit committee, a facilities committee, and a

marketing/community outreach committee to begin with – to carry out its dual critical roles of ensuring oversight of management and providing strategic direction for Nexus Academy of DC. The functions and duties of the Board will be to oversee the operation of the charter school and be legally accountable for its operations. The Board sets policy and hires contractors, including those providing the school’s management, curriculum, technology and instructional services. Additionally, the Board is responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill Nexus Academy’s obligations to the DCPCSB and the school’s stakeholders. The Board shall adopt all policies as required for the charter school program of Nexus Academy, and may from time to time create subcommittees or task forces to carry out special tasks.

- **The outlined succession plan for Board members and leadership.**

The Nexus Academy Board of Trustees will be formally appointed for an initial term of approximately one year, through the Annual Meeting in June of the first school year, at which point directors will be appointed for staggered terms of one to three years. The by-laws in Section I describe the process for appointing new members and removing members if needed. The Board is self-perpetuating, with new members vetted by and approved by the existing members.

The Board of Trustees will be guided in this area by assistance from Charter Board Partners, which has agreed to work with the Nexus Academy of DC Founding Group both before and after its transition to a formal Board of Trustees.

- **How the Board of Trustees will hold school leadership accountable for meeting the goals set forth in the Charter, holding students to high learning outcomes, and ensuring that there is a demand for the proposed school.**

In addition to the ongoing analysis of data described above, the Board will integrate its oversight priorities into the annual school goals that drive bonus compensation for school leadership and into regular in-depth evaluations of the management company. Both evaluations are high-stakes and will result in performance improvements if results fall short of documented goals.

For example, if the school fails to meet academic achievement goals, the Board may demand that Connections improve or replace the Principal, provide a self-financed plan for remedying school performance, or require a change in curriculum or shift in management organization personnel.

If the problem is in ensuring adequate enrollments for the school, the Board may demand that Connections hire additional marketing personnel with specific knowledge of the DC market, or seek another appropriate remedy via the EMO evaluation process.

- **The relationship of the Board of Trustees to the school’s administrators, staff, Parents, and students.**

The Board of Trustees intends to delegate day-to-day operation of Nexus Academy to the Principal and to Connections as our contracted Education Management Organization. Together the Principal and Connections will implement Board policy and will be held accountable by the Board according to a set of objective measures and goals.

The Nexus Academy Principal serves at the pleasure of the Board of Trustees, though the Board has delegated direct employment and day-to-day supervision of the Principal to Connections, its EMO partner. At each Board meeting, the Principal provides a detailed report on school progress and happenings, and also consults with the Board on major undertakings.

Regarding the relationship the parents and students, as required, two Nexus Academy Board members will be parents of students at the school. In addition, the Board may create ad hoc parent or student advisory groups to provide guidance on particular subjects such as community partnerships and neighborhood outreach. Parents who are not Board members are also encouraged to be involved with Board activities; contact and other information about the Board will be available through the school website and the public website. The school will make all Board minutes available to families on request and will report on Board activities in the school newsletter. A complete explanation of the Board’s due process framework will be included in the School Handbook provided to every family upon enrollment.

Please see Section I for Board of Trustees’ job descriptions and performance expectations, and Section F for Board Member Agreements. Nexus Academy understands that the DCPCSB reserves the right to conduct background checks (AAA Credit Release) of the Board of Trustees for those applications that are granted full approval or approval with conditions.

- **The relationship the Board will have with the management organization/network.**

Connections as the management organization, for all of its experience and capacity, serves at the pleasure of the Nexus Academy of DC Board of Trustees, which is wholly independent of Connections. The Board’s relationship with Connections is contractual. An itemized fee schedule covering 19 different services expected to be provided by Connections is detailed in the budget and Budget Narrative. The Board may, at some point, decide to procure some of these services elsewhere, such as provision and support of student computers. The Nexus Board is not required to purchase the full menu of services provided by Connections as a condition of the contractual relationship.

The Board will oversee the management company’s performance and hold it accountable for results. The Board will use ubiquitous access to student performance

data as well as frequent (as least monthly) 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 under the Performance Management Framework as well as remaining operationally effective and fiscally sound. In addition, the Board will conduct a thorough, high-stakes performance review in Year 3 of the contract. The Board may terminate the contract with Connections at any time.

Academic performance will be the purview of the entire Board, with special focus from an academic efficacy committee. The Board Treasurer will serve as first-reviewer for fiscal data, with assistance from a contracted business consultant if desired. The Board will appoint members to monitor operations issues such as staffing, facilities, and marketing/recruitment during both the start-up and implementation phases. The Board will hold its management partner fully accountable for performance on all three fronts.

The Board will conduct regular in-depth evaluations of the management company using a tool developed and tested by other Boards at Connections-affiliated schools (see sample with draft Management Agreement in Section I), and will require a detailed, specific plan for correction of any deficiencies subject to termination of the contract.

b. Rules and Policies:

• **A discussion of the powers and duties of the Board of Trustees.**

The powers and duties of the Nexus Academy of DC Board of Trustees include, but are not limited to:

- Protect the legal interests of the charter school and adhere to all applicable laws as required by SRA §§ 38-1802.02 (7), (9); 38-1802.05.
- Ensure that the charter is achieving its vision and mission
- Set Board of Trustees policy
- Govern the operations of the school but leave daily operations to the school leader and management organization
- Exercise sound legal and ethical practices and policies
- Oversee management of liabilities
- Ensure good external relations between Board and Nexus management, and the community, school districts, media, neighbors, parents, and students
- Ensure provision for audit as required under SRA §§ 38-1802.02 (6).
- Evaluate the EMO annually, and participate with the EMO in semi-annual evaluation of the Principal
- Oversee compliance with state and federal reporting requirements
- Practice strategic planning
- Oversee effective management of resources
- Assess the organization's performance including monitoring achievement of accountability framework.
- Negotiate and enter into a performance contract with the DCPCSB.

- **The Board’s ethical standards and procedures for identifying and addressing conflicts of interest.**

Please see the complete Ethics Policy and Procedure in Section I, which defines potential conflicts of interest and the procedure for notifying the Board, recusing oneself from relevant decisions, and under what circumstances resignation from the Board might be necessary.

- **Identification of any existing relationships that could pose actual or perceived conflicts if the application is approved, including a discussion of specific steps that the Board will take to avoid any actual conflicts and to mitigate perceived conflicts.**

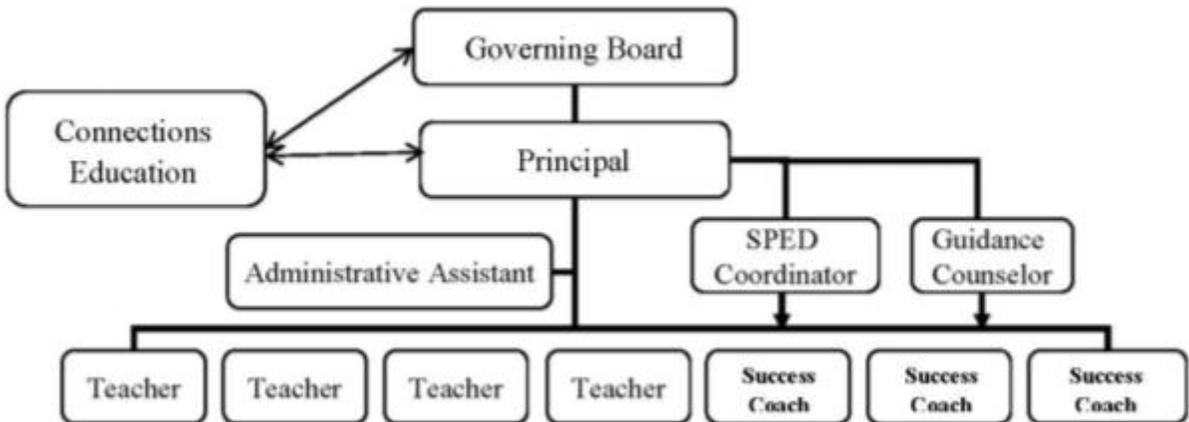
There are no actual or perceived conflicts of interest. To ensure against future conflicts, the Trustees will receive training on avoiding, identifying, disclosing and mitigating such conflicts.

Please see Section I for the Board Code of Ethics and each Board member’s Conflict of Interest Statement in Section G of the application.

c. Administrative Structure

- **The administrative structure of the school.**

The Board of Trustees of Nexus Academy of DC will direct the EMO to hire a Principal, whose final selection will be approved by the Board and who will serve at the pleasure of the Board. The Principal will be supervised by the EMO in all day-to-day activities. The Principal will in turn supervise remaining school staff, including teachers, who implement the curriculum according to the policies and procedures approved by the Board of Trustees. The Principal will act in an information and advisory capacity to the Board of Trustees. Please see organizational chart below.



- **How Parents, teachers, and students of the proposed school will have input in decision-making.**

Parents will have input into decision-making at Nexus Academy through their participation in the Board of Trustees and its activities, including ad hoc advisory groups the Board may form to address specific issues. As required, two Nexus Academy Board members will be parents of students at the school. In addition, the Board may create parent advisory groups to provide guidance on particular subjects such as community partnerships and neighborhood outreach. Parents who are not Board members are also encouraged to be involved with Board activities; contact and other information about the Board will be available through the school website and the public website. The school will make all Board minutes available to families on request and will report on Board activities in the school newsletter. A complete explanation of the Board's due process framework will be included in the School Handbook provided to every family upon enrollment.

Teachers will have input into Board decisions via advisory groups focusing on curriculum, budget, and so on. Teachers are also very directly involved in day-to-day operational decisions at the school, since the school-site hierarchy is flat and all staff are engaged in service to students.

Students will have a direct hand developing and fine-tuning Nexus Academy of DC school culture, beginning with culture-setting sessions at the beginning of the school year and continuing through daily Team meetings. In addition, students will be welcome to attend Board meetings and raise issues via the Principal or Board members.

Finally, Nexus Academy parents, teachers and students will be surveyed annually about their satisfaction with the school and its program, and the results of this annual survey will be presented to all stakeholders.

Role of the Management Organization

As the management organization partner of the Board, consistent with its management agreement and fee schedule, Connections will provide:

- All staff for the school on a contracted basis
- Day-to-day supervision and support of the Principal and his or her team.
- Assistance to the Principal in selection, training, and ongoing guidance of the staff.
- The leased school facility properly renovated and outfitted, maintaining an ongoing relationship with the landlord to ensure its proper operation.
- All school technology, including student mobile computers and school site technology
- All curriculum and instructional services integral to the blended learning model
- Staff training and ongoing professional support
- Back office operations, including human resources, finance, and Board support.

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The goal of this comprehensive approach to services is to allow the Board to focus on policy and oversight while permitting the school staff to focus on direct services to students.

d. Performance History of Experienced Operator:

The following information is provided to demonstrate that the Experienced Operator has the capacity to successfully replicate its program in the District of Columbia.

- A list of other schools managed by the Experienced Operator, with address and contact information and demographic profiles of the student body.**

Connections currently manages 29 schools across the nation. Of these, 24 are virtual schools that each serve students across an entire state (or in the case of California, significant portions of the state), while 5 are blended charter schools serving specific urban areas in Ohio and Michigan. Two additional virtual schools and two additional blended schools are now scheduled to open in Fall 2013. Please see list below and see Section I for the complete contact information and demographic profiles of currently operating schools. Please also see the Education Plan for data regarding early results of blended schools and pilot programs.

CONNECTIONS-AFFILIATED SCHOOLS
Blended Charter Schools
Nexus Academy of Cleveland Nexus Academy of Columbus Nexus Academy of Grand Rapids Nexus Academy of Indianapolis (opening Fall 2013) Nexus Academy of Lansing Nexus Academy of Royal Oak (MI, opening Fall 2013) Nexus Academy of Toledo
Virtual Charter and Contract Schools
Arizona Connections Academy California Connections Academy @ Ripon Capistrano Connections Academy Central California Connections Academy Colorado Connections Academy Commonwealth Connections Academy (PA) Florida Virtual School Full-Time Georgia Connections Academy Great Lakes Cyber Charter School (MI, opening Fall 2013) Indiana Connections Academy INSPIRE, Idaho Connections Academy Iowa Connections Academy Kansas Connections Academy

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Louisiana Connections Academy
Michigan Connections Academy
MTS Minnesota Connections Academy
Nevada Connections Academy
New Mexico Connections Academy (opening Fall 2013)
Ohio Connections Academy
Oklahoma Connections Academy
Oregon Connections Academy
South Carolina Connections Academy
Texas Connections Academy @ Houston
Utah Connections Academy
Wisconsin Connections Academy
Wyoming Connections Academy

- **State accountability data for the schools in comparable markets for at least the last three years;**
 - **Performance data for all student subgroups served by grade level;**
 - **Data which shows any within school and within comparable schools achievement gaps and how the school has made progress in closing them;**
 - **Non-academic indicators that describe the school's performance (i.e., student attendance, retention, graduation data, suspensions/expulsions, waiting lists, etc.);**
 - **Descriptive information (i.e., grades served, number of students, years of operation, demographics, student and staff attrition rates, etc.);**
 - **Any additional evidence that the existing design has been effective in raising student achievement (Section I).**

Please see Section I for state accountability data.

Schools in the Connections network serving markets comparable to DC (that is, urban areas with concentrations of economically disadvantaged and minority students) have performed well on state accountability frameworks, producing significant growth among students previously scoring in the bottom quartile.

Data from the largest of these schools is illustrative. Please see next page.

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Commonwealth Connections Academy (CCA) Pennsylvania PSSA State Test Scores

Improving Academic Performance in Pennsylvania			
	'09-'10 Raw Scores	'10-'11 Raw Scores	Percent Growth
All Students	Math: 51.2	Math: 55	5.45%
	Reading: 60.9	Reading: 64.4	7.30%
Economically Disadvantaged	Math: 43.5	Math: 47.5	5.05%
	Reading: 54.3	Reading: 58.4	9.25%
IEP	Math: 27	Math: 34	20.59%
	Reading: 31.6	Reading: 44.9	20.27%

CCA's 2010-11 AYP Report: <http://paayp.emetric.net/School/Overview/c21/4/7774>

Arizona Connections Academy (ACA) State Test Scores*

Improving Academic Performance in Texas				
		2010-11 % Meets or Exceeds	2011-12 % Meets or Exceeds	Growth
All Students	Math:	44%	48%	+9%
	Reading	80%	80%	0%
Economically Disadvantaged	Math	31%	38%	+23%
	Reading	72%	73%	+1%
IEP	Math	18%	24%	+33%
	Reading	44%	48%	+9%

*Arizona Department of Education does not report subgroup results by school—data is from Connexus.

South Carolina Connections Academy (SCCA) State Test Scores*

Improving Academic Performance in Texas				
		2010-11 % Met or Exemplary (PASS) or Level 3 or Level 4 (HSAP)	2011-12 % Met or Exemplary (PASS) or Level 3 or Level 4 (HSAP)	Growth
All Students	Math:	53%	56%	+6%
	Reading	70%	72%	+3%
Economically Disadvantaged	Math	45%	48%	+7%
	Reading	63%	67%	+6%

*Students in Grades 3-8 take the PASS; 2nd Year High School Students take the HSAP

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Please see Section I for complete data from all relevant Connections schools – including descriptive information as well as performance by subgroups, progress on closing achievement gaps, non-academic indicators of performance, and other evidence of the effectiveness of school design.

- **Three years of audited financial statements and management letters and most recent internal financial statements for the organization as a whole and any related business entities.**

Please see Section I for the audited financial statements.

- **Disclosure of any sanctions placed on the Experienced Operator's schools short of closure, such as shortened or conditional renewals, withdrawals/non-openings of schools, intervention caused by performance deficiencies or compliance violations.**

None - not applicable.

- **Disclosure of any management contracts broken with any schools and any current or past litigation that has involved the applicant or any school it operates.**

No management agreements have been broken with any school.

Connections Education LLC

Ip Learn v. Connections Education LLC, et. al. On September 15, 2011, IpLearn filed a Complaint for Patent Infringement against several defendants, including Connections Education. The case is currently pending.

Commonwealth Connections Academy (CCA)

Knaub v. Commonwealth Connections Academy was an employment law dispute. Plaintiff sought back pay, compensatory and punitive damages, and attorneys' fees. CCA denied liability and filed a motion for summary judgment. The Court granted a Motion to Dismiss in its entirety on May 22, 2012, and entered judgment in favor of CCA.

Wisconsin Connections Academy (WCA)

Johnson v. Appleton Area School District, et al. – a declaratory judgment action was filed on 9-19-02 against the Appleton Area School District, Board of Education for Appleton Area School District, Wisconsin Connections Academy and others. We no longer have files on this matter but published reports in the media from that time indicate that the suit claimed that the school violates laws that require charter schools to be located within the boundaries of the school district they are part of, as well as laws that require students who opt for open enrollment in another school district to attend school in that district. It was also reported that the suit challenged the amount of money the district

gets for open-enrollment students who attend brick-and-mortar schools. The suit was dropped after several months in favor of a similar suit against a different virtual charter (not affiliated with Connections) and its sponsoring district, which after several court decisions and legislative action resulted in a change in Wisconsin statute in 2008 to formally allow virtual charter schools to exist and be funded like other open-enrollment charters in the state.

- **Disclosure of any negative publicity that the PCSB would discover through researching the Experienced Operator and explain the circumstances of such publicity.**

The K-12 online education sector has some received negative press over the past year via the nation's leading newspapers, such as the *New York Times* and the *Washington Post*, based in part on analyses of test scores by various interest groups. While this press coverage barely mentions Connections, Connections has elected to respond with a deeper analysis of testing data, slated for release in Spring 2013, showing both the positive academic impact of online learning for the majority of students and the impact of factors such as timing of enrollment and longevity of participation on academic outcomes.

- **Inclusion of a draft contract between the Experienced Operator and the school's Board of Trustees with a clear description of the services to be provided, including the roles and responsibilities of the Experienced Operator in relation to the applicant, to the school's management, and the school's governing body; a term sheet indicating the fees proposed to be paid by the proposed school, the length of the proposed contract, the terms of the contract's renewal, and provisions for termination; academic, financial, and operational performance expectations for the Experienced Operator and how the governing Board will monitor and evaluate that performance.**

Please see Section I for a draft of the proposed Education Products and Services Agreement between Connections and Nexus Academy of DC. In addition, please see Term Sheet below for an overview of key contract terms, followed by an organizational chart showing the relationship among the key parties (the school's Board, its authorizer, the school leadership and line staff, the Connections team, and the school's stakeholders).

The Term Sheet for the proposed management contract is as follows:

TERM SHEET

This Term Sheet summarizes the principal terms with respect to a potential transaction between Connections Academy of DC, LLC ("CADC") and Nexus Academy of DC, Inc. ("NADC"). CADC and NADC are sometimes referred to herein as a "Party" or the "Parties".

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This Term Sheet is a statement of the present material intentions of the Parties. The Parties agree to negotiate in good faith toward a conclusion of the transactions referred to below; provided that a binding commitment with respect to the transactions will result only upon the execution of a definitive agreement, if any (“Agreement”). No oral modifications to this principle shall be valid.

The Parties are discussing a transaction on the following terms:

Parties:

NADC, a nonprofit corporation, is authorized by the District of Columbia Public Charter School Board (“DCPCSB”) under the District of Columbia School Reform Act of 1995 to operate a charter school within the District of Columbia (“DC”). Pursuant to its charter, NADC is authorized to operate a blended learning program, incorporating both face to face and virtual learning aspects in a traditional brick and mortar setting.

CADC is a wholly owned subsidiary of Connections Education LLC (“CE”). Through its relationship with CE, CADC is nationally recognized as an experienced provider and manager of blended and virtual learning programs for grades K through 12.

Services To Be Provided By CADC:

1. Provide a blended secondary school education model combining online curriculum, technology-facilitated instruction, and face-to-face instruction that meets or exceeds the educational standards set by the District of Columbia, as detailed in the Agreement.
2. Staff, furnish, equip and manage NADC, including providing facility management and technology management, in accordance with the terms of the Agreement.

Target Start Date: 2014-2015 academic year.

Term: Five years, expiring the later of June 30 following the fifth (5th) anniversary of the effective date of the Agreement or the expiration of the initial term of the charter, to be renewed automatically annually on the later of June 30 of each year or the expiration of any renewal term of the charter.

Termination: If both Parties agree in writing; by either Party for (i) material breach of the Agreement, (ii) failure to agree on a budget, (iii) the other Party is insolvent, (iv) NADC loses its charter authorization; by CADC if (i) there is a material reduction in funding or material change in applicable laws or regulations, (ii) irreconcilable differences as to the carrying out of either Party’s responsibilities set forth in the Agreement; by NADC (i) if it determines at the end of an academic year that the products and services delivered by CADC do not meet the requirements of a blended learning educational program, (ii) if following a performance review, NADC determines CADC has failed to perform.

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Notice of Termination: Unless otherwise stated in the Agreement, notice of early termination must be received by no later than April 1 of the current academic year and shall not take effect until the close of such academic year.

Enrollment Cap/Goals: 300 students for the first year; 600 students by fifth year.

Locations: Two blended learning campuses, one located in Ward 2 and one located in Ward 3.

Fees: See attached proposed fee schedule (subject to revision following negotiation with NADC).

Other: Customary legal provisions shall be included in the Agreement including but not limited to confidentiality, representations and warranties (including appropriate intellectual property representations and warranties), breach, and indemnification provisions.

The proposed fees governed by this contract are as follows (see also Budget Narrative in Section E for details). Note that the “count day” here refers to an internal count at the beginning of each semester to ensure that NADC is appropriately charged as enrollment fluctuates.

Fee	Factor	Description
Educational Resource Center	\$65.00	per each student enrolled on each count day
Connexus [®] Annual License (EMS)	\$300.00	per each student enrolled on each count day
Direct Course Instruction Support	\$675.00	per each student enrolled on each count day
Blended Curriculum Products and Instructional Services	\$600.00	per each student enrolled on each count day
Student Technology	\$300.00	per each student enrolled on each count day
Enrollment and Records Management	\$25.00	per each student enrolled on each count day
Human Resources Support	\$1,000.00	per each full time staff member employed at the school on November 1 st
School Curriculum Supplies	\$500.00	per each grade per location
Accounting and Regulatory Reporting	\$25,000.00	per school
Academic Scheduling Services	\$10,000.00	per each school location
School Facilities Technology	\$50,000.00	per each school location
Technical Support and Repairs	\$25,000.00	per each school location
Facility Support Services	\$20,000.00	per each school location
Treasury Services	1.50%	of all revenue from governmental

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		sources, excluding any special education revenue
Marketing Services	0.75%	of all revenue from governmental sources, excluding any special education revenue
School Administration	6.50%	of all revenue from governmental sources, excluding any special education revenue
Special Education Oversight and Liability	2.50%	of all revenue from governmental sources, excluding any special education revenue
Special Education Direct Services	100.00%	of all special education revenue
Employee Benefits	Pass through	Direct pass through of actual costs with no mark up
Employee Taxes	Pass through	Direct pass through of actual costs with no mark up
Community Outreach	TBD	Board will approve a budget for school's contribution toward outreach effort; we have budgeted \$50,000 per year

Please see the budget narrative in Section E for more detail on the expected amount of each category of fee.

The relationship between Nexus Academy, its Board of Trustees and the school is shown in the chart in the previous section.

3. Finance

a. Anticipated Sources of Funds

- **The amount of funding we expect to receive from the per pupil allocation, including add-ons for grade levels, students with disabilities, and English language learners. An indication of the amount and sources of additional funds, property, or other resources expected to be available for the costs of planning, startup, and operation of the proposed public charter school. Where grants or loans are included, an indication of which of these are in hand and which are anticipated. For anticipated grants or loans, evidence of firm commitments where they exist.**

While we believe we will receive private grants and contributions, our financial plan relies almost entirely on per pupil and federal formulaic and programmatic funding. We also assume we will receive the \$700,000 Title Vb Charter School start up grant. PPF and federal funding comprise more than 99 percent of our budgeted revenue each year.

In the first year, we include a no-interest advance from Connections to help fund start-up costs (largely capital expenditures including leasehold improvements). The interest-free advance and grants are guaranteed by Connections (please see accompanying documentation), making nearly all of our expected funding either guaranteed by Connections or from local/federal sources. In years two through four we fully repay the planning year advance.

An award of Walton start-up funding (\$250,000) would reduce the reliance on the interest-free advances. While we believe we will receive this grant, and possibly others, we created a plan that was fiscally sustainable without private fundraising that is not currently in hand.

Please see tables beginning on the next page.

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Revenue/Funding Source	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
01. Per Pupil Charter Payments	\$-	\$3,876,076	\$3,959,649	\$8,071,512	\$8,239,238	\$8,404,008
02. Per Pupil Facilities Allowance	\$-	\$900,000	\$900,000	\$1,800,000	\$1,800,000	\$1,800,000
03. Federal Entitlements	\$41,333	\$482,274	\$576,154	\$692,731	\$600,974	\$600,974
04. Other Gov't Funding/Grants	\$-	\$56,818	\$58,379	\$119,972	\$123,283	\$126,694
06. Private Grants and Donations	\$-	\$-	\$-	\$-	\$-	\$-
07. Activity Fees	\$-	\$-	\$-	\$-	\$-	\$-
08. Loans	\$650,000	\$-	\$(150,000)	\$(250,000)	\$(250,000)	\$-
09. Other Income	\$-	\$12,424	\$12,424	\$24,848	\$24,848	\$24,848
Total funds	\$691,333	\$5,327,593	\$5,356,606	\$10,459,063	\$10,538,344	\$10,956,524

Per Pupil funding – Line 01 Per Pupil Charter Payments and Line 02 Per Pupil Facilities Allowance.

Our estimate for Per Pupil funding assumes the base FY13 PPF funding increases by 2 percent in FY14 as announced by the Mayor’s office in February, and then remains flat into FY15. We then assume base PPF funding increases by 2 percent per year starting in FY16. We assume that the \$3,000 per pupil facilities funding allowance in FY13 will remain flat over the full time horizon of the budget. We also assume the grade-level, SpEd, and LEP/NEP multipliers remain flat. These assumptions result in a foundation per pupil payment of \$9,306 in FY15 and \$9,493 in FY16, with a constant per pupil facilities payment of \$3,000.

Below are our enrollment projections for our first five operating years. We have five percent LEP/NEP students, slightly below the District of Columbia Public Charter School (DC PCS) average due to our experience in other jurisdictions, and a special education profile consistent with DC PCS averages as we believe we will serve a representative sample of DC school children. Furthermore, we assumed the poverty statistics of our students would be consistent with the current DC PCS population, as we intend to serve an economically representative sample of the District’s students.

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Grade/Profile	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19
9th	75	75	150	150	150
10th	75	75	150	150	150
11th	75	75	150	150	150
12th	75	75	150	150	150
Level 1	14	14	29	29	29
Level 2	11	11	22	22	22
Level 3	7	7	14	14	14
Level 4	4	4	7	7	7
LEP/NEP	15	15	30	30	30
Total students	300	300	600	600	600

Line 03 Federal Entitlements and Line 04 Other Government Funding/Grants.

Federal entitlements include NCLB and IDEA formulaic funding as well as the Title Vb start up grant, while Other Government Funding/Grants is NSLP revenue (and a small amount of Healthy Schools Act revenue).

We assumed the District average of 68 percent for students in poverty (enrolled in public charter schools) per OSSE’s guidance memo dated January 11, 2013, for Title 1 funding, as well as the per (eligible) student amounts contained in that same memo outlining such funding. We assumed no increases in per student amounts for federal Title 1, 2a, and IDEA, though we did assume an inflationary increase for the NSLP reimbursement amounts, which is consistent with past experience. We used the unit information shown in the charts on the next page to forecast NCLB/IDEA and NSLP revenue.

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Federal grant program	Amount
Title 1, Part A, per F/R pupil	\$919.80
Title 2, Part A, per-pupil	\$174.40
IDEA, Part B 611, per-pupil	\$201.75
IDEA, Part B 619, per-3-5 YO pupil	\$15.98

Nat'l Food Prgm category	FY13 rates
Lunch - Paid	\$0.27
Lunch - Reduced	\$2.46
Lunch - Free	\$2.86
Breakfast - Paid	\$0.27
Breakfast - Reduced	\$1.25
Breakfast - Free	\$1.55
Snack - Paid	\$0.78
Snack - Reduced	\$0.78
Snack - Free	\$0.78

Line 06 Private Grants and Donations, and Line 07 Activity Fees.

As noted above, for conservatism we did not assume any private fundraising. We also did not assume any activity fees as we don't have any current plans to charge students for additional activities.

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Line 08 Loans and Line 09 Other Income.

We budgeted a total of \$650k in no-interest advances from Connections in the planning year. During the first operating year we assumed another draw of \$150k during the first quarter to cover short term cash needs, which is then paid back in the second quarter (for a zero net impact to the year). The no-interest advances cover start up spending (largely capital spending). We are able to begin repaying the draw in year two, and are able to fully repay the advance by year 4. The small amount of other income budgeted is paid lunch from our families who do not qualify for free or reduced lunch (we base this number only on paid lunch—no funding is assumed from paid breakfast, snacks, or reduced lunch/breakfast).

- **The contingencies we have in place in the event that funds for per pupil allocations are not available as early as expected, or are lower than expected.**

Nexus Academy of DC has the following contingencies in place to handle issues resulting from timing of funding, as well as overall lower-than-expected funding.

- **Timing of Funding:** Connections has made a commitment to protect Nexus Academy from uneven cash flow through its service as a fiscal agent, paying all operating expenses (such as rent and payroll) on the school’s behalf as they come due and then invoicing for reimbursement, with no markup, on a monthly basis. Each invoice and its backup documentation will be reviewed by the Board before the invoice is approved for payment.
- **Lower-Than-Expected Funding:** Connections has pledged to protect Nexus Academy from annual deficits by providing “service credits” consisting of retroactive discounts on Connections products and services to ensure a positive fund balance at the end of each year (see draft management agreement in Section I for details). In addition, because most of the services Nexus Academy will purchase from Connections and elsewhere are variable by enrollment – such as online curriculum, online teaching services, and student technology – a lower-than-anticipated enrollment level will bring lower costs to offset reduced funding.
- **An explanation of the specific financial goals and objectives for the projected five-year budget (e.g., capital improvements, equipment, increased instructional and staffing costs).**

Nexus Academy intends to reach scale in Year 3, so our financial goals and objectives for the out-years will be to maintain a surplus every year to ensure a steadily growing net worth that will place the school in a secure and sustainable position for the future. We will use those resources to continuously improve our technology (including mobile

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Internet access assistance), invest in external courses for our students (e.g., college courses, technical certifications, etc.), and provide additional opportunities for family and community involvement.

b. **Planned Fundraising Efforts:**

- **Description of any planned fundraising efforts to generate capital or to supplement the per pupil allocation for operating expenses.**

Nexus Academy will pursue special purpose and supplementary operating grants available to charter schools from public and private sources. These specifically include grants from the Walton Family Foundation and through the federal Elementary and Secondary Education Act Title V Innovative/Charter School Program. Development of these grants is one of the services provided by Connections.

- **Our plans for raising funds to cover planning and development expenses expected to occur prior to opening the school.**

As noted above, Connections has committed to ensuring that Nexus Academy's pre-opening costs are covered through a combination of external grants (such as start-up grants from the Walton Family Foundation and the federal Charter School Program), and interest-free EMO advances.

c. **Financial Management and Accounting**

- **The financial management and internal accounting procedures of our school, including the fiscal controls that will be put in place to ensure accountability.**

Nexus Academy 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, will ensure sufficient information for audit purposes, and will provide data in the format needed for accurate and timely monthly and annual financial reports to the DCPCSB. The following Nexus Academy financial accounting plan assumes that the Board of Trustees will contract with Connections for school business office services, including budgeting support, bookkeeping, and fiscal/payment agent services as described below, and that the Board may also hire an independent financial consultant to assist in review of budgets and invoices.

Budgeting Process: The development of Nexus Academy's annual budget will be an iterative process that will incorporate input from key stakeholders every step of the way. A preliminary budget based on initial assumptions will be approved by the Board of Trustees before the start of the school year. Once the beginning enrollment and updated per-pupil funding figures are known, a revised budget will be prepared for the Board's consideration and approval. This budget will then be compared to actual and

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forecasted results on a monthly basis as described under Financial Reporting/Internal below.

Authorized Fiscal/Payment Agent: Connections proposes to serve as payment agent for Nexus Academy, using Connections' funds to pay day-to-day school expenses as authorized by the Board through the Budgeting Process described, and then seeking reimbursement from the school for these expenditures (with no markup) through an itemized monthly invoice approved by the Board.

Accounting System: With Connections providing business services, Nexus Academy will use an industry-standard accounting software program to ensure proper bookkeeping is maintained and that reports will be provided in the format required by DCPCSB.

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

- **Segregation of Duties:** For any expense that the school staff may incur beyond those already covered by Connections as the payment agent and approved by the Board for reimbursement through a monthly invoice, Nexus Academy will maintain simple check request and purchase order forms. All such proposed expenditures must be approved by the Principal, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All check requests and purchase orders over Five Thousand Dollars (\$5,000) must be co-signed by the Principal and a Board member who has been approved as a signatory on the school's checking account. Payments for invoices for operational services contracted by the school do not need to be countersigned. All transactions will be posted on an electronic general ledger by the designated Connections bookkeeper. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests or purchase orders.
- **Authorization and Processing of Disbursements:** To ensure fiscal responsibility and compliance, the Board of Trustees will meet regularly to review the operations and financial performance of the school. The Connections school business staff will be required to provide supporting documentation for all expenditures, which will be reviewed by an independent financial consultant to the Board, and then by the Board Treasurer on behalf of the Board. 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. It is anticipated that all checks over \$5,000 will require two authorized signatures.
- **Banking Arrangements/Reconciliation:** Nexus 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 the established fiscal policies. Bank statements from private banking institutions will be sent directly to the school's bookkeeper for reconciliation. A

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written report of results of the reconciliation will be provided to the Board Treasurer. A reconciliation of the school's savings and checking account, showing all transactions, will be provided to the Board of Trustees at every meeting.

Financial Reporting - Internal: Each month, Nexus Academy's contracted Connections school business manager will prepare for the Board of Trustees a set of detailed financial statements that will include a revenue and expense statement, a balance sheet, invoice detail (vendor, amount, date, purpose), any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity in the school's bank account. Additionally, the Board Treasurer will receive supporting documentation for all Connections monthly invoices. In addition to showing the actual monthly and year-to-date results for the school, the Connections school business manager will prepare a monthly projection for the balance of the school year in order to provide the Board of Trustees with visibility into the projected financial position of the school at the end of the fiscal year. This report will be reviewed at each Board of Trustees meeting to ensure that the school has sufficient funds to meet all of its obligations and to stay on a sound financial footing. Any problems will be identified with sufficient time to make adjustments in the school's operations to ensure that a sufficient fund balance is always available at the end of each school year.

The Board of Trustees will use its sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue. A detailed revenue and expense statement will be reviewed at each meeting of the Board of Trustees and will serve as the vehicle to authorize future expenditures, along with the adopted budget and other board policies.

This monthly reporting approach had two advantages for Nexus Academy:

- *Data-driven spending decisions:* The rigorous monthly reforecasting process will allow the Board of Trustees to review and investigate projected expenditures against budgeted expenditures and to make necessary adjustments. These adjustments may be an authorization to increase allowed spending, to reallocate funds from one account to another, or to direct the school to implement steps to reduce future spending.
- *Early reaction to potential overspending:* As a result of Nexus Academy's monthly reforecasting process, we anticipate that we will identify and address any spending in excess of estimated revenue early and in the normal course of operations (reducing planned future spending, pursuing new sources of revenue).

Financial Reporting - External: On behalf of Nexus Academy and its Board of Trustees, Connections will develop an annual financial report and, following Board approval, disseminate it to all appropriate stakeholders.

Financial Conservatism: The school will also strive to maintain a contingency fund at a level that will permit it to absorb a modest operating loss in a specific year. It will implement a policy of carefully hiring staff only as enrollment, and its corresponding

revenue, permit, thus minimizing the possibility of operating losses. In the unlikely event that the school is faced with an operating loss and all other avenues to avoid this situation have been exhausted, the school will arrange for short-term funds or a loan to be made available for this purpose. All appropriate parties, including the school's authorizer, would be informed. Given the policies and control processes outlined above, we do not expect this situation to occur.

- **Our school's cash flow management plan and how it will ensure availability of funds throughout the year.**

With Connections as its fiscal and payment agent, Nexus Academy is protected from cash flow issues even when revenues are delayed. Connections will pay all operating expenses on the school's behalf according to the budget approved by the Board, and will then invoice the school. The Board will carefully review each such invoice and its backup, and if approved will authorize the Treasurer to pay the invoice when funds are available.

- **How our charter school's resources will be segregated from those of the affiliate organization.**

Nexus Academy of DC will have its own bank account that can only be accessed by the Board President and Treasurer. Connections will have no access to school resources, and will carefully account for any grants or no-interest advances it might provide to the school.

d. Civil Liability and Insurance

- **The types of insurance and the levels of coverage sought.**

Nexus Academy will have in place the following insurance, to be adjusted as required to meet any DCPCSB requirements. Please note that Directors and Officers Insurance will be purchased separately by the Nexus Academy of DC Board of Trustees.

- Worker's Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over the operator's employees, and employers' liability insurance with a minimum limit of \$100,000.
- Comprehensive General Liability insurance with a minimum combined single limit of \$1,000,000 each occurrence.
- Comprehensive Automobile Liability insurance with a combined single limit for bodily injury and property damage of not less than \$1,000,000 each occurrence with respect to the school's owned, hired or non-owned vehicles, assigned to or used in performance of the services offered by the school.

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- Umbrella coverage, \$3,000,000 per occurrence
- Educators' Legal Liability, \$1,000 per occurrence
- Property/Lease Insurance, 100% of replacement cost
- Errors and Omissions Liability Insurance conforming to the DCPCSB requirements.
- Directors Officers Liability, \$1,000 per occurrence

e. **Provision for Audit**

- **The provisions that will be made for conducting annual audits of the financial operations of our school.**

Nexus Academy will be audited annually by a District of Columbia-licensed, independent certified public accounting firm according to the same guidelines applicable to all charter schools in District of Columbia. The Board of Trustees will solicit proposals from several firms on DCPCSB's approved list of providers before selecting one to perform audit functions.

4. Facilities



The innovative Nexus Academy campus design pictured above captures the essence of what makes this blended learning high school unique. Combining elements of a college lounge – with comfortable seating options, open floor plan, and multiple work surfaces – with the latest in technology-enhanced classroom design, the Nexus Academy campus invites students to move freely but work hard. Clear sightlines and open work areas throughout the space (as opposed to closed offices and hallways) allow staff to maintain visual contact with the students at all times, while conference rooms with windows and blinds allow for private meetings between staff and students as needed. An onsite fitness center staffed with a personal trainer, plus ubiquitous access to healthy snacks, promote student wellness and focus. Nexus Academy students describe their campuses as “peaceful and healthy,” “just like I imagine college to be,” and “a place where I can be myself.”

a. Identification of a Site

- **Discussion of the proposed permanent site for the school and the terms of the lease, and description of our plan to secure a facility that is accessible to students with limited mobility.**

The Nexus Academy team is in the process of identifying a permanent site. Please see below.

- **Description of the facility and any existing occupancy limitations for this site.**

Please see below.

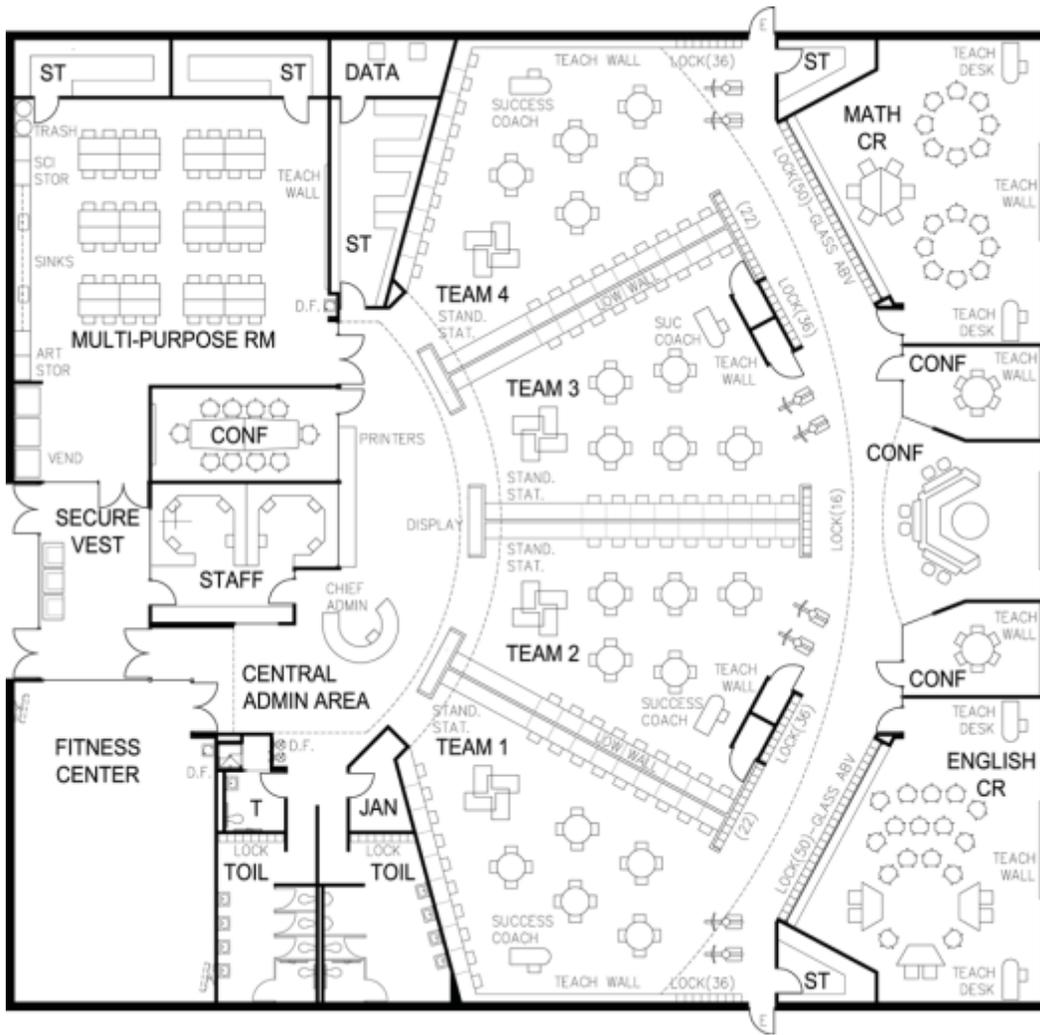
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- **If a permanent site has not been identified, description of options and a timetable for identifying and acquiring a facility.**

With assistance from the Connections Facilities team and two real estate firms - CBRE and Newmark - Nexus Academy has identified several excellent facilities prospects in the Ward 2 and adjacent areas for its first blended campus, including:

- 450 H St. NW – Judiciary Towers
- 1133 15th Street NW – Scott Circle
- 51 N St. NE – NoMA area
- 401 9th St. NW – Market Square North

Any of these sites would provide 15,000 to 18,000 square feet of fully ADA-accessible space for rapid build-out of the Nexus floor plan (below), with landlords prepared to conduct the renovations to suit as part of the overall lease.



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The Connections team will begin the lease RFP process following submission of the charter application and expects to bring a draft sub-lease to the Board of Trustees after conditional approval of the charter for final negotiation and execution (please see Section C.4, Implementation of the Charter, for specific timetable details).

Any upfront costs will be borne by Connections and/or the landlord. Working with local contractors and project managers supervised by Connections and the landlord, the Nexus Academy team is confident that the build-out and necessary inspections/certification can be easily completed during the spring before school launch, well in advance of the first day of school and in time to use for recruiting and outreach events.

Nexus Academy understands that it cannot receive full approval of its charter until it has demonstrated that it has secured the use of a facility.

b. Site Renovation

- **If a permanent building has been identified, explanation of how the site would be a suitable facility for the proposed school, including any plans to renovate.**

Please see above – identification in progress.

- **If proposing to convert an existing public school, a discussion of what renovations are planned and whether the city will be expected to provide any capital improvements to the site.**

Not applicable.

c. Financing Plans for Facilities

- **Description of our financing plans for acquisition (purchase, lease, etc.) and renovation of a facility.**

The upfront costs for securing and renovating the Nexus Academy blended campus will be provided by the landlord, who will amortize payback of the investment through the monthly rent over the life of the lease. Connections will likely be the primary lease holder, and will execute a pass-through sublease, with no markup, with the school.

d. **Building Maintenance**

- **Description of our plans for building maintenance, including how applicable codes and standards will be continuously met.**

The Nexus Academy campus will be located in a multi-tenant office building to take advantage of landlord-provided building maintenance services. The facilities budget will accommodate outsourcing of maintenance services should landlord-provided maintenance not be available.

5. Recruiting and Marketing

a. Recruitment of Students:

- **The outreach efforts we will make to recruit families and students, and how the school and the education program will be publicized throughout the community.**

Nexus Academy's plan for student recruitment will fulfill three goals: assembling a student body that reflects the diversity of the District of Columbia, ensuring that families have the facts and understandings they need to make informed choices, and providing equal access to any family interested in the school. To meet these goals, Nexus Academy will use an appropriate mix of the following marketing tactics:

- School Website: More than simply a description of the school, the Nexus Academy website will serve as an active recruitment tool, with rich media, interactive elements, and the ability to register for enrollment.
- Online and Social Media Marketing – search engine marketing (paid search “pay-per-click” advertising, online display advertising, and search engine optimization); permission-based e-mail marketing; website development and maintenance; blogging; and social networks, such as Facebook, Twitter, Yahoo! Groups, and YouTube
- Direct Marketing – conduct e-mail and mail campaigns, sending program promotional materials to students and families (includes cost-effective direct mailings to leads generated by events, online marketing, and mailing lists)
- Traditional Advertising – Including community newspapers, billboards, local radio and local cable TV.
- Information Sessions – Nexus Academy will host parent and student information sessions online and in person in which parents and families can talk with a specialist face-to-face and ask questions, see first-hand how the program works, and view videos, textbooks, and other promotional materials
- Grassroots Outreach – includes face-to-face information sessions using on-site experts; parent-to-parent meetings; word-of-mouth at community happenings such as music, drama, and dance events
- Public Relations – press releases designed to raise awareness of the program through media coverage (radio, online, and print news)
- Promotional Give-away Items (e.g., water bottles, T-shirts, student planners, etc.)
- Enrollment Services – assistance provided via telephone, online and in-person to help families complete online enrollment forms

- Research and Analysis – includes response and financial analysis of marketing activities, customer relationship management, and quantitative and qualitative market research (e.g., satisfaction surveys, focus groups, and awareness studies) to help ensure outreach efforts are effective
- **Our timeline for student recruitment.**

These activities will begin in the spring of 2013, following conditional charter approval, to build support and excitement for the launch of the school. For Years 2 and beyond, Nexus will begin outreach and information sessions for each school year in the previous fall, casting a wide net to ensure that students from every DC community are informed about the school
- **If planning to locate the school in an area that is densely populated with schools, description of a recruitment strategy that will ensure adequate enrollment.**

Nexus Academy is intentionally locating its first campus in Ward 2 or immediately adjacent areas, which are comparatively sparsely populated with schools.
- **Our contingency plan to ensure viability of the school should enrollment be significantly less than expected.**

Should Nexus Academy of DC's enrollment be significantly less than expected, the school will postpone or forego opening a second campus, and will contract for a proportionally smaller amount of online instructional services, education management system licenses, and curriculum seats. One advantage of the Connections management fee model is that more than 90 percent of the fees are variable depending on student enrollment. Since the services covered under the management fee arrangement represent approximately 52 percent of the cost structure, Nexus DC will be financially more resilient with respect under-enrollment than a traditional bricks-and-mortar-only start-up charter school.
- **If the school is targeted for a specific population, description of how recruitment efforts will ensure a fair and equitable open enrollment process.**

Not applicable.

b. Future Expansion and Improvements:

- **An overview of school's growth plan for educating students in D.C., including an enrollment matrix by grade from year one to when the school is at full capacity, and detail projected enrollment for limited or non-English proficient students and students with disabilities at each level.**

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YEAR	9	10	11	12	IEP	ELL
2014-15	75	75	75	75	36	15
2015-16	75	75	75	75	36	15
2016-17	150	150	150	150	72	30
2017-18	150	150	150	150	72	30
2018-19	150	150	150	150	72	30

Nexus Academy intends to maintain a steady state of enrollment at each grade level from year to year by applying retention strategies that emphasize personalized education, and by replacing students who leave during the year. Our educational program facilitates adding students even late in their education career by effectively placing them in the curriculum and then supporting their timely progress. In year 3, we add our second campus, which will mirror the first, and thus double our capacity to serve DC students.

- **If the targets reflect an increasing enrollment, description of plans for expanding school facilities, attracting additional qualified staff, and acquiring the other resources needed to serve a larger student body.**

Nexus Academy of DC intends to add a second campus in Year 3, and will add necessary staff to mirror the first campus. The total student enrollment by the end of Year 3 is expected to reach 600 and remain at that level going forward.

- **Description of plans to open additional campuses, with an explanation of how this aligns with the mission and philosophy stated in Section A.1.a.**

Nexus Academy of DC intends to open a second campus in Year 3 of operation in order to maintain its small-school impact while serving a greater number of students.

C: OPERATIONS PLAN



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1. Student Policies and Procedures

a. Timetable for Registering and Enrolling:

- **Our timeline for registering and enrolling students, including the cutoff date for accepting application forms and the timetable for a random selection process, if needed.**

The proposed timeline for registering and enrolling students for school launch in Fall 2014 is as follows. Nexus Academy will also consider adopting any DCPCSB common application schedule that may be proposed for the 2014-15 school year.

PROPOSED Student Recruitment/Enrollment Timeline for 2014-15 School Year	
TASK	TIMELINE
Tailoring of Online and Print Student Application (Using DCPCSB Model) and Enrollment Package to Meet DC Requirements	Spring 2013
Preliminary Outreach: Community Meetings, Parent/ Student Info Sessions	May 2013-March 2014
Public Announcement of Application Period, Dissemination of Application, Opening of Drop-In Enrollment Office	October-November 2013
Application Period	December 1, 2013-March 31, 2014
Lottery Date	April 9, 2014 (tentative)
Notification of Parents by email, phone and mail – Lottery selection and waitlist	Week of April 14, 2014
Distribution of Enrollment Packages (online and print) and Enrollment Help Workshops at Drop-In Enrollment Office	April 14-April 30, 2014 (Deadline for return = April 30)
Verification of DC Residency	May-July 2014 (Final verification after July 1)
Parent and Student Orientation	July-August 2014
Start of School	August 25, 2014

Nexus Academy of DC intends to make full use of Connections enrollment capabilities, which includes a robust online application function that can be tailored for DC requirements. Families will be encouraged to apply and complete their enrollment processes online and will be assisted to do so at one or more drop-in enrollment offices equipped with computers and staffed with application/enrollment specialists. Paper

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copies of application and enrollment forms will also be available for those who do not have access to technology.

For future years, the Nexus Academy Board of Trustees will set an Application Period and Lottery Date (guided by DCPCSB common enrollment processes) and communicate this to students and parents, along with the limit on the number of students the school can accommodate. Parents will be reminded that their student’s application must be on file by the deadline in order to participate in the random selection process (lottery).

- **Description of the process for accepting students if more students apply than available spaces in the school and the procedure for sibling preference.**

At the Application deadline, Nexus Academy will review the number of applications on file. If the number of applications for Nexus Academy exceeds the number of slots approved in the charter application, the school will conduct a lottery, using a technology-based process that ensures randomization. A third-party witness (such as an authorizer representative) will be asked to conduct the lottery – essentially clicking a link to create a randomized list in real time of verified data in the enrollment system. Students will be announced in the order they appear on the randomized list, including wait-listed students. A deadline will be announced for completion of the remainder of the enrollment process, and lottery-selected students must have a complete enrollment application on file by the deadline or lose their place to those on the waitlist. Applications will continue to be accepted after the lottery, with applicants added to the waitlist in the order in which they complete their applications.

Siblings of currently enrolled students will be exempt from the lottery. For new students who are siblings, if one sibling is selected in the lottery, his or her siblings will also be accepted assuming there is room in their grades.

b. Policies and Procedures for Enrollment and Withdrawal of Students:

- **The policies and procedures that will guide the enrollment and withdrawal of students, including verification of District residency.**

The following Sample Instructions for Families detail the procedures for enrolling, including documentation requirements.

SAMPLE ENROLLMENT INSTRUCTIONS FOR FAMILIES

Expression of Interest

1. Intrigued by Nexus Academy? Visit the website or stop by our Enrollment Office and complete an Expression of Interest form so we can let you know about upcoming information sessions and other opportunities to learn about the school as well as our Application Process and Application Deadline. Just fill in your student’s name, contact information, and grade level for the coming year.

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Application

2. Now that you've fully researched the Nexus Academy program, think this school might be right for your student? Click the button below to go to the Application stage, or come into our Enrollment Office for help completing the Application. The deadline for Application is [Month/Date/Year]. If more students are registered on that date than the school has room for, we'll hold a lottery. If not, you'll be able to move directly into the Enrollment stage.

Enrollment Stage

1. **Welcome to the Enrollment stage.** If you are in this stage, it means your child has been selected in the lottery or that no lottery was necessary. Please check here frequently for enrollment instructions and regular announcements from the Enrollment Team, complete the online Student Information Form (SIF), view a checklist of required documents, and complete and print enrollment forms. If you don't have regular access to the Internet or need help, please come in to our Enrollment Office and we'll support you through the process.
2. **Complete the online SIF.** Confirming the information in the SIF is the first step in the enrollment process. Once you confirm and complete these online forms, we will be able to provide you with detailed information about what documents will need to be submitted for your student. Access the SIF by clicking on the appropriate links in the Enrollment Details Required Items section of your home page. When the form is complete, click on the **Save and Finish** button.
3. **Review the enrollment package.** You will receive an enrollment package in the mail containing most of the forms you will need to complete for your student's enrollment. You can also download these documents by clicking on the **Enrollment Package** link in the Enrollment Details section of your home page. After you complete the SIF, some additional conditionally-required items will be available to download by clicking on the appropriate link in the Enrollment Details section of your home page. Please carefully review both the Enrollment Details section and the enrollment package. Follow the directions for submitting documents in the next stage of enrollment process — the pre-approved stage. Carefully read the requirements noted on the Document Cover Page of the Enrollment Package mailed to you and the instructions on each form. Forms included in this package must be completed and sent to us by fax, email, WebMail, or mail.

Pre-Approved Stage

During the pre-approved stage, you will do the following:

1. **Review the enrollment instructions.** Carefully read the instructions in the Enrollment Package mailed to you and in the Enrollment Details section of your Connexus home page.
2. **Gather the required documents.** Like any public school, we require certain documents to enroll your student such as proof of residency in the District of Columbia, guardianship, immunization information, and your student's most recent report card, transcript, or other academic documentation. (If you don't have information from your student's most recent school, we will work through a placement process with your student. Acceptable original proofs of residency currently include pay stub, proof of financial assistance from the DC Government, SSI Annual Benefits notification, etc. OR two of the following: unexpired vehicle registration, driver's license, rent/lease agreement, utility bill. All required documents will be listed in the Enrollment Details section of your home page. Most of the forms you need to complete and submit are also in the Enrollment Package mailed to you.
3. **Complete and submit all forms and documents.** Send all required items right away. If documents are not received within 30 days your account may be deactivated. Include a completed Document Cover Page with each package. Aside from the SIF, which can be completed and submitted online,

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all forms and documents can be submitted in-person at the Enrollment Office or by fax, email, WebMail, or mail. Submit your package electronically, by fax, email, or WebMail, for a quicker response time.

Please note that we will need to formally verify your DC residency after April 1, so may require you to submit additional documentation at that time.

Once we receive your documents, we will verify your student's eligibility (based on grade and DC residency) and ensure that your submitted documents meet District requirements. Your student's course placement will be finalized during this stage of enrollment. You will be contacted via WebMail, phone, or mail about missing or invalid information. The key to efficient completion of this enrollment phase is to regularly check your home page, which provides a real-time view of the status of the documents you submit and your student's enrollment. Your home page also shows important enrollment announcements, provides an easy way for you to communicate with the Enrollment Team, and provides access to your WebMail messages.

If you see that a document is invalid, and you have not been contacted, please call the Enrollment Team at 800-382-6010 right away for more information.

In the pre-approved stage, we may ask your student to complete a placement test to help our academic advisors determine final course placement. If your student has been assigned a test, you will see a link in the Enrollment Details section (Placement Information) of your home page.

Enrolled (Approved) Stage

During the approved stage, you will complete the Final Confirmation for each student. Following Final Confirmation, the team at Nexus Academy will finalize your students' course schedule, invite your family to on-site and online orientations, and otherwise get ready for school to begin.

Withdrawal of Students: Students may withdraw from Nexus Academy of DC at any time, though the Principal will first consult with the student and his/her family with the goal of identifying any issues that could be resolved (such as schedule adjustment or Teacher/Success Coach assignment) to allow the student to remain enrolled. If the withdrawal proceeds, then the school will conduct an exit interview to determine reasons for withdrawal (with an eye to ongoing program improvement) and document where the student will be enrolling next. Every effort will be made to prevent students from dropping out of school altogether, including consultation with the family regarding alternative schooling options.

- **Description of our proposed school's policy on application, enrollment and tuition reimbursement for nonresident students.**

The Nexus Academy Board of Trustees will consider a non-resident student policy that allows enrollment of such students if there are not enough DC-resident students to fill all of the seats. Tuition for non-resident students will be charged according to guidelines set by OSSE.

2. Human Resource Information

a. Key Leadership Roles:

- **The names and qualifications of the persons who will hold critical positions in the public charter school: the chief administrative officer (e.g., executive director, principal or head of school); curriculum leader (e.g., curriculum coordinator or director, lead teacher, principal); business officer; and legal counsel, and the percentage of the person's time that will be assigned to these duties.**

The Board of Trustees intends to have the Principal of the school hired early to drive the launch of the school – ideally by mid-to-late 2013 for a 2014 launch. Over the long term, curriculum and business services are expected to be provided by Connections as part of the management agreement to be negotiated (and provided pro bono prior to contract execution) under the direction of the individuals listed below, and independent legal counsel will be in place as of Spring 2013. The following individuals will fill these roles while the Board of Trustees formally fills these positions. Please see their resumes in Section F.

School Principal.

Until Nexus Academy of DC hires a Principal – which it expects to do within six months of conditional approval – Nexus Senior Director of Blended Schools Christine Hayes, who has 10 years of experience in education program administration, will provide leadership in this area; 25% of Ms. Hayes’s time will be devoted to Nexus Academy of DC. Ms. Hayes will be guided and supervised by Connections Chief Education Officer Steven Guttentag. Dr. Guttentag has been instrumental in the launch of Connections’ 28 other partner schools. In addition, he is a DC native, taught in the DC Public Schools, and lives and works within five miles of the proposed school location. Founding Group member Jackie Marlin will draw upon her long career in education to advise Ms. Hayes and Dr. Guttentag and ensure Founding Group/Board of Trustees input into the launch process. A new Founding Group member to be named via Charter Board Partners will bring additional secondary school administration expertise to the group.

Curriculum Leader.

While the agreement is being negotiated for use of the Connections curriculum, founders Miriam Gonzales and Jodie Pozo-Olano will provide leadership for the Founding Group/Board of Trustees in this area, joined by a new Founding Group member with secondary school expertise to be named via Charter Board Partners. Dr. Gonzales has her Ph.D. in Education and has both conducted research on and been a practitioner of leading edge curricular approaches such as arts integration, differentiated instruction, and cooperative learning. Ms. Pozo-Olano is an expert in educational technology and will bring that lens to the curriculum discussions. Dr.

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Gonzales and Ms. Pozo-Olano will each devote 25% of their time to this effort. Supporting Dr. Gonzales and Ms. Pozo-Olano will be Karen Roper, Connections Senior Director of Instructional Product Development for the Nexus Academy schools. Ms. Roper has 15 years of experience in curriculum development and deployment, and has served as the lead for adapting the Connections curriculum to the Nexus Academy blended setting. Ms. Roper will spend up to 30% of her time on Nexus Academy of DC.

Business Officer.

While the agreement is being negotiated for Connections' business and operational services - including day-to-day help with finance, facilities, and other start-up needs – founder Deborah Doddy will provide leadership for the Founding Group in this area. Ms. Doddy will be joined by a new Founding Group member with finance/accounting background to be named via Charter Board Partners, as well as an independent financial consultant that the Founding Group/Board of Trustees will seek to contract with following charter approval. Ms. Doddy has a deep background in finance and related operational issues, and will devote 25% of her time to this project. Supporting Ms. Doddy will be Shawn Soltz, Connections Manager of Charter School Finance Services. Mr. Soltz is a certified public accountant with 15 years of school- and non-profit accounting and auditing experience, including five years overseeing the accounting team that serves Connections-affiliated charter schools. Mr. Soltz will assign a staff accountant from his team as a dedicated resource for Nexus Academy of DC. The staff accountant will spend 50% of his/her time on Nexus Academy of DC, and Mr. Soltz will spend 10% of his time directly on Nexus Academy of DC as well.

Legal Counsel.

The Founding Group is currently considering several DC attorneys with charter school expertise with the goal of selecting Nexus Academy of DC counsel in Spring 2013. Until such counsel is appointed, Founding Group member Kathy Harris, an attorney with specific expertise in charter school and non-profit law, will provide leadership to the Board in this area, with assistance from Founding Group member Mike Smith, also an attorney.

In support of the Founding Group/Board of Trustees, prior to execution of a formal contract, Connections will provide pro-bono staff support in areas including Board Relations, Facilities, Student Technology, and Enrollment. Coordinating this staff support will be Executive Vice President Mickey Revenaugh, who has more than 10 years of school partner start-up experience. For a complete listing of the specific individuals providing this support, along with their credentials and contact information, see Section F.

b. Qualifications of School Staff:

- **Description of the criteria that will be used in hiring teachers, administrators, and other school staff, and how these criteria will meet or exceed the requirements of the No Child Left Behind Act.**

The Principal (chief administrative officer) for Nexus Academy of DC has not yet been selected, though a job description will be posted following charter approval to initiate the recruitment process such that the Board of Trustees and Connections can together select a leader in plenty of time to drive the launch and opening of the school in Fall 2014.

Nexus Academy is such a unique school setting – intimate in scale, innovative in design, fiercely focused on using data to promote student success – that the ideal Principal must also possess a unique combination of attributes and qualifications. These include:

- Commitment to the highest ethical conduct and professional integrity
- Entrepreneurial spirit
- Enthusiasm for technology
- Desire to build and sustain a school in a high need environment
- Urgent and relentless pursuit of high academic student achievement
- Ability to align faculty, staff, parents, students and the community around the achievement of school mission, vision and goals
- Love of learning and commitment to continued professional development
- Reflective, self-aware mindset
- Competence in adapting to varying communication and work styles of others
- Critical thinking and problem solving skills, with a bias toward action to address challenges
- Facility with technology, data analysis and data-driven planning, decision-making and instruction
- Extreme flexibility to accommodate multiple priorities and a strong work ethic to accommodate a high level of responsibility

While we prefer a Principal with direct educational leadership experience, ideally in a high school or secondary grades charter school, this is not a mandatory requirements. More important is a passionate commitment to education and a track record in innovative leadership in a fast-paced start-up setting and using data to drive improvements.

The Principal will be employed on the school's behalf by Connections Education, our proposed management partner. Connections will recruit and hire a mutually acceptable Principal based on a job description and salary range approved by the Nexus Board of Trustees. Connections will use its broad national network and proven DC Corridor recruiting outlets to recruit candidates for the Principal position.

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After an initial screening to reduce the pool to the most viable candidates, Nexus Senior Director of Blended Schools Christine Hayes will interview the subset of candidates; those selected to move forward will then also be interviewed by one or more designees from the Board of Trustees. Connections and the Board designee(s) will then bring the best candidates to the full Board for approval. Connections will then employ and supervise the Principal, who will continue to serve at the pleasure of the Board and can be replaced upon Board request.

In addition to the Principal, the staff for Nexus Academy of DC will be as follows.

- **Face-to-Face Teachers:** This team of highly qualified English and Math teachers working in person at the Nexus Academy campus conducts detailed analysis of student data to design and deliver targeted instruction on critical Common Core objectives in reading/language arts and mathematics; they also help guide the overall education program of the school in conjunction with the Connections curriculum and instructional staff, focusing specifically on maximizing performance in English and Math. The qualifications we seek for teachers include subject-area expertise as documented by three to five years of teaching experience, zest for integrating technology in their teaching, comfort with working with students individually and in small groups, and dedication to using data to tailor instruction. Subject area certification/credentialing is considered a plus, but all teachers must be highly qualified. One or both English teachers will be expected to have specific expertise in literacy-building strategies for teens.
- **Online Teachers:** Specially trained and expert in their subjects, these teachers provide instruction in all subjects for which students do not have a face-to-face teacher. Some of these teachers (such as those teaching Social Studies courses) may be dedicated to Nexus Academy of DC while others will be “fractional,” potentially teaching only one or a small number of Nexus Academy of DC students in electives such as Latin or AP Computer Science. The use of fractional teachers allows Nexus Academy of DC to offer a very wide-ranging curriculum cost-effectively. Online teachers interact with students via web conference, email, telephone, and message board, so their leading qualifications include passion for their subjects, one or more years’ experience teaching online, excellent communication skills, and expertise in use of data to tailor instruction. Subject area certification/credentialing is considered a plus, but all teachers must be highly qualified.
- **Special Education/ELL Coordinator:** This Coordinator works closely with Nexus Academy teachers – both in person and online – to ensure that necessary accommodations in curriculum and instruction are implemented to meet the needs of students with exceptionalities, whether these are IEP-driven or ELL-focused; facilitates the delivery of all related services by contracted specialists; and taps into Connections’ central resources on behalf of the school. The ideal Coordinator has

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demonstrated expertise (documented by three or more years of experience) in serving students in a fully inclusive public school environment, is familiar with both federal and OSSE requirements, and is both resourceful and innovative. If no Coordinator can be found that has expertise in both Special Education and ELL services, two part-time Coordinators may fill this need.

- **Guidance Counselor:** In order to assist students in identifying and overcoming any academic or personal barriers to achieving success in high school and preparing for success in college, this position requires a guidance credential, three or more years of experience as a high school counselor and expertise in using technology tools to connect with college and guidance resources.
- **Success Coaches:** To play their unique dual role of instructional support and guidance support, these specially trained paraprofessionals will be expected to document a passion for working with teenagers, comfort in a coaching role, and a laser focus on college success. Success Coaches may come from a variety of professional backgrounds but must be eligible for certification as a paraprofessional (e.g., Bachelor's degree and clean background checks). Background in promoting and supporting teen literacy will be considered a major plus.
- **Personal Trainer:** Responsible for the critically important fitness program at Nexus Academy, including arranging for visiting exercise programs from the community and developing a personalized fitness plan for each student. The Personal Trainer must have at least three years of experience in school or community fitness programming and be committed to helping each student lay the foundation for lifelong wellness; certification as a PE teacher is a plus.
- **School Secretary:** Responsible for greeting students and guests, maintaining student records, coordinating supplies and systems, and providing clerical support for the entire team, the School Secretary must have at least three years' experience as lead clerical support/office manager for a similar sized organization, be a detail-oriented self-starter and comfortable in a start-up environment.
- **Description of the recruitment strategies that will be employed to achieve the desired quality of staff, including plans to hire and retain teachers and staff in critical shortage areas.**

All staff at Nexus Academy will be recruited via the Connections Human Resources department, which has a highly developed expertise in recruiting, screening, on-boarding and providing personnel administration services (including background checks, fingerprinting, paperwork and payroll) for partner blended

schools across the nation.

The Board of Trustees will review and approve the Principal job description, and will designate one or more members to work closely with Connections to select finalist candidates produced by the recruitment strategies laid out below. Once the Principal is selected, she or he will take the lead in interviewing and selecting other staff positions, including fine-tuning job descriptions

Recruitment strategies will include:

- Conducting online outreach via the Connections Careers website, Career Builder, and local employment hubs such as the DCPCSB website, the Washington Post website, and so on
- Conducting face-to-face outreach via career fairs and networking events in the Washington, DC area
- Taking advantage of the Connections Principal Academy, an internal talent development program which has produced a “bench” of potential school leaders.
- Leveraging the Thurgood Marshall College Fund partnership to reach graduates and alumni of affiliated Historically Black Colleges and Universities.
- Tapping into Connections’ ready pool of prospective teachers, including teachers in critical shortage areas such as advanced math and science, who have contacted us regarding future opportunities. Teachers in these subjects and other critical areas are drawn to the flexibility and personalization provided by the online/blended setting; teacher turnover at Connections-affiliated schools is typically under 5%.
- **Description of the steps to be taken to ensure that background checks are conducted on all school personnel and people who volunteer in the school 10 hours or more, prior to the beginning of their employment or service.**

Connections performs background checks via a leading national vendor on all school personnel prior to employment. Should an international background check be required (for example, for a candidate who had worked internationally or had immigrated to the U.S.), such a check will be arranged. Background checks will also be required of school volunteers.

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c. Staffing Plan:

- **Information about the anticipated number of staff members, their positions, and the pupil teacher ratio.**

Please see staffing table on next page for anticipated number of staff members, followed by discussion of student ratios.

Position	Year 1 (1 Campus)	Year 3 (2 Campuses)
Principal	1	2
Guidance Counselor	1	2
School Secretary	1	2
High School Math	2	4
High School English	2	4
Personal Trainer	1	2
Success Coach	4	8
Special Education/ELL Coordinator	1	2

The estimated total ratio of students to certified teachers is 27 to 1, assuming 300 students per campus working with five (5) face-to-face teachers (2 English, 2 Math, 1 PE) plus six (6) full-time equivalent online teachers made up of multiple core and "fractional" elective teachers covering students' non-face-to-face courses. Any view of student-to-teacher ratio should also factor in the face-to-face Success Coaches, some of whom will hold teaching licenses and all of whom are intimately involved in supporting instruction; the Success Coaches bring the expected student-to-instructional staff ratio to 20 to 1. Furthermore, neither of these ratios fully reflect the Nexus Academy reality that only half of the students are in the school facility at one time (bringing the ratio to 10 to 1), or that all student-teacher interactions are conducted individually or in small groups.

- **How staff will be organized to accomplish the school's mission and goals.**

Nexus Academy's organizational structure is flat, collaborative, and fully focused on personalized teaching and learning, with a strong overlay of guidance dedicated to college prep and college success. Both the size of the face-to-face staff (13 people in total) and the layout of the school space (open, with cubicles instead of offices) facilitate daily collaboration among staff members as well as interaction between all staff and students. In addition, the entire on-site staff has two half-days for planning every week (Monday afternoon and Friday morning, when either the morning or afternoon shift of students is off), which they will use for both collaborative work and individual planning as guided by the Principal. In addition, the Connexus education management system that serves as the platform for all instruction and gathers granular

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student performance data also allows the entire Nexus Academy team to collaborate in data-driven decision-making. In particular:

- ***Personalized Teaching and Learning:*** On a daily basis and during weekly planning sessions, teachers use student performance data from the curriculum to plan interventions and accelerations, which are then delivered either in the face-to-face classrooms (for English and Math) or in LiveLesson web conferences (for all other subjects). Face-to-face and online teachers are encouraged to collaborate together where appropriate, such as planning of cross-curricular project-based learning and pooling of perspectives in a Student Support Team for intervention purposes. In addition, teachers and Success Coaches collaborate frequently regarding student progress, pooling the Success Coaches' and teachers' direct observations with data to plan for adjustments to student schedules and routines.
 - ***Guidance Dedicated to College Prep and College Success:*** The Guidance Counselor and Success Coaches collaborate daily and plan together weekly to ensure that each student's personalized plan for college is on track, and that the school's ongoing routines (such as daily meetings in the Team Zone and scheduled college career visits) are furthering the goal of college success.
 - ***Engaged Leadership:*** The Nexus Academy Principal is very directly engaged in all aspects of the school, including daily contact with all students and staff. Instead of an office, the Principal has a cubicle workspace adjacent to the Team Zones (with access to conference rooms for private conversations) and can see and be seen anywhere in the entire school space. The combination of open space and rich data ensures that the Principal can encourage, coach, intervene, and celebrate with staff and students on real-time basis.
- **Description of our dispute resolution (grievance) policy for staff.**

The Nexus Academy Employee Handbook provides a clear four-step dispute resolution process, beginning with notification of at least two levels of management (immediate manager and next level manager, unless the issue involves a violation of school policy or ethics, in which case the employee should proceed directly to step 2 – putting the issue in writing. The employee should contact Human Resources, who will then work with the employee and manager to resolve the dispute or escalate it to the senior school management team at Connections. If the dispute is not resolved at this level, the employee may request that the matter be addressed by the Board of Trustees.

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d. Employment Policies:

- **Description of policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans (including pensions), and other matters related to staffing.**

All Nexus Academy employees will receive salary, health benefits, a 401K retirement package, and a bonus opportunity based on school performance. Expected (average) salaries and bonuses are shown below.

TITLE	SALARY	BONUS
Principal	\$100,000	10%
School Secretary	\$48,000	5%
Special Ed/ELL Coordinator	\$70,000	10%
Guidance Counselor	\$55,000	5%
On-Site Teachers	\$64,000	5%
Personal Trainer	\$64,000	5%
Success Coaches	\$38,000	5%

Contracts: All Nexus Academy of DC employees are “at will.” Employment can be terminated by either the employee or the employer at any time, for any reason, with or without notice. This at-will employment framework is balanced by a thoughtful evaluation process as described below.

Hiring: The Connections Human Resources team follows a clearly documented and consistent process for hiring school-based and central employees, the specific requirements of which are laid out in an offer letter. Offers of employment are contingent upon satisfactory reference and background checks (conducted by a national firm and including statewide/national criminal checks for addresses in the previous 7 years; social security number verification; sex offender check or U.S. criminal indicator search) as well as receipt of valid certification documents and fingerprint clearances as required or any other approvals as listed in the offer letter. Connections reserves the right to conduct additional background checks periodically during employment. Employment may be denied or terminated if we believe the result of any of the background checks performed would affect an individual’s ability to do his or her job and/or the safety of the workplace or our customers. Background checks and other clearances are conducted at the time of hire and every two years thereafter. In addition, federal regulations require that within three (3) days of hire, all employees must complete and sign Federal Form I-9 Employment Eligibility Verification Forms and must present original documents of identity and eligibility to work in the United States.

Evaluation: Nexus Academy will implement a full-featured staff evaluation process that includes establishment of measurable, student-performance-focused goals for each

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employee at the beginning of the year, a data-driven evaluation of each employee twice a year, and thorough documentation of any performance issues and improvement plans. The Principal will be evaluated collaboratively twice a year by the Board of Trustees and Connections; in turn the Principal will evaluate all on-site employees. Online teachers— some of whom may be teaching just one Nexus Academy of DC student in one elective subject – are managed centrally by Connections and are evaluated by their supervisors on a similar schedule using student performance data and input from the Nexus Academy of DC team.

Dismissal: While employees may be terminated at any time for any reason – and may also voluntarily leave under the same conditions – Nexus Academy of DC will strive to ensure that departures are conducted in a manner least disruptive to the school and its students. Each employee’s supervisor will ensure complete documentation of performance issues and improvement plans as developed through the evaluation process. Employees facing termination may be given the option to resign, with two-week or longer notice as long as their presence does not pose a safety risk to the school. Where possible, previously unplanned departures will be timed with the end of the semester or school year. In planning for the next year’s staffing, each spring the Principal will identify which staff he or she does not want to return, and will work with such staff members to ensure a smooth departure at the end of the year.

- **Description of how salaries and benefit plans will be competitive with the surrounding market to attract the quality of staff desired.**

Nexus Academy will provide compensation that is at parity with the DC market. While our starting point for budget purposes is DC proper, we will also conduct regular research into pay scales in surrounding jurisdictions in Southern Maryland and Northern Virginia as well. To these competitive base salaries we add regular salary increases based on merit, plus the potential for a bonus determined by the Board of Trustees (expected to be 5-10%) for Nexus Academy of DC staff if their school achieves specified goals.

- **Description of policies on equal employment opportunities and maintenance of a drug-free workplace.**

The principles of equal employment opportunity are a vital element to Nexus Academy of DC’s success. These principles extend to all aspects of employment including recruitment, hiring, assignment, training, compensation, benefits, terminations, educational assistance, social and recreational programs, promotions, and transfers. We are committed to creating and fostering a work environment free from unlawful discrimination and harassment and one in which decisions and terms of employment are not based in any way on race, creed, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, or veteran status, or other category

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protected by law. We are committed to providing an accessible work place for all employees and will make reasonable accommodations on behalf of individuals of which we are aware. The leadership of Nexus Academy of DC and its EMO partner are charged with making a personal commitment to practice and enforce the principles of this policy, including to:

- Recruit, hire, train, promote, transfer, and provide opportunities without regard to race, creed, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, or veteran status, or non-job related characteristic;
- Ensure that promotion decisions are made in accordance with equal employment opportunity requirements by imposing only valid, job-related requirements for promotional opportunities; and
- Ensure that all personnel actions relating to compensation, benefits, transfers, terminations, layoffs, training and education assistance are administered in a nondiscriminatory manner.

Nexus Academy of DC and its EMO partner are committed to maintaining a safe, healthy, and efficient working environment for our employees and the customers that we serve. Therefore, we require a drug-free workplace. Employees are strictly prohibited from misusing controlled substances, intoxicants, inhalants, alcohol and prescription drugs, or purchasing, selling, manufacturing, distributing, possessing, or working under the influence of illegal substances. Employees are also prohibited from consuming alcohol in the presence of any students or families enrolled in the school or attending a school function.

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

Nexus Academy of DC staff may not use school property and equipment, or use their own personal vehicle or rented vehicle in the performance of their job responsibilities while under the influence of illegal drugs, intoxicants, inhalants, or quantities of alcohol above legal limits.

All of these policies will be clearly stated in the school's Employee Handbook that new staff will review upon hiring and existing staff will be required to review periodically.

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- **How our existing or proposed policies will assure that the rights and benefits of current employees of the District of Columbia Public Schools will be protected if they accept employment at the proposed public charter school.**

The school's employment policy will include provisions for hiring current DCPS employees. Should a current DCPS employee come to work at the school, he or she may request a two-year leave of absence from DCPS, renewable for an unlimited number of two-year terms. During their time at the school, the school will pay into the employee's DCPS retirement plan at the specified rate if the employee chooses.

3. Arrangements for Meeting District and Federal Requirements

Submission of a document that assures that the school will meet each of the following requirements.

Please see the signed Assurances Form in Section D, which formalized Nexus Academy's promise to comply with all of the following requirements.

a. Health and Safety:

See SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010.

b. Safety:

(e.g., compliance of facilities with Americans with Disabilities Act and Fire Codes for Buildings); See D.C. Code § 5-501 *et seq.*

c. Enrollment Data:

See SRA §38-1802.04(c)(12).

d. Maintenance and Dissemination of Student Records:

See SRA, Parts B and D, and other applicable laws, including D.C. Code §31-401 *et seq.* (Compulsory School Attendance); D.C. Code § 31-501 *et seq.* (Immunization of School Students); D.C. Code § 31-601 *et seq.* (Tuition of Nonresidents); D.C. Code § 29-501 *et seq.* (Non-profit Corporations).

e. Compulsory Attendance Laws.

f. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411, *et seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794).

g. Title I of the Improving America's Schools Act.

h. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:

See SRA §§ 38-1802.02(11); 38-1802.04(c)(5).

i. Other: The public charter school will meet any other applicable requirements.

Please see the signed Assurances Form in Section D, which formalized Nexus Academy's promise to comply with all of the above requirements.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter:

Provision of a detailed timetable of the projected steps and dates leading to the opening of the public charter school if the charter is granted and identification of the person(s) or position responsible.

The timetable on the following pages represents the Founding Group's careful planning regarding start-up of the charter school for Fall 2014, reflecting the extensive resources and expertise that Connections brings as the founders' partner in this effort. All tasks are the responsibility of Connections as directed by the Founding Group/Board of Trustees unless otherwise indicated.

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FALL 2014 LAUNCH - First Day of School 8/25/14 IMPLEMENTATION TASKS	<i>Jan-Mar 2013</i>	<i>Apr-Jun 2013</i>	<i>July-Sep 2013</i>	<i>Oct-Dec 2013</i>	<i>Jan-Mar 2014</i>	<i>Apr-Jun 2014</i>	<i>July-Aug 2014</i>
GOVERNANCE							
· Seat Board of Trustees		X					
· Secure D&O Insurance		X					
· Conduct Board Training		X		X		X	
· Form Board Committees		X					
· Approve Board Policies and School Handbook		X					
· Hold Regular Board Meetings		X	X	X	X	X	X
LEGAL							
· Secure Board/School Counsel	X	X					
· Execute contract w/DCPCSB		X					
· Execute contract w/Connections		X					
· File for 501c3 Status		X					
PERSONNEL							
· Finalize Job Spec for Principal	X	X					
· Recruit for Principal (Connections HR)		X					
· Board review of Principal Candidates		X	X				
· Selection of Principal (Board + Connections)			X	X			
· Principal training/onboarding				X	X	X	
· Recruitment for Remaining Staff (Connections HR)					X	X	
· Staff training						X	X

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FALL 2014 LAUNCH - First Day of School 8/25/14 IMPLEMENTATION TASKS	<i>Jan-Mar 2013</i>	<i>Apr-Jun 2013</i>	<i>July-Sep 2013</i>	<i>Oct-Dec 2013</i>	<i>Jan-Mar 2014</i>	<i>Apr-Jun 2014</i>	<i>July-Aug 2014</i>
FACILITY							
· Tour/Selection of Finalist Sites	X						
· RFP to Selected Sites		X					
· Lease Negotiations/Finalization		X	X				
· Renovation & Build-Out			X	X	X		
· Inspections/Certificate of Occupancy				X	X		
· Furniture ordered and delivered					X	X	
· Move-In for School Start						X	X
TECHNOLOGY							
· Create site-specific technology plan			X				
· Wiring of school space					X	X	
· Installation of phone/projector/camera systems						X	
· Ordering of student technology						X	X
· Tech testing and fine-tuning							X
CURRICULUM (Note: Fully developed by Connections - see Tab J)							
· Execute agreement with Connections for curriculum/platform		X					
· Finalize alignments		X	X				
· Complete curriculum enhancements			X	X	X		
FOOD SERVICE							
· Research food service partners		X					
· RFP for food service			X	X			
· Complete contract for food service					X	X	

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FALL 2014 LAUNCH - First Day of School 8/25/14 IMPLEMENTATION TASKS	<i>Jan-Mar 2013</i>	<i>Apr-Jun 2013</i>	<i>July-Sep 2013</i>	<i>Oct-Dec 2013</i>	<i>Jan-Mar 2014</i>	<i>Apr-Jun 2014</i>	<i>July-Aug 2014</i>
SPECIAL EDUCATION/ELL							
· Identify SPED Related Services Providers					X		
· Fine-tune SPED Contracting Procedures					X	X	
· Fine-tune ELL Procedures					X	X	
SUPPORT FOR LEARNING							
· Establish community/arts/business partnerships		X	X	X	X	X	X
· Establish college partnerships		X	X	X	X	X	X
· Develop Parent Group(s)					X	X	X
STUDENT RECRUITMENT							
· Create website		X					
· Establish temporary Enrollment Office			X	X	X	X	
· Launch “soft” marketing			X	X			
· Outreach to Community Groups	X	X	X	X	X	X	X
· Parent/student information sessions			X	X	X	X	
· Ongoing communication to potential applicants		X	X	X	X	X	X
· Application Period			X	X	X		
· Lottery (if necessary)					X		
· Enrollment Period						X	X
· Verification of DC Residency							X
· Student/parent orientation program						X	X
Continued on Next Page							

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FALL 2014 LAUNCH - First Day of School 8/25/14 IMPLEMENTATION TASKS	<i>Jan-Mar 2013</i>	<i>Apr-Jun 2013</i>	<i>July-Sep 2013</i>	<i>Oct-Dec 2013</i>	<i>Jan-Mar 2014</i>	<i>Apr-Jun 2014</i>	<i>July-Aug 2014</i>
FINANCE/BUSINESS/DATA REPORTING							
· Establish bank account		X					
· Apply for start-up grants		X	X		X	X	
· Establish external data reporting protocols/processes		X	X		X	X	
· Secure independent auditor						X	

b. Maintenance and Reporting of Academic and Non-Academic Performance Data:

- **Description of how the proposed school's technology structure or plan will be used to enhance the educational environment and how it will aid in general communication with students, Parents, and the PCSB.**

As a blended school, Nexus Academy of DC uses technology in every aspect of its operation, from curriculum and instruction to management of student data to tracking of attendance, management of school assets, regulatory reporting, and ongoing communication with all stakeholders. Nexus Academy utilizes instructional technology in a ubiquitous and seamless way that mirrors how technology is used in every other field beyond education – including our students' own technology-rich lives outside of school.

- **Engaging Technology-Facilitated Curriculum:** Nexus Academy will use a high-quality, proven-effective curriculum consisting of hundreds of technology-delivered but teacher-driven courses which have produced strong academic results for learners across the country, who in 2010-11 outpaced their states in Reading/Language Arts by as much as 14 percentage points on state standardized assessments and outscored the nation by 8.5% on the SAT. This comprehensive curriculum offers multiple levels of core academic coursework plus a dozen foreign languages, nearly 20 AP courses, cutting-edge technology electives, and engaging arts courses. Throughout the flexible school day and beyond, students access this entire curriculum via their school-provided computers (see below) and produce a rich stream of learning data to guide every instructional decision. Nexus Academy of DC teachers – both face-to-face and online – guide their students through this curriculum and use the data it produces to personalize, intervene, and accelerate on an individual or small-group basis. Nexus Academy's technology-facilitated program undergoes continuous improvement based on multiple streams of evaluation data, including student assessment results, teacher input, and feedback through the proprietary StarTrack™ rating system that allows every student, teacher and parent to rate each lesson from a low of one star to a high of five stars.



- **One-to-One Computing Resources:** Each student at Nexus Academy will be provided with a computing device (laptop, tablet, or other) which they will use throughout the school day to access their powerful and engaging online curriculum. The criteria for selection of this device will be weight (under 3 pounds), speed (instant or almost instant startup), battery life (6 hours or better), and access to necessary applications (Connexus, the online curriculum, and productivity software). Docking stations throughout the campus will also allow students to connect to a larger screen or projector for group

Nexus Academy of DC

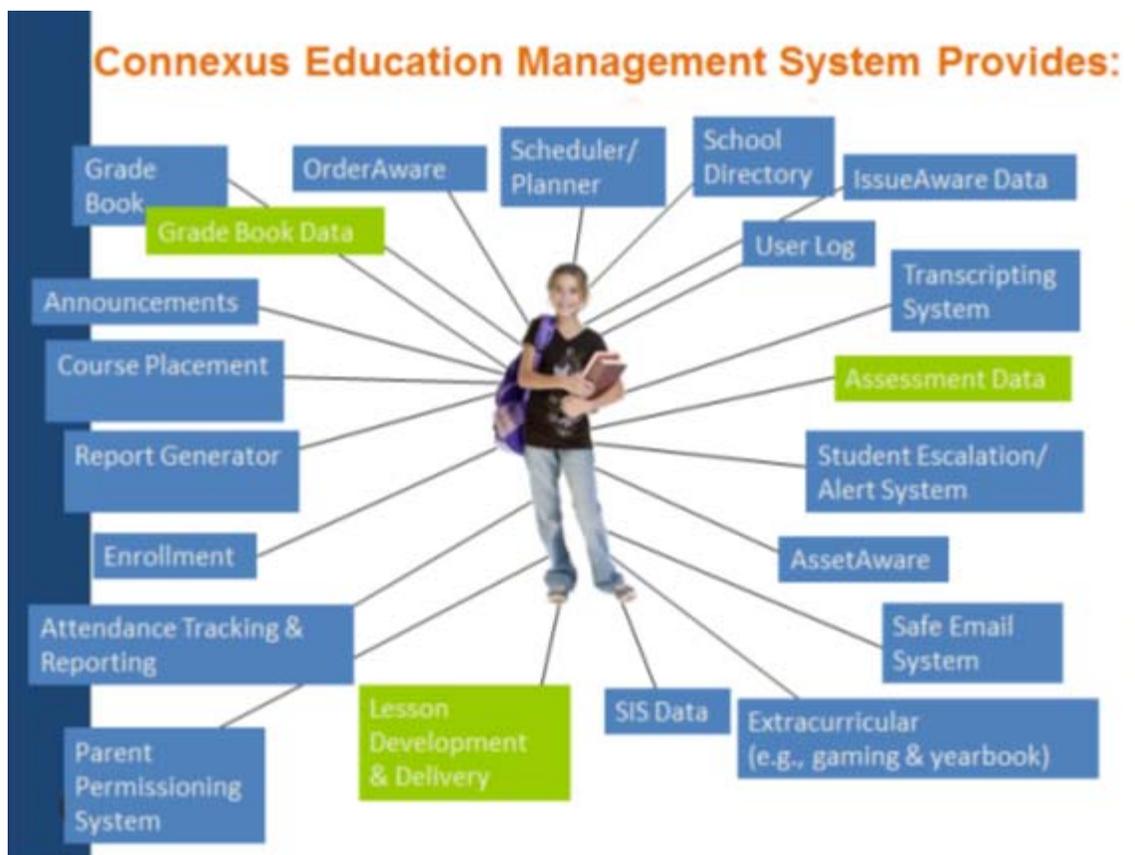
work/presentations, while charging stations will keep the power flowing to their devices all day. The student computing devices are expected to be leased from and supported by Connections to ensure a cost-effective, protected-from-obsolence deployment at all times, though the Board of Trustees may choose to lease or purchase these devices from another source if it chooses. Each family will also receive an Internet subsidy to defray the cost of access at home. Nexus Academy's curriculum is also "mobile friendly" so that students can access it on their own smartphones, tablets, and other personal devices both at school and outside of school.

- **Connected on Campus and Beyond:** For its campus infrastructure, Nexus Academy will ensure powerful high-speed Internet connectivity to the building as well as robust wireless access inside so that all students and staff can interact with the system seamlessly and ubiquitously. Internet access to the building will be ideally be via fiber (a preferred feature in selecting a facility) or at minimum bundled T-1 lines. Within the building, two wireline and wireless networks (one filtered for students, one unfiltered for teachers and staff) will be appropriately boosted with multiple router drops and dual-band capability as necessary for the strongest possible signal throughout. Students and their parents will also be able to access the curriculum and Connexus system via any available computer and Internet connection outside of school, using Internet access subsidized by the school. Parents will have their own usernames and passwords which they may use for viewing their students' entire grade book in real time, exploring their students' curriculum and interacting with teachers and other staff. The school expects to maintain a set of 3G/4G mobile Internet cards to ensure net access for students who may not have reliable access at home or in their communities.
- **Data-Powered Instruction with Dynamic Differentiation:** As students work through their engaging online curriculum, they generate rich streams of performance data the school staff uses to maximize student performance. Teachers use data on student performance to dynamically group students for intervention, enrichment, project work and individual study. Students meet with their teachers individually and in small groups via web conference or in person, and are supported in their drive for academic excellence by specially trained Success Coaches.
- **A Unique Education Management System Platform:** Nexus Academy will use the Connexus education platform which delivers its curriculum to also store, manage, analyze, and report all student data as well as to facilitate communication among students, teachers, families and other stakeholders. Connexus was created from the ground up to perform a myriad of critical data functions for innovative public schools while minimizing staff data entry time and maximizing utility of the stored data.

Please see accompanying graphic overview of all relevant Connexus features and

Nexus Academy of DC

functions, which Nexus Academy will use to fulfill the vision of data-driven school operations from instruction through reporting. The Connexus technical team looks forward to integrating relevant functions with the DCPCSB data infrastructure.



- **Discuss how the proposed technology infrastructure will support the maintenance and transmittal of academic and non-academic performance data.**

The Connexus education management system was built from the ground up to capture and maintain granular student data and make it appropriately accessible and actionable for all stakeholders.

Detailed learning benchmarks such as up-to-the-minute grades and course completion percentages are available 24/7 through the Connexus platform. Student information and data views are accessible online any time to anyone with the correct login information, which includes administrators, teachers, students, parents, and the DCPCSB as desired. Learning benchmarks such as up-to-the-minute grades and course completion percentages are available 24/7 through Connexus.

Nexus Academy of DC

Data Dashboards: The homepages for parents, teachers, and other adults function as real-time data dashboards regarding student progress. Here, any adult stakeholder can see at a glance how the students for whom they have responsibility are doing on attendance, performance, and other metrics. They can also drill down for specific details on any one student. For teachers and school leaders in particular, this continuously updated dashboard allows for strategic focus of time and intervention effort for the greatest impact on student performance.

The following figure shows an administrator's data view (dashboard). The authorized user can access information for each student in one click, through the icons next to each name. Principals can see at a glance which students may be at risk in terms of compliance or performance.



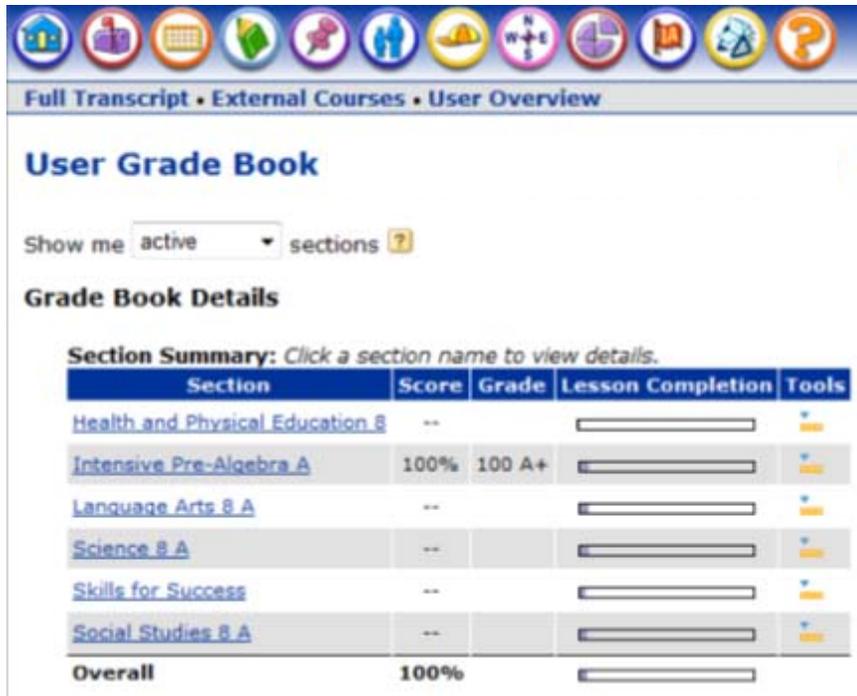
The screenshot displays a web interface for an administrator's data view. At the top, there is a navigation bar with various icons. Below it, the page title is "Robert A [redacted]'s FCA Students". There is a "Section:" dropdown menu set to "--All--" and a "Show:" section with radio buttons for "Only active users", "Only inactive users", and "Both active and inactive users". A "Search" button is located below the "Show:" section. The main content area shows a table titled "Rui [redacted]'s FCA Students". The table has the following columns: ID, Name, Tools, Days, Enr., Grade, Attendance, Overall Score, State Prof., and Local Prof. The table contains 9 rows of student data. Each row includes an ID number, a name (partially redacted), a set of icons in the "Tools" column, and various performance metrics. The "Attendance" column shows "On Track" for all students. The "State Prof." and "Local Prof." columns show scores out of 2.

ID	Name	Tools	Days	Enr.	Grade	Attendance	Overall Score	State Prof.	Local Prof.
96554	[redacted]	[icons]	3	#	On Track	2 out of 2	1 out of 2		
175620	[redacted]	[icons]	3	#	On Track	2 out of 2	2 out of 2		
147134	[redacted]	[icons]	3	#	On Track	2 out of 2	2 out of 2		
98090	[redacted]	[icons]	3	#	On Track	2 out of 2	2 out of 2		
166774	[redacted]	[icons]	3	#	On Track	2 out of 2	TNT		
166271	[redacted]	[icons]	3	#	On Track	2 out of 2	TNT		
167807	[redacted]	[icons]	3	#	On Track	1 out of 2	2 out of 2		
170914	[redacted]	[icons]	3	#	On Track	1 out of 2	1 out of 2		
176804	[redacted]	[icons]	3	#	On Track	2 out of 2	TNT		

9 total students

These data views monitor communications, attendance, course planners, class schedules, grades and course completions, ungraded assessments, materials shipments, personal contact information, enrollment information, and more. Student progress is monitored through the tools built into Connexus.

Grade Book: The grade book integrated within the Connexus platform allows stakeholders to view student grades from both electronic assessments (immediate and automatic postings) and portfolio work such as essays and projects (posted by teachers after work is reviewed). Stakeholders can also view missed, skipped, and upcoming assignments. The grade book is available 24 hours per day, seven days a week, and is continuously updated. Teachers input grading information for assessments not automatically graded, and the grade book computes the final grade, which is then immediately available to authorized users.



Data Reporting: Data compilation and reporting are areas of deep strength for the Connexus platform. The system provides powerful, user-friendly data dashboards for teachers and school leaders, provides ready data reporting through standardized and ad hoc formats to DCPCSB and OSSE, and facilitates imports and exports of data from external student information and accountability systems in industry standard report formats. Connections has extensive, varied experience exchanging data between the Connexus platform and partner Student Information Systems via either API or flat file exchange. For the virtual public schools we support across the nation, we integrate with 20+ different district and state SIS, and provide custom data reporting using the extended data field capability in the Connexus platform. The following is a sampling of the many diverse types of reports that can be easily run, all of which are available in Excel format and able to be customized.

Assessment Reports

- Assessment Question Analysis Report—Displays various metrics on individual assessment questions, including statistics on student performance and the frequency with which a teacher modified student scores
- Assessment Analysis Report—Displays various assessment metrics, including statistics on student performance and the frequency with which a teacher modified student scores

Attendance Reports

- All Attendance Records—All attendance records for a location given a date range
- Customized Schoolwide Attendance—All attendance records for a location given a date range; looks at each week of attendance for a student and distributes five different types of attendance statuses for a week: "P" (Present), "H" (Holiday), "E" (Excused Absence), "V" (Vacation), "U" (Unexcused Absence), and blank (only used for weekends)

Courses and Sections Reports

- Course Placement By Course—Students who have been approved for placement in courses at a specified location. Only includes courses in which one or more students have been approved for placement
- Courses of Study Report—Information about students and their Primary Grading Responsibility Teachers (PGRTs). Includes start, finish, and withdrawal dates for various sections
- Section with Courses Summary Report—Aggregate or detailed information on users within Sections
- Section with Details By Grade Book Weight Type Report—Detailed information on users within Sections by Grade Book Weight Type
- Section with Details By Grade Book Weight Type Report For Semester—Detailed information on users within Sections by Grade Book Weight Type
- External Course Report—All External Courses for High School Students
- Employee Section Report—All Employees Courses
- Section Activity Report—Based on evidence of work progression in each of the student's sections
- Assessments Objectives Performance by Section—Provides the number of assigned, the number of taken and the scores for Assessments with Objectives pertaining to particular sections or a course

Teacher-Related Reports

- Teacher Assignment Report—Teacher attention to grading and student contact
- Teacher Course Level Export—Teacher course levels at particular locations and employee work cycles
- Other Reports
- Location Data Report—Address and contact information and extended data for locations
- School Data Report—Teacher and activity summarizations for a school
- Students Without Final Progress Reports—Students who don't have a final progress report for a given school year
- Media Items Report—Report for the Media Items

- **Identification of the person(s) and/or title(s) of those who will be responsible for collecting, maintaining and reporting data to stakeholders.**

At the school level, the School Secretary will be responsible for day-to-day entry and maintenance of local data, while the Principal will run key reports. Both will receive extensive training in how to use Connexus for these purposes. Connections will also provide deep support to the school on a wide range of data and reporting needs, including data reporting to DCPCSB. The lead data manager at Connections is Scott Killough, whose information appears in Section F.

c. Major Contracts Planned:

- **Description of all major contracts planned, with a value equal to or exceeding \$25,000, for equipment, educational and other services, leases, improvements, purchases of real property, or insurance. Provide the name(s) of prospective contractors, if known.**

Nexus Academy's primary contract will be with Connections Education for the entire range of services specified in the management agreement. These services include provision of the facility and insurance as well as curriculum, technology, instructional services, direct Special Education/ELL support (such as Occupational Therapy and Speech Therapy), and school management services as detailed in Section I.

The school also expects to contract for food services, specifically healthy packaged foods that allow for flexible breakfast, lunch and snacking schedules in the blended centers. The Board will seek multiple bids before selecting a food service vendor in the Spring of 2014 before school begins.

The Nexus Academy of DC Board of Trustees will contract directly for Legal Counsel, audit services, and Directors and Officers Insurance.

d. Services Sought from the District of Columbia Public Schools:

- **A list and description of the nature and extent of any services to be sought from the D.C. Public Schools.**

Nexus Academy does not intend to procure services from the District of Columbia Public Schools.



SECTION D

**Certifications
(Statement of
Assurances)**

Assurances Form

(This form must be submitted with the application.)

As the authorized representative of the applicant, I certify that the proposed public charter school:

2. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the SRA or a body otherwise approved by the PCSB. *See SRA §2203(h).*
3. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. *See SRA §2204(c)(2).*
2. Will provide the PCSB student enrollment data required for submission to the Office of the Chief Financial Officer and the DCPS Office of Categorical Programs. *See SRA §2204(c)(12).*
3. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. *See SRA §2204(c)(13).*
4. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See SRA §2204(c)(15).*
5. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(c)(16), D.C. School Reform Act.*
6. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See SRA §2206(a), (b), (c), and (d).*
7. Will give the PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.
8. Will provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by the PCSB.
9. Will collect, record, and report attendance data using the attendance management reporting software required by the PCSB.
10. Will collect and report academic and non-academic performance using technology prescribed by the PCSB.
11. Will submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools.

<p><i>Kathy C. Harris</i> Signature of Authorized Certifying Official</p>	<p>Founding Group Member Title</p>
<p>Nexus Academy of DC Applicant Organization</p>	<p>March 1, 2013 Date Submitted</p>



SECTION E

**Budget Narrative
and
Budget Forms**

Budget E.1. Budget Narrative

Line	Category	Explanation																																																											
REVENUES																																																													
01	Per-pupil charter payments	<p>We started with the Foundation PPF level of \$9,124 for FY2013 and increased by 2 percent in FY14 as announced by the Mayor’s Office in February and then kept the funding flat into FY15. We then assumed base PPF funding increases by 2 percent per year starting in FY16. Since we will serve students in grades 9-12, which are funded at 1.16% of the foundation level PPF, the General Education PPF amount is \$10,795 in FY15 and \$11,011 in FY16.</p> <p>In Years 1 and 2, the budget reflects the following PPF revenue:</p> <table border="1"> <thead> <tr> <th rowspan="2">Grade/Profile</th> <th colspan="2">Students</th> <th colspan="2">Revenue</th> </tr> <tr> <th>SY14-15</th> <th>SY15-16</th> <th>SY14-15</th> <th>SY15-16</th> </tr> </thead> <tbody> <tr> <td>9th-12th</td> <td>300</td> <td>300</td> <td>3,238,620</td> <td>3,303,392</td> </tr> <tr> <td>Level 1</td> <td>14.4</td> <td>14.4</td> <td>77,727</td> <td>79,281</td> </tr> <tr> <td>Level 2</td> <td>10.8</td> <td>10.8</td> <td>81,412</td> <td>83,040</td> </tr> <tr> <td>Level 3</td> <td>7.2</td> <td>7.2</td> <td>105,869</td> <td>107,987</td> </tr> <tr> <td>Level 4</td> <td>3.6</td> <td>3.6</td> <td>103,859</td> <td>105,936</td> </tr> <tr> <td>SpEd Capacity</td> <td>36.0</td> <td>36.0</td> <td>134,012</td> <td>136,692</td> </tr> <tr> <td>SpEd BlackmanJones</td> <td>36.0</td> <td>36.0</td> <td>23,452</td> <td>23,921</td> </tr> <tr> <td>SpEd Attorney</td> <td>36.0</td> <td>36.0</td> <td>30,153</td> <td>30,756</td> </tr> <tr> <td>LEP/NEP</td> <td>15.0</td> <td>15.0</td> <td>62,818</td> <td>64,074</td> </tr> <tr> <td>Summer School*</td> <td>-</td> <td>15.0</td> <td>18,154</td> <td>24,569</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • We assume the approximate DC PCS average for Special Education students of 12% (36 students), per OSSE guidelines. We use the rough population distribution of students among levels with slight weighting toward the lower levels for financial conservatism. We do allow fractional students as this is a probabilistic model. • We assume 5% of our students will be LEP/NEP based on rough OSSE guidelines. • We assumed the weighting factors for the SpEd levels, SpEd Capacity, SpEd Compliance, and LEP/NEP funding would remain the same as FY13. • In Year 2 we also budgeted summer school revenue (for students returning from year 1), assuming 15 students (summer school is 75% prepaid the year prior to the program and is thus a source of funds on a cash basis). <p>The Per Pupil Charter Payment, including the Foundation PPF for high school, the Special Education Funding, the LEP/NEP Funding, and the Summer School Funding, totals \$3,876,076 in Year 1 as reflected in line 1 of Budget E.3a, and \$3,959,649 in Year 2 as shown in line 1 of Budget E.3b.</p>	Grade/Profile	Students		Revenue		SY14-15	SY15-16	SY14-15	SY15-16	9th-12th	300	300	3,238,620	3,303,392	Level 1	14.4	14.4	77,727	79,281	Level 2	10.8	10.8	81,412	83,040	Level 3	7.2	7.2	105,869	107,987	Level 4	3.6	3.6	103,859	105,936	SpEd Capacity	36.0	36.0	134,012	136,692	SpEd BlackmanJones	36.0	36.0	23,452	23,921	SpEd Attorney	36.0	36.0	30,153	30,756	LEP/NEP	15.0	15.0	62,818	64,074	Summer School*	-	15.0	18,154	24,569
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		(Since this is a cash-basis template that includes items such as computers and furniture, we also include items such as summer school pre-payments even though they are technically earned in the next year. Please see supplemental item E. (7) for our accrual-basis budget with cash flow adjustments.)																																														
02	Per-pupil facilities allowance	<p>Foundation level of \$ 3,000 for FY2013, assumed flat year-over-year with no increases for a total of \$900,000 for both Year 1 and Year 2.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Students</th> <th colspan="2">Revenue</th> </tr> <tr> <th>SY14-15</th> <th>SY15-16</th> <th>SY14-15</th> <th>SY15-16</th> </tr> </thead> <tbody> <tr> <td>PPF Facilities</td> <td>300</td> <td>300</td> <td>900,000</td> <td>900,000</td> </tr> </tbody> </table>		Students		Revenue		SY14-15	SY15-16	SY14-15	SY15-16	PPF Facilities	300	300	900,000	900,000																																
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03	Federal Entitlements	<p>No Child Left Behind:</p> <p>The below figures reflect the most recent OSSE guidance to new DC public charter schools for the foundation level amounts for federal formulaic grants, and our budgeted amounts for federal formulaic grants:</p> <table border="1"> <thead> <tr> <th rowspan="2">Federal grant program</th> <th rowspan="2">Funding per Eligible pupil</th> <th colspan="2">Students</th> <th colspan="2">Revenue</th> </tr> <tr> <th>SY14-15</th> <th>SY15-16</th> <th>SY14-15</th> <th>SY15-16</th> </tr> </thead> <tbody> <tr> <td>Title 1, Part A</td> <td>\$ 919.80</td> <td>204.0</td> <td>204.0</td> <td>187,639</td> <td>187,639</td> </tr> <tr> <td>Title 2, Part A</td> <td>\$ 174.41</td> <td>300.0</td> <td>300.0</td> <td>52,323</td> <td>52,323</td> </tr> <tr> <td>IDEA, Part B 611</td> <td>\$ 201.75</td> <td>300.0</td> <td>300.0</td> <td>60,525</td> <td>60,525</td> </tr> <tr> <td>Title Vb - Charter School Start up grant</td> <td></td> <td></td> <td></td> <td>260,000</td> <td>260,000</td> </tr> <tr> <td>Federal grant adj for receivables (cash-basis template)</td> <td></td> <td></td> <td></td> <td>(78,213)</td> <td>15,667</td> </tr> <tr> <td>Total Line 03</td> <td></td> <td></td> <td></td> <td>482,274</td> <td>576,154</td> </tr> </tbody> </table> <p>We assume that that 68% of our students will be eligible for free and reduced lunches based on OSSE poverty statics for DC public charter school students, as we expect to serve an economically representative student population. We did not assume any inflationary increases in federal formulaic grant reimbursement rates.</p> <p>We also assume we will receive the Title Vb start up grant. This grant is \$700,000 over 36 months, and covers the planning and initial implementation of new charter schools.</p> <p>The total revenue expected for Federal Entitlements based on the calculations above is \$560,487 for FY15 and FY16. However, since OSSE disburses this funding on a reimbursement basis, the cash-basis template shows \$482,274 of funding in Year 1 as we expect to have a receivable of ~\$78,000. In Year 2, we reach steady-state and liquidate some of the receivable to receive \$576,154 on a cash basis. This funding is shown in line 03 for Years 1 and 2 in the Budget Worksheets E.3a and E.3b.</p>	Federal grant program	Funding per Eligible pupil	Students		Revenue		SY14-15	SY15-16	SY14-15	SY15-16	Title 1, Part A	\$ 919.80	204.0	204.0	187,639	187,639	Title 2, Part A	\$ 174.41	300.0	300.0	52,323	52,323	IDEA, Part B 611	\$ 201.75	300.0	300.0	60,525	60,525	Title Vb - Charter School Start up grant				260,000	260,000	Federal grant adj for receivables (cash-basis template)				(78,213)	15,667	Total Line 03				482,274	576,154
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04	Other Government Funding/Grants	We estimate National School Lunch Program revenue of \$52,016 in FY15, and \$53,577 in FY16 driven by expected poverty rates, student participation, and reimbursement rates. We used the FY13 reimbursement																																														

rates, increased for 3% inflation. Detail follows in the table below.

Category	Reimbursement rate		Revenue	
	SY14-15	SY15-16	SY14-15	SY15-16
Lunch - Paid	0.31	0.32	1,736	1,790
Lunch - Reduced	2.63	2.71	11,051	11,382
Lunch - Free	3.06	3.15	23,833	24,547
Breakfast - Paid	0.29	0.30	1,244	1,282
Breakfast - Reduced	1.33	1.37	4,285	4,413
Breakfast - Free	1.64	1.69	9,867	10,163

We also expect a modest amount of revenue from the Healthy Schools Act (\$4,802 in each of FY15 and FY16).

The net total from NSLP revenue plus Healthy Schools Act revenue is **\$56,818** for Year 1 as shown in line 4 of Budget E.3a and **\$58,379** for Year 2 as shown in line 4 of Budget E.3b.

05	Total Public Funding	Total Public Funding = \$5,315,169 for FY15 and \$5,494,182 for FY16 (Sum of lines 1 thru 4 with noted cash flow adjustments)
06	Private Grants and Donations	For conservatism we did not assume any private fundraising. While we believe we will receive private grants and contributions as discussed in the Business Plan, we have not budgeted them.
07	Activity Fees	We have not assumed any revenue for activity fees as we don't have any current plans to charge students for additional activities. We do have expenses in the budget for student activities, however, including \$15,000 for student fieldtrips.
08	Loans	We budgeted an advance of \$650,000 in the planning year from a no-interest line of credit from Connections to cover startup costs. During the first operating year, we will likely need to draw on the line during the first quarter but will then be able to repay this second draw during the second quarter for an annual total for the first operating year of \$0. These advances are necessary to cover startup costs, since we did not assume that we would get grants such as Walton, and since Title Vb does not cover either facilities-related costs or equipment in the planning phase of the grant. Nexus will be fiscally sustainable after launch and projects that it will be able to pay back the entire startup advance by Year 4. We have budgeted repaying \$150,000 during the second operating year and \$250,000 in each of Years 3 and 4.
09	Other Income	Other income is \$12,424 from paid meals sales from our families that do not qualify for free or reduced lunch (we based this number only on paid lunch—no funding is assumed from paid breakfast, snacks, or reduced lunch/breakfast). We assume a lunch price of \$2.75.
10	Total Non-Public Funding	Total non-public funding = \$12,424 for Year 1, (\$137,576) for Year 2 (due to paying down the no-interest advance).

		This is the sum of lines 6 thru 9.
11	EMO Management Fee	None – this is not revenue to the School. The EMO fees paid by the School are detailed below in line item 73. The School will not be acting as an EMO and will thus not receive and EMO management fees.
14	Total Revenues	Total revenue is budgeted at \$5,327,593 for FY15, and \$5,356,606 for FY16. (Sum of lines 5 and 10)
EXPENSES		
	Personnel Salaries and Benefits	
15	Principal/Executive Salary	See 24. Contracted Staff below for detail.
16	Classroom Teachers Salaries Other Teacher Salaries	See 24. Contracted Staff below for detail.
17	Teacher Aides	See 24. Contracted Staff below for detail.
18	Other Education Professionals Salaries	See 24. Contracted Staff below for detail.
19	Business/Operations Salaries	See 24. Contracted Staff below for detail.
20	Clerical Salaries	See 24. Contracted Staff below for detail.
21	Custodial Salaries	See 24. Contracted Staff below for detail.
22	Other Staff Salaries	See 24. Contracted Staff below for detail.
23	Employee Benefits	See 24. Contracted Staff below for detail.
24	Contracted Staff	<p>We expect all staff to be leased and passed through (without markup) from Connections, the EMO. These leased staff will not be part of the EMO fee.</p> <p>While the leased staff expense will all land in <i>24. Contracted Staff</i>, we have categorized the leased employees per the requested account designations (as shown in the budget worksheets in E.2 and E.3) and will describe the budget calculations for each below. To provide as much transparency as possible, we also show an alternate presentation as a supplemental worksheet in E.7 where the budgeted leased employees are shown as salary expense.</p> <p><i>15. Principal/Executive Salary</i> Principal = \$100,000 Year 1, increasing by 3.5% salary inflation to \$103,500</p>

Year 2 (FY15 and FY16 respectively). We also assume merit pay of 10% of base salary each year, for a total of **\$110,000** for Year 1 as shown on line 15 under Leased Employees detail on Budget E.3a and **\$113,850** for Year 2 as shown in Budget E.3b.

16. Teachers Salaries

For average Teacher Salaries, we use the Washington Teachers Union average salary for a teacher in FY12 (BA+15, step 3) with a 5% increase assumed year-over-year to reach FY15 and then 3.5% increases going forward. The average base salary assumed in FY15 is \$63,912.

Category	# Teachers		Expense	
	SY14-15	SY15-16	SY14-15	SY15-16
Blended program	5.0	5.0	319,562	330,747
Teacher Merit Pay			15,978	16,537

The rounded net total for Teachers Salaries is **\$335,541** for Year 1 and **\$371,490** for Year 2 as shown in the detail on line 16 under Leased Employees on Budget E.3a and Budget E.3b, respectively.

17. Teacher Aides/Assistance Salaries

We are not budgeting for Teacher Aides.

18. Other Education Professionals Salaries

In this category, we budgeted the following positions. Each role is eligible for merit/performance pay.

Category	# Teachers		Expense	
	SY14-15	SY15-16	SY14-15	SY15-16
SpEd/ELL Coordinator	1.0	1.0	70,000	72,450
Success Coaches	4.0	4.0	152,000	157,320
Guidance Counselor	1.0	1.0	55,000	56,925
Merit Pay for above roles			17,350	17,957

As noted in our Operations Plan, Success Coaches are unique to our model and are specially trained certificated paraprofessionals who will supervise students in the blended centers while they are engaged in their online courses.

The rounded net total for Other Education Professionals Salaries is **\$294,350** for Year 1 and **\$304,652** for Year 2 as shown in the detail on line 18 under Leased Employees on Budget E.3a and Budget E.3b, respectively.

19. Business/Operations Salaries

We do not assume any Business or Operations Salaries as these functions are covered by the EMO fees.

20. Clerical Salaries

Admin Assistant (some operations responsibilities) = \$48,000 for Year 1; increasing by 3% inflation for Year 2, with assumed merit pay of 5%. The rounded net total for Clerical Salaries is **\$50,400** for Year 1 and **\$51,912** for Year 2 as shown in the detail on line 20 under Leased Employees on Budget E.3a and Budget E.3b, respectively.

21. Custodial Salaries

We do not assume any Custodial Salaries as we budgeted a full-service lease that includes janitorial services, which is similar to other schools operated by Connections.

22. Other Staff Salaries

We assume one School Nurse or nursing services at \$50,000 for each of Year 1 and Year 2 as well as \$40,000 for internships/partnerships each year. The rounded net total for Other Staff Salaries is **\$90,000** for Year 1 and **\$90,000** for Year 2 as shown in the detail on line 22 under Leased Employees on Budget E.3a and Budget E.3b, respectively.

23. Employee Benefits

We budgeted the following employee benefits

Benefit Category	SY14-15	SY15-16
Retirement plan contributions	26,409	27,957
Health Insurance	45,423	47,693
Payroll taxes (Social Security, Medicare, SUTA)	74,128	74,684
Workers' Comp insurance	4,578	4,846
Total	150,538	155,182

- We assume a 3% match for retirement plan contributions based on 100% participation.
- Health insurance is based on average plan rates with 100% employer contribution for single plans and 50% additional contribution for all plans more expensive than the single plan.
- Payroll taxes (Social Security, Medicare, SUTA) — Year 1 is nearly as high as Year 2 despite budgeted salary increases since all new staff in Year 1 will have double SUTA tax expense as SUTA tax ceilings are based on the calendar year vs. the school's fiscal year.
- Workers' Comp insurance is based on total remuneration and average rates.

The rounded net total for Employee Benefits is **\$150,538** for Year 1 and **\$155,182** for Year 2 as shown in the detail on line 23 under Leased Employees on Budget E.3a and Budget E.3b, respectively.

24. Contracted Staff

We have budgeted another **\$75,000** for each of Year 1 and Year 2 for face-to-face staff who will support our students in our learning center.

25	Staff Development Costs	Total = \$15,500 for Year 1, \$15,530 for Year 2. This includes \$12,500 for professional development, plus recruitment costs and food for teachers of \$3,000. We assume a 3% inflationary increase for the staff meals and awards.																														
27	Total Personnel Costs	\$1,121,329 for Year 1; \$1,177,616 for Year 2. (Sum of lines 15 thru 25)																														
29	Direct Student Costs																															
30	Textbooks	Resources included in EMO fee – see detail below.																														
31	Student Supplies and Materials	Resources included in EMO fee – see detail below.																														
32	Library and Media Center Materials	Resources included in EMO fee – see detail below.																														
33	Computers and Materials	Resources included in EMO fee – see detail below.																														
34	Other Instructional Equipment	Resources included in EMO fee – see detail below.																														
35	Furniture and Classroom Supplies	<p>We expect the second half of the student FFE purchases to fall into FY15—the rest will be in the planning year. The itemized list follows below:</p> <table border="1"> <thead> <tr> <th>Item/Category</th> <th>SY14-15</th> </tr> </thead> <tbody> <tr> <td>Book cases/Cubbies (USBI)</td> <td>33,744</td> </tr> <tr> <td>General Team/Art-Sci/Classroom Storage</td> <td>2,876</td> </tr> <tr> <td>Tables</td> <td>11,246</td> </tr> <tr> <td>2'x4' Study Carrels</td> <td>25,904</td> </tr> <tr> <td>Teknion Tables (Square & Laptop)</td> <td>2,800</td> </tr> <tr> <td>Conference Room Chairs</td> <td>2,024</td> </tr> <tr> <td>Conference Phones</td> <td>750</td> </tr> <tr> <td>Conference Tables</td> <td>1,091</td> </tr> <tr> <td>Student Chairs</td> <td>17,362</td> </tr> <tr> <td>Teknion Square Seat w/Ottoman</td> <td>2,804</td> </tr> <tr> <td>Teknion Bench w/Bolster</td> <td>13,176</td> </tr> <tr> <td>Furniture Delivery/Install</td> <td>13,436</td> </tr> <tr> <td>Contingency</td> <td>15,588</td> </tr> <tr> <td>Total</td> <td>142,800</td> </tr> </tbody> </table>	Item/Category	SY14-15	Book cases/Cubbies (USBI)	33,744	General Team/Art-Sci/Classroom Storage	2,876	Tables	11,246	2'x4' Study Carrels	25,904	Teknion Tables (Square & Laptop)	2,800	Conference Room Chairs	2,024	Conference Phones	750	Conference Tables	1,091	Student Chairs	17,362	Teknion Square Seat w/Ottoman	2,804	Teknion Bench w/Bolster	13,176	Furniture Delivery/Install	13,436	Contingency	15,588	Total	142,800
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Total	142,800																															
36	Student Assessment Materials	Resources included in EMO fee – see detail below.																														
37	Contracted Student Services	<p>These are for miscellaneous outsourced ELL services. We have budgeted \$27,818 for Year 1; \$27,849 for Year 2.</p> <p>Most direct Special Education Services will be provided by Connections per</p>																														

		<p>the EMO fee, though we have budgeted this small amount for additional services.</p> <p>Our budget meets federal MOE (maintenance of effort requirements), and spends all (actually slightly more than all) local Special Education revenue on allowable Special Education services.</p>										
38	Miscellaneous Student Expenses	We have budgeted \$50,000 in Years 1 and 2 for various types of student recruitment – flyers, promotional materials, advertisements (print, radio, metro/bus, etc.), online, etc. This expense also includes general community outreach activities.										
40	Total Direct Student Costs	\$220,618 Year 1, \$77,849 Year 2. (Sum of lines 30 thru 38)										
42	Occupancy Expenses											
43	Rent	We assume a facility of 18,000 square feet at a full-service lease rate of \$45/sf = \$810,000 for Years 1 and 2. We anticipate approximately 150 students in the facility at one time (half of the students, as the high school students are either at the center during the first half or second half of the day).										
44	Mortgage Principal Payments	None										
45	Mortgage Interest Payments	None										
46	Building Maintenance and Repairs	None, as we built this cost into the full-service lease rate.										
47	Renovation/Leasehold Improvements	<p>We expect the second half of the school-funded leasehold improvements for the learning center to fall into FY15—the rest will be in the planning year. We have assumed the landlord will cover most of the build out costs, and that those are reflected in the lease rate.</p> <p>We did, however, budget some additional leasehold improvement costs that we expect to incur as follows.</p> <table border="1"> <thead> <tr> <th>Item/Category</th> <th>SY14-15</th> </tr> </thead> <tbody> <tr> <td>Leasehold Improvements</td> <td>25,000</td> </tr> <tr> <td>Exterior Signage</td> <td>7,500</td> </tr> <tr> <td>Electrical T&M</td> <td>3,250</td> </tr> <tr> <td>Total</td> <td>35,750</td> </tr> </tbody> </table>	Item/Category	SY14-15	Leasehold Improvements	25,000	Exterior Signage	7,500	Electrical T&M	3,250	Total	35,750
Item/Category	SY14-15											
Leasehold Improvements	25,000											
Exterior Signage	7,500											
Electrical T&M	3,250											
Total	35,750											
48	Utilities	None, as we built this cost into the full-service lease rate.										
49	Janitorial Supplies	None, as we built this cost into the full-service lease rate.										
50	Equipment Rental and Maintenance	None										

51	Contracted Building Services	None, as we built this cost into the full-service lease rate.																												
53	Total Occupancy Expenses	\$845,750 in Year 1, \$810,000 Year 2. (Sum of lines 43 thru 51)																												
55	Office Expenses																													
56	Office Supplies and Materials	We budgeted \$20 per student = \$6,000 in Year 1, increasing by 3% inflation.																												
57	Office Furnishings and Equipment	<p>We expect the second half of the office/admin FFE purchases to fall into FY15—the rest will be in the planning year. The itemized list follows below:</p> <table border="1"> <thead> <tr> <th>Item/Category</th> <th>SY14-15</th> </tr> </thead> <tbody> <tr> <td>Workstation/Cubicle Purchase</td> <td>6,876</td> </tr> <tr> <td>Fireproof File</td> <td>315</td> </tr> <tr> <td>Teacher Furniture/Desk/Chair</td> <td>1,992</td> </tr> <tr> <td>Teacher Task Chairs</td> <td>744</td> </tr> <tr> <td>Security Access & Video Surveillance Systems</td> <td>17,500</td> </tr> <tr> <td>Refrigerators</td> <td>1,000</td> </tr> <tr> <td>Microwaves</td> <td>500</td> </tr> <tr> <td>Lateral File Cabinets</td> <td>789</td> </tr> <tr> <td>Supply cabinets</td> <td>1,000</td> </tr> <tr> <td>Cardio Equipment</td> <td>12,500</td> </tr> <tr> <td>Lockers for changing room</td> <td>1,500</td> </tr> <tr> <td>Miscellaneous Equipment</td> <td>1,250</td> </tr> <tr> <td>Total</td> <td>45,967</td> </tr> </tbody> </table>	Item/Category	SY14-15	Workstation/Cubicle Purchase	6,876	Fireproof File	315	Teacher Furniture/Desk/Chair	1,992	Teacher Task Chairs	744	Security Access & Video Surveillance Systems	17,500	Refrigerators	1,000	Microwaves	500	Lateral File Cabinets	789	Supply cabinets	1,000	Cardio Equipment	12,500	Lockers for changing room	1,500	Miscellaneous Equipment	1,250	Total	45,967
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Total	45,967																													
58	Office Equipment Rental and Maintenance	\$9 per student = \$2,700 in Year 1, increasing by 3% inflation – this is to cover some in-house office equipment cost.																												
59	Telephone/Communications	<p>We budgeted \$2,500 per month for high-speed internet, \$1,000 per month for phone, and \$30/per month per household for an internet subsidy for each student household. We increased these amounts for 3% inflation for Year 2, for a total of \$50,100 for Year 1 and \$51,603 for Year 2.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>SY14-15</th> <th>SY15-16</th> </tr> </thead> <tbody> <tr> <td>High speed internet at \$2,500/mo</td> <td>30,000</td> <td>30,900</td> </tr> <tr> <td>Telephone at \$1,000/mo</td> <td>12,000</td> <td>12,360</td> </tr> <tr> <td>Internet subsidy (\$30/mo/HH @ 0.9 HH/Students)</td> <td>8,100</td> <td>8,343</td> </tr> <tr> <td>Total</td> <td>50,100</td> <td>51,603</td> </tr> </tbody> </table>	Category	SY14-15	SY15-16	High speed internet at \$2,500/mo	30,000	30,900	Telephone at \$1,000/mo	12,000	12,360	Internet subsidy (\$30/mo/HH @ 0.9 HH/Students)	8,100	8,343	Total	50,100	51,603													
Category	SY14-15	SY15-16																												
High speed internet at \$2,500/mo	30,000	30,900																												
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Internet subsidy (\$30/mo/HH @ 0.9 HH/Students)	8,100	8,343																												
Total	50,100	51,603																												
60	Legal, Accounting and Payroll	In Year 1 we budgeted \$20,000 for legal fees, and \$2,500 for the 990 filing. In Year 2, we budgeted \$10,000 in legal fees and \$15,000 to cover the audit. Our total budget is \$22,500 for Year 1 and \$25,000 for Year 2.																												
61	Printing and Copying	In Year 1 we budgeted \$1,500 for external copying services, increasing by 3% inflation.																												

62	Postage and Shipping	\$8 per student = \$2,400 in Year 1, increasing by 3% inflation in Year 2.																		
63	Other	We budgeted \$2,000 for random miscellaneous expenses for Years 1 and 2.																		
65	Total Office Expenses	\$133,167 in Year 1; \$91,581 Year 2 (Year 2 falls due to lower capital spending). (Sum of lines 56 thru 63)																		
67	General Expenses																			
68	Insurance	We budgeted D&O Insurance only at \$1,500 in Year 1, increased by 3% inflation for Year 2.																		
69	Interest Expense	None.																		
70	Transportation	Student travel for field trips = \$15,000 Year 1, increased by inflation to \$15,450 for Year 2.																		
71	Food Service	<p>Provision of breakfast and lunch for every school day (181 days assumed to be consistent with DCPS calendar) using a premium vendor. (Costs per meals based on historical prices charged by such vendors and increased by inflation)</p> <table border="1"> <thead> <tr> <th>Food Services</th> <th>SY14-15</th> <th>SY15-16</th> </tr> </thead> <tbody> <tr> <td>Lunch cost/meal</td> <td>3.23</td> <td>3.32</td> </tr> <tr> <td>Breakfast cost/meal</td> <td>1.84</td> <td>1.89</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Student Food Expense</th> <th>SY14-15</th> <th>SY15-16</th> </tr> </thead> <tbody> <tr> <td>Lunch cost total</td> <td>56,916</td> <td>58,623</td> </tr> <tr> <td>Breakfast cost total</td> <td>24,915</td> <td>25,662</td> </tr> </tbody> </table> <p>The rounded net total for Food Service is \$81,831 for Year 1 and \$84,285 for Year 2 as shown on lines 71 of the Budget Worksheets E.3a and E.3b, respectively.</p>	Food Services	SY14-15	SY15-16	Lunch cost/meal	3.23	3.32	Breakfast cost/meal	1.84	1.89	Student Food Expense	SY14-15	SY15-16	Lunch cost total	56,916	58,623	Breakfast cost total	24,915	25,662
Food Services	SY14-15	SY15-16																		
Lunch cost/meal	3.23	3.32																		
Breakfast cost/meal	1.84	1.89																		
Student Food Expense	SY14-15	SY15-16																		
Lunch cost total	56,916	58,623																		
Breakfast cost total	24,915	25,662																		
72	Administrative Fee to PCSB	We budgeted authorizer fees (0.5% of all non-philanthropic funding) of \$26,938 Year 1, and \$27,453 Year 2.																		
73	EMO Management Fee	<p>The budgeted EMO fee includes significant student, business/office, and financial support services. The services are shown below with detail on the pricing levels for each (subtotaled by major category). While the budget assumes that Nexus will purchase all noted services below, Nexus is free to purchase such services on an a la carte basis and is free to choose a provider it believes would provide a better or more cost competitive service.</p> <p>We would note that the Special Education Direct Services line reflects funds that will only be spent on therapeutic, consultative, and other related services specified in students' IEPs, while the SpED Oversight/Liability line is a management fee that compensates Connections for agreeing to assume costs stemming from any legal action that may result from the school's Special Education Program.</p>																		

		Detail on EMO fee (Budget assumes Connections will provide Nexus the following		
		SY14-15	SY15-16	
		Educational Resource Center @ \$130 per student	39,000	39,000
		Human Resources Support @ \$1,000 per F2F staff	13,000	13,000
		Technical Support & Repairs (Blended) @ \$25,000 per site	25,000	25,000
		Enrollment and Records Management @ \$50 per student	15,000	15,000
		Accounting and Regulatory Reporting	25,000	25,000
		Facility Support Services @ \$20,000 per site	20,000	20,000
		Special Education Direct Services (100% of SpEd revenue)	556,484	567,614
		Subtotal Connections Professional Services	693,484	704,614
		Student Technology Fee @ \$600 per student technology issued	180,000	180,000
		School Curriculum Supplies (Teacher Set) @ \$500/grade/site	2,000	2,000
		Software - Student and SIS (Connexus Platform) @ \$600 per student	180,000	180,000
		School Facilities Technology Fee @ \$50,000 per site	50,000	50,000
		Direct Course Instructional Support @ \$1,350/student (Sci., Soc. St	405,000	405,000
		Academic Scheduling Services @ \$10,000 per site	10,000	10,000
		Blended Curriculum Products and Services @ \$1,200 per student	360,000	360,000
		Subtotal Connections Educational Products and Services	1,187,000	1,187,000
		Treasury Services @ 0.015 of revenue excluding SpEd	72,281	73,658
		Marketing Services @ 0.0075 of revenue excluding SpEd	36,141	36,829
		School Administration @ 0.065 of revenue excluding SpEd	313,218	319,185
		SpEd Oversight / Liability @ 0.025 of revenue excluding SpEd	120,469	122,763
		Subtotal Connections Management Services	542,109	552,436
		Total anticipated services from Connections as EMO	2,422,593	2,444,049
74	Other General Expense	We budgeted \$1,000 each for banking fees and for inspections for both Years 1 and 2.		
75	Unforeseen Expenses	\$53,877 Year 1; \$54,906 Year 2. This is a contingency amount for unforeseen expenses based on 1% of accrual-basis revenue.		
76	Total General Expenses	\$2,603,738 for Year 1, \$2,629,689 for Year 2. (Sum of lines 68 thru 75).		
78	Total Expenses	Year 1 - \$4,924,602 Year 2 - \$4,786,735 The Year 2 figure is lower due to capital expenditures in Year 1.		
81	Excess (or Deficiency) Retained by School	Year 1 Excess = \$402,990 Year 2 Excess = \$569,871		

Budget E.2. Pre-opening Expenses: Year ZERO Budget (Planning Year)

DESCRIPTION	BUDGETED AMOUNTS	
	Column A	
REVENUES		
	501(c)3	
	School Applicant	
1 Per Pupil Charter Payments	-	
2 Per Pupil Facilities Allowance	-	
3 Federal Entitlements	41,333	
4 Other Government Funding/Grants	-	
5 Total Public Funding	41,333	
6 Private Grants and Donations	-	
7 Activity Fees	-	
8 Loans	650,000	
9 Other Income (please describe in footnote)	-	
10 Total Non-Public Funding	650,000	
11 EMO Management Fee (= line 73, col. G)		
12		
13		
14 TOTAL REVENUES	\$691,333	

DESCRIPTION	BUDGETED AMOUNTS	
	Column A	
EXPENSES		
	501(c)3	
	School Applicant	
Personnel Salaries and Benefits		
15 Principal/Executive Salary	-	
16 Teachers Salaries	-	
17 Teacher Aides/Assistance Salaries	-	
18 Other Education Professionals Salaries	-	
19 Business/Operations Salaries	-	
20 Clerical Salaries	-	
21 Custodial Salaries	-	
22 Other Staff Salaries	-	
23 Employee Benefits	-	
24 Contracted Staff	62,040	
25 Staff Development Costs	-	
26		
27 Subtotal: Personnel Costs	\$62,040	
28		
Direct Student Costs		
30 Textbooks	-	
31 Student Supplies and Materials	-	
32 Library and Media Center Materials	-	
33 Computers and Materials	-	
34 Other Instructional Equipment	-	
35 Classroom Furnishings and Supplies	142,800	
36 Student Assessment Materials	-	
37 Contracted Student Services	-	
38 Miscellaneous Student Costs	50,000	
39		
40 Subtotal: Direct Student Costs	\$192,800	
41		
Occupancy Expenses		
43 Rent	270,000	
44 Mortgage Principal Payments	-	
45 Mortgage Interest Payments	-	
46 Building Maintenance and Repairs	-	
47 Renovation/Leasehold Improvements	35,750	
48 Utilities	-	
49 Janitorial Supplies	-	
50 Equipment Rental and Maintenance	-	
51 Contracted Building Services	-	
52		
53 Subtotal: Occupancy Expenses	\$305,750	
54		
Office Expenses		
56 Office Supplies and Materials	-	
57 Office Furnishings and Equipment	45,967	
58 Office Equipment Rental and Maintenance	-	
59 Telephone/Telecommunications	7,000	
60 Legal, Accounting and Payroll Services	12,000	
61 Printing and Copying	-	
62 Postage and Shipping	-	
63 Other	-	
64		
65 Subtotal: Office Expenses	\$64,967	

Detail on budgeted "Leased Employees" from the EMO, who will be contracted staff from the viewpoint of the School (i.e. the school will not have salary and benefit expense)	
15. Principal/Executive Salary	55,000
16. Teachers Salaries	0
17. Teacher Aides/Assistance Salaries	0
18. Other Education Professionals Salaries	0
19. Business/Operations Salaries	0
20. Clerical Salaries	0
21. Custodial Salaries	0
22. Other Staff Salaries	0
23. Employee Benefits	7,040
24. Contracted Staff	0
Total	62,040

Budget E.2. Pre-opening Expenses: Year ZERO Budget (Planning Year)

66		
67	General Expenses	
68	Insurance	-
69	Interest Expense	-
70	Transportation	-
71	Food Service	-
72	Administration Fee (to PCSB)	-
73	EMO Management Fee	-
74	Other General Expense	-
75	Unforeseen Expenses	-
76	Subtotal: General Expenses	<u>\$0</u>
77		
78	TOTAL EXPENSES	\$625,557
79		
80	EXCESS (OR DEFICIENCY)	
81	Excess (or deficit) retained by school	\$65,776
82	Excess (or deficit) retained by EMO	

ASSUMPTIONS

Student Enrollment	<u>0</u>
Facility Size (square footage)	<u>18,000</u>
Average Teacher Salary	<u>-</u>
Teachers	<u>0</u>
Student/Teacher Ratio	<u>n/a</u>

NOTES: We have shown the expenses in the categories in which they would appear in the profit and loss statement.

Per a conversation with Mr. Jeremy Williams, we provided further detail for the Leased Staff from the EMO to show where they would fall if they were employed by Nexus instead of Connections. Our goal is to be as transparent and descriptive as possible, while still mapping into the budget template format provided. Please reach out to us with any questions.

Budget E.2. Pre-opening Expenses: Monthly Cash Flow Projection - Year ZERO (Planning year)

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Furnishings and Equipment		-	-	-	-	-	-	15,322	15,322	15,322	-	-	-	45,967
Office Equipment Rental and Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone/Telecommunications		-	-	-	-	-	-	-	-	-	-	3,500	3,500	7,000
Legal, Accounting and Payroll Services		-	-	-	-	-	-	2,000	2,000	2,000	2,000	2,000	2,000	12,000
Printing and Copying		-	-	-	-	-	-	-	-	-	-	-	-	-
Postage and Shipping		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Occupancy Expenses														
Rent		-	-	-	-	-	-	-	-	67,500	67,500	67,500	67,500	270,000
Mortgage Interest Payments		-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance and Repairs		-	-	-	-	-	-	-	-	-	-	-	-	-
Leasehold Improvements		-	-	-	-	-	-	11,917	11,917	11,917	-	-	-	35,750
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial Supplies		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Rental and Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Building Services		-	-	-	-	-	-	-	-	-	-	-	-	-
General Expenses														
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service		-	-	-	-	-	-	-	-	-	-	-	-	-
Administration Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
EMO Management Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Other General Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Unforeseen Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
6. Total Expenses	-	-	-	-	-	-	-	94,679	94,679	162,179	87,340	90,840	95,840	625,557
7. Fund Balance (end of month)	-	-	-	-	-	-	-	121,988	243,975	308,796	231,790	151,283	65,776	65,776

Budget E.3a. Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION	BUDGETED AMOUNTS	
	Column A	
	501(c)3 Applicant	School Applicant
REVENUES		
1 Per Pupil Charter Payments		3,876,076
2 Per Pupil Facilities Allowance		900,000
3 Federal Entitlements		482,274
4 Other Government Funding/Grants		56,818
5 Total Public Funding		5,315,169
6 Private Grants and Donations		-
7 Activity Fees		-
8 Loans		-
9 Other Income (please describe in footnote)		12,424
10 Total Non-Public Funding		12,424
11 EMO Management Fee (= line 73, col. G)		
12		
13		
14 TOTAL REVENUES		\$5,327,593

DESCRIPTION	BUDGETED AMOUNTS	
	501(c)3 Applicant	School Applicant
EXPENSES		
Personnel Salaries and Benefits		
15 Principal/Executive Salary	-	
16 Teachers Salaries	-	
17 Teacher Aides/Assistance Salaries	-	
18 Other Education Professionals Salaries	-	
19 Business/Operations Salaries	-	
20 Clerical Salaries	-	
21 Custodial Salaries	-	
22 Other Staff Salaries	-	
23 Employee Benefits	-	
24 Contracted Staff	1,105,829	
25 Staff Development Costs	15,500	
26		
27 Subtotal: Personnel Costs	\$1,121,329	
28		
Direct Student Costs		
30 Textbooks	-	
31 Student Supplies and Materials	-	
32 Library and Media Center Materials	-	
33 Computers and Materials	-	
34 Other Instructional Equipment	-	
35 Classroom Furnishings and Supplies	142,800	
36 Student Assessment Materials	-	
37 Contracted Student Services	27,818	
38 Miscellaneous Student Costs	50,000	
39		
40 Subtotal: Direct Student Costs	220,618	
41		
Occupancy Expenses		
43 Rent	810,000	
44 Mortgage Principal Payments	-	
45 Mortgage Interest Payments	-	
46 Building Maintenance and Repairs	-	
47 Renovation/Leasehold Improvements	35,750	
48 Utilities	-	
49 Janitorial Supplies	-	
50 Equipment Rental and Maintenance	-	
51 Contracted Building Services	-	
52		
53 Subtotal: Occupancy Expenses	845,750	
54		
Office Expenses		
56 Office Supplies and Materials	6,000	
57 Office Furnishings and Equipment	45,967	
58 Office Equipment Rental and Maintenance	2,700	
59 Telephone/Telecommunications	50,100	
60 Legal, Accounting and Payroll Services	22,500	
61 Printing and Copying	1,500	
62 Postage and Shipping	2,400	
63 Other	2,000	
64		
65 Subtotal: Office Expenses	\$133,167	

Detail on budgeted "Leased Employees" from the EMO, who will be contracted staff from the viewpoint of the School (i.e. the school will not have salary and benefit expense)	
15. Principal/Executive Salary	110,000
16. Teachers Salaries	335,541
17. Teacher Aides/Assistance Salaries	0
18. Other Education Professionals Salaries	294,350
19. Business/Operations Salaries	0
20. Clerical Salaries	50,400
21. Custodial Salaries	0
22. Other Staff Salaries	90,000
23. Employee Benefits	150,538
24. Contracted Staff	75,000
Total	1,105,829

Budget E.3a. Two-Year Operating Budget Worksheet: Year ONE

66			
67	General Expenses		
68	Insurance	1,500	
69	Interest Expense	-	
70	Transportation	15,000	
71	Food Service	81,831	
72	Administration Fee (to PCSB)	26,938	
73	EMO Management Fee	2,422,593	
74	Other General Expense	2,000	
75	Unforeseen Expenses	53,877	
76	Subtotal: General Expenses	2,603,738	
77			
78	TOTAL EXPENSES	\$4,924,602	
79			
80	EXCESS (OR DEFICIENCY)		
81	Excess (or deficit) retained by school	\$402,990	
82	Excess (or deficit) retained by EMO		

Detail on EMO fee (Budget assumes Connections will provide Nexus the following	
Educational Resource Center @ \$130per student (2 count days)	\$ 39,000
Human Resources Support @ \$1,000 per F2F staff	\$ 13,000
Technical Support & Repairs (Blended) @ \$25,000 per physical location	\$ 25,000
Enrollment and Records Management @ \$50 per student (2 count days)	\$ 15,000
Accounting and Regulatory Reporting. v2.0 this became a fixed fee from \$50/student.	\$ 25,000
Facility Support Services @ \$20,000 per physical location	\$ 20,000
Special Education Direct Services (100% of SpEd revenue)	\$ 556,484
Subtotal Connections Professional Services	693,484
Student Technology Fee @ \$600 per student technology issued (2 count days)	\$ 180,000
School Curriculum Supplies (Teacher Set) @ \$500 per grade per physical location	\$ 2,000
Software - Student and SIS (Connexus Platform) @ \$600 per student (2 count days)	\$ 180,000
School Facilities Technology Fee @ \$50,000 per physical location	\$ 50,000
Direct Course Instructional Support @ \$1,350/student (Sci., Soc. Studies, 2 electives)-2 count days	\$ 405,000
Academic Scheduling Services @ \$10,000 per physical location	\$ 10,000
Blended Curriculum Products and Services @ \$1,200 per student (2 count days)	\$ 360,000
Subtotal Connections Educational Products and Services	\$ 1,187,000
Treasury Services @ 0.015 of revenue excluding Special Ed	\$ 72,281
Marketing Services @ 0.0075 of revenue excluding Special Ed	\$ 36,141
School Administration @ 0.065 of revenue excluding Special Ed	\$ 313,218
Special Ed Oversight / Liability @ 0.025 of revenue excluding Special Ed	\$ 120,469
Subtotal Connections Management Services	542,109
Total anticipated services from Connections as EMO	2,422,593

ASSUMPTIONS	
Student Enrollment	300
Facility Size (square footage)	18,000
Average Teacher Salary	67,108
Teachers	5
Student/Teacher Ratio	60 to 1
Actual student/instructor ratio	
Students on-site at one time	150
Total teachers and Success Coaches	9
Adjusted Student/Teacher Ratio	16.67

This does not include the success coaches or other fractional learning support staff nor does it consider that only 50% of the students are on-site at one time
Please see below for a better representation of the student/teacher ratio in practice

Please note that even this does not include the fractional learning support staff

NOTES: We have shown the expenses in the categories in which they would appear in the profit and loss statement.

Per a conversation with Mr. Jeremy Williams, we provided further detail for the Leased Staff from the EMO to show where they would fall if they were employed by Nexus instead of Connections. We also provided extensive detail and information on all services and products included in the EMO fee. Our goal is to be as transparent and descriptive as possible, while still mapping into the budget template format provided. Please reach out to us with any questions.

Budget E.3b. Two-Year Operating Budget Worksheet: Year TWO

DESCRIPTION	BUDGETED AMOUNTS	
	Column A	
	501(c)3	
	School Applicant	
REVENUES		
1 Per Pupil Charter Payments	3,959,649	
2 Per Pupil Facilities Allowance	900,000	
3 Federal Entitlements	576,154	
4 Other Government Funding/Grants	58,379	
5 Total Public Funding	5,494,182	
6 Private Grants and Donations	-	
7 Activity Fees	-	
8 Loans	(150,000)	
9 Other Income (please describe in footnote)	12,424	
10 Total Non-Public Funding	(137,576)	
11 EMO Management Fee (= line 73, col. G)		
12		
13		
14 TOTAL REVENUES	\$5,356,606	

DESCRIPTION	BUDGETED AMOUNTS	
	501(c)3	
	School Applicant	
EXPENSES		
Personnel Salaries and Benefits		
15 Principal/Executive Salary	-	
16 Teachers Salaries	-	
17 Teacher Aides/Assistance Salaries	-	
18 Other Education Professionals Salaries	-	
19 Business/Operations Salaries	-	
20 Clerical Salaries	-	
21 Custodial Salaries	-	
22 Other Staff Salaries	-	
23 Employee Benefits	-	
24 Contracted Staff	1,162,086	
25 Staff Development Costs	15,530	
26		
27 Subtotal: Personnel Costs	\$1,177,616	
28		
29 Direct Student Costs		
30 Textbooks	0	
31 Student Supplies and Materials	0	
32 Library and Media Center Materials	0	
33 Computers and Materials	0	
34 Other Instructional Equipment	0	
35 Classroom Furnishings and Supplies	0	
36 Student Assessment Materials	0	
37 Contracted Student Services	27,849	
38 Miscellaneous Student Costs	50,000	
39		
40 Subtotal: Direct Student Costs	\$77,849	
41		
42 Occupancy Expenses		
43 Rent	810,000	
44 Mortgage Principal Payments	0	
45 Mortgage Interest Payments	0	
46 Building Maintenance and Repairs	0	
47 Renovation/Leasehold Improvements	0	
48 Utilities	0	
49 Janitorial Supplies	0	
50 Equipment Rental and Maintenance	0	
51 Contracted Building Services	0	
52		
53 Subtotal: Occupancy Expenses	\$810,000	
54		
55 Office Expenses		
56 Office Supplies and Materials	6,180	
57 Office Furnishings and Equipment	0	
58 Office Equipment Rental and Maintenance	2,781	
59 Telephone/Telecommunications	51,603	
60 Legal, Accounting and Payroll Services	25,000	
61 Printing and Copying	1,545	
62 Postage and Shipping	2,472	
63 Other	2,000	
64		
65 Subtotal: Office Expenses	\$91,581	

Detail on budgeted "Leased Employees" from the EMO, who will be contracted staff from the viewpoint of the School (i.e. the school will not have salary and benefit expense)		
15. Principal/Executive Salary		113,850
16. Teachers Salaries		371,490
17. Teacher Aides/Assistance Salaries		0
18. Other Education Professionals Salaries		304,652
19. Business/Operations Salaries		0
20. Clerical Salaries		51,912
21. Custodial Salaries		0
22. Other Staff Salaries		90,000
23. Employee Benefits		155,182
24. Contracted Staff		75,000
Total		1,162,086

Budget E.3b. Two-Year Operating Budget Worksheet: Year TWO

66			
67	General Expenses		Detail on EMO fee (Budget assumes Connections will provide Nexus the following
68	Insurance	1,545	Educational Resource Center @ \$130per student (2 count days) \$ 39,000
69	Interest Expense	0	Human Resources Support @ \$1,000 per F2F staff \$ 13,000
70	Transportation	15,450	Technical Support & Repairs (Blended) @ \$25,000 per physical location \$ 25,000
71	Food Service	84,285	Enrollment and Records Management @ \$50 per student (2 count days) \$ 15,000
72	Administration Fee (to PCSB)	27,453	Accounting and Regulatory Reporting. v2.0 this became a fixed fee from \$50/student. \$ 25,000
73	EMO Management Fee	2,444,049	Facility Support Services @ \$20,000 per physical location \$ 20,000
74	Other General Expense	2,000	Special Education Direct Services (100% of SpEd revenue) \$ 567,614
75	Unforeseen Expenses	54,906	Subtotal Connections Professional Services 704,614
76	Subtotal: General Expenses	\$2,629,689	
77			
78	TOTAL EXPENSES	\$4,786,735	Student Technology Fee @ \$600 per student technology issued (2 count days) \$ 180,000
79			School Curriculum Supplies (Teacher Set) @ \$500 per grade per physical location \$ 2,000
80	EXCESS (OR DEFICIENCY)		Software - Student and SIS (Connexus Platform) @ \$600 per student (2 count days) \$ 180,000
81	Excess (or deficit) retained by school	\$569,871	School Facilities Technology Fee @ \$50,000 per physical location \$ 50,000
82	Excess (or deficit) retained by EMO		Direct Course Instructional Support @ \$1,350/student (Sci., Soc. Studies, 2 electives)-2 cc \$ 405,000
			Academic Scheduling Services @ \$10,000 per physical location \$ 10,000
			Blended Curriculum Products and Services @ \$1,200 per student (2 count days) \$ 360,000
			Subtotal Connections Educational Products and Services \$ 1,187,000
			Treasury Services @ 0.015 of revenue excluding Special Ed \$ 73,658
			Marketing Services @ 0.0075 of revenue excluding Special Ed \$ 36,829
			School Administration @ 0.065 of revenue excluding Special Ed \$ 319,185
			Special Ed Oversight / Liability @ 0.025 of revenue excluding Special Ed \$ 122,763
			Subtotal Connections Management Services 552,436
			Total anticipated services from Connections as EMO 2,444,049

ASSUMPTIONS	
Student Enrollment	300
Facility Size (square footage)	18,000
Average Teacher Salary	69,457
Teachers	5
Student/Teacher Ratio	60 to 1
Actual student/instructor ratio	
Students on-site at one time	150
Total teachers and Success Coaches	9.00
Adjusted Student/Teacher Ratio	16.67

This does not include the success coaches or other fractional learning support staff nor does it consider that only 50% of the students are on-site at one time Please see below for a better representation of the student/teacher ratio in practice

Please note that even this does not include the fractional learning support staff

NOTES: We have shown the expenses in the categories in which they would appear in the profit and loss statement.

Per a conversation with Mr. Jeremy Williams, we provided further detail for the Leased Staff from the EMO to show where they would fall if they were employed by Nexus instead of Connections. We also provided extensive detail and information on all services and products included in the EMO fee. Our goal is to be as transparent and descriptive as possible, while still mapping into the budget template format provided. Please reach out to us with any questions.

Budget E.4 Five-Year Estimated Budget Worksheet

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	4,776,076	4,859,649	9,871,512	10,039,238	10,204,008
Federal Entitlements	539,093	634,533	812,704	724,258	727,668
Income from Grants and Donations	-	-	-	-	-
Loans	-	(150,000)	(250,000)	(250,000)	-
Activity Fees	-	-	-	-	-
Other Income	12,424	12,424	24,848	24,848	24,848
TOTAL REVENUES	5,327,593	5,356,606	10,459,063	10,538,344	10,956,524
EXPENSES					
Personnel Salaries and Benefits	1,121,329	1,177,616	2,312,503	2,407,025	2,480,000
Direct Student Costs	220,618	77,849	391,327	105,716	105,666
Occupancy	845,750	810,000	1,691,500	1,620,000	1,620,000
Office Expenses	133,167	91,581	251,788	168,840	172,945
General Expenses	2,603,738	2,629,689	5,220,493	5,257,216	5,305,965
TOTAL EXPENSES	4,924,602	4,786,735	9,867,610	9,558,797	9,684,575
EXCESS (OR DEFICIENCY)	402,990	569,871	591,453	979,547	1,271,948

Budget E.5 Capital Budget

CAPITAL BUDGET	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	PCSB Line Item
1600 - FF&E - Classroom	142,800	142,800	-	285,601	-	-	35. Classroom Furnishings and Supplies
1610 - FF&E - Administration	45,967	45,967	-	91,934	-	-	57. Office Furnishings and Equipment
1620 - Computers - Classroom	-	-	-	-	-	-	33. Computers and Materials
1630 - Computers - Administration	-	-	-	-	-	-	57. Office Furnishings and Equipment
TOTAL	188,767	224,517	-	449,035	-	-	
1800 - Land	-	-	-	-	-	-	
1810 - Buildings, building improvement	-	-	-	-	-	-	
1820 - Construction in progress	-	-	-	-	-	-	
1830 - Leasehold improvements	35,750	35,750	-	71,500	-	-	47. Renovation/Leasehold Improvements
TOTAL	35,750	35,750	-	71,500	-	-	

Details for years one and two	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
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35. Classroom Furnishings and Supplies	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Items/Note						
Book cases/Cubbies (USBI)	\$ 33,744	\$ 33,744		\$ 67,488		
General Team/Art-Sci/Classroom Storage	\$ 2,876	\$ 2,876		\$ 5,752		
Tables	\$ 11,246	\$ 11,246		\$ 22,492		
2'x4' Study Carrels	\$ 25,904	\$ 25,904		\$ 51,809		
Teknion Tables (Square & Laptop)	\$ 2,800	\$ 2,800		\$ 5,600		
Conference Room Chairs	\$ 2,024	\$ 2,024		\$ 4,048		
Conference Phones	\$ 750	\$ 750		\$ 1,500		
Conference Tables	\$ 1,091	\$ 1,091		\$ 2,181		
Student Chairs	\$ 17,362	\$ 17,362		\$ 34,724		
Teknion Square Seat w/Ottoman	\$ 2,804	\$ 2,804		\$ 5,607		
Teknion Bench w/Bolster	\$ 13,176	\$ 13,176		\$ 26,352		
Furniture Delivery/Install	\$ 13,436	\$ 13,436		\$ 26,873		
Contingency	\$ 15,588	\$ 15,588		\$ 31,175		
Total	\$ 142,800	\$ 142,800	\$ -	\$ 285,601	\$ -	\$ -

57. Office Furnishings and Equipment	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Workstation/Cubicle Purchase	\$ 6,876	\$ 6,876		\$ 13,753		
Fireproof File	\$ 315	\$ 315		\$ 631		
Teacher Furniture/Desk/Chair	\$ 1,992	\$ 1,992		\$ 3,985		
Teacher Task Chairs	\$ 744	\$ 744		\$ 1,489		
Security Access & Video Surveillance Systems	\$ 17,500	\$ 17,500		\$ 35,000		
Refrigerators	\$ 1,000	\$ 1,000		\$ 2,000		
Microwaves	\$ 500	\$ 500		\$ 1,000		
Lateral File Cabinets	\$ 789	\$ 789		\$ 1,577		
Supply cabinets	\$ 1,000	\$ 1,000		\$ 2,000		
Cardio Equipment	\$ 12,500	\$ 12,500		\$ 25,000		
Lockers for changing room	\$ 1,500	\$ 1,500		\$ 3,000		
Miscellaneous Equipment	\$ 1,250	\$ 1,250		\$ 2,500		
Total	\$ 45,967	\$ 45,967	\$ -	\$ 91,934	\$ -	\$ -

47. Renovation/Leasehold Improvements	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Leasehold Improvements (Supplemental)	\$ 25,000	\$ 25,000		\$ 50,000		
Exterior Signage	\$ 7,500	\$ 7,500		\$ 15,000		
Electrical T&M	\$ 3,250	\$ 3,250		\$ 6,500		
Total	\$ 35,750	\$ 35,750	\$ -	\$ 71,500	\$ -	\$ -

Budget E.6. Monthly Cash Flow Projection - Year ONE

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials	-	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Office Furnishings and Equipment	45,967	22,984	22,984	-	-	-	-	-	-	-	-	-	-	45,967
Office Equipment Rental and Maintenance	-	225	225	225	225	225	225	225	225	225	225	225	225	2,700
Telephone/Telecommunications	7,000	4,175	4,175	4,175	4,175	4,175	4,175	4,175	4,175	4,175	4,175	4,175	4,175	50,100
Legal, Accounting and Payroll Services	12,000	1,667	1,667	2,167	3,167	2,167	1,667	1,667	1,667	1,667	1,667	1,667	1,667	22,500
Printing and Copying	-	125	125	125	125	125	125	125	125	125	125	125	125	1,500
Postage and Shipping	-	200	200	200	200	200	200	200	200	200	200	200	200	2,400
Other	-	167	167	167	167	167	167	167	167	167	167	167	167	2,000
Occupancy Expenses														
Rent	270,000	67,500	67,500	67,500	67,500	67,500	67,500	67,500	67,500	67,500	67,500	67,500	67,500	810,000
Mortgage Interest Payments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Leasehold Improvements	35,750	-	35,750	-	-	-	-	-	-	-	-	-	-	35,750
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Rental and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Building Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
General Expenses														
Insurance	-	125	125	125	125	125	125	125	125	125	125	125	125	1,500
Interest Expense	-	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	4,490	53,877
Transportation	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	15,000
Food Service	-	-	-	9,092	9,092	9,092	9,092	9,092	9,092	9,092	9,092	9,092	-	81,831
Administration Fee	-	-	-	-	-	26,938	-	-	-	-	-	-	-	26,938
EMO Management Fee	-	201,883	201,883	201,883	201,883	201,883	201,883	201,883	201,883	201,883	201,883	201,883	201,883	2,422,593
Other General Expense	-	167	167	167	167	167	167	167	167	167	167	167	167	2,000
Unforeseen Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. Total Expenses	625,557	471,724	507,474	388,600	389,600	415,538	388,100	388,100	388,100	388,100	388,100	388,100	423,069	4,924,602
7. Fund Balance (end of month)	65,776	803,417	309,776	100,537	1,248,368	874,729	528,528	1,215,406	869,205	523,005	1,203,831	857,630	468,767	468,767

Budget E.7. Supplemental. Planning and 5-year fully accrual-basis operating budget with cash flow adjustments

Five-Year Forecast , v3.1

2/26/13

Nexus Academy of DC Public Charter School

	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19
REVENUE						
04 · State and Local Revenue						
400 · Per-Pupil Operating Revenue	-	3,857,922	3,959,286	8,052,254	8,238,483	8,403,252
410 · Per-Pupil Facility Revenue	-	900,000	900,000	1,800,000	1,800,000	1,800,000
420 · Other Local Revenue	-	4,802	4,802	9,605	9,605	9,605
Total 04 · State and Local Revenue	-	4,762,724	4,864,088	9,861,858	10,048,087	10,212,857
05 · Federal Revenue						
500 · Federal Grants	69,000	560,487	560,487	711,974	600,974	600,974
510 · Federal Programs	-	52,016	53,577	110,368	113,679	117,089
Total 05 · Federal Revenue	69,000	612,503	614,064	822,342	714,653	718,064
06 · Private Revenue						
600 · Private Grants	-	-	-	-	-	-
610 · Released From Restriction	-	-	-	-	-	-
620 · Private Contributions	-	-	-	-	-	-
630 · Activity Fees	-	-	-	-	-	-
640 · School Sales	-	12,424	12,424	24,848	24,848	24,848
650 · Additional Revenue	-	-	-	-	-	-
670 · Donated Revenue	-	-	-	-	-	-
Total 06 · Private Revenue	-	12,424	12,424	24,848	24,848	24,848
TOTAL REVENUE	69,000	5,387,651	5,490,576	10,709,048	10,787,588	10,955,768
ORDINARY EXPENSE						
07 · Staff-Related Expense						
700 · Curricular Salaries	55,000	597,541	642,660	1,280,556	1,350,189	1,396,690
710 · Supplemental Service Salaries	-	242,750	249,244	461,916	475,799	490,151
720 · Supplemental Program Salaries	-	40,000	40,000	80,000	80,000	80,000
730 · Management/Development Salaries	-	-	-	-	-	-
740 · Employee Benefits	2,702	76,410	80,498	164,310	172,257	179,658
750 · Payroll Taxes	4,338	74,129	74,684	149,599	152,595	157,250
760 · Professional Development	-	12,500	12,500	20,000	20,000	20,000
770 · Contracted Staff	-	75,000	75,000	150,000	150,000	150,000
780 · Other Staff Expense	-	3,000	3,030	6,122	6,185	6,251
Total 07 · Staff-Related Expense	62,040	1,121,329	1,177,616	2,312,503	2,407,025	2,480,000
08 · Occupancy Expense						
800 · Occupancy Rent Expense	270,000	810,000	810,000	1,620,000	1,620,000	1,620,000
810 · Occupancy Service Expense	-	-	-	-	-	-
Total 08 · Occupancy Expense	270,000	810,000	810,000	1,620,000	1,620,000	1,620,000
09 · Additional Expense						
900 · Direct Student Expense	50,000	174,649	177,585	309,354	315,453	321,695
910 · Office Expense	7,000	62,700	64,581	132,854	136,840	140,945
920 · Business Expense	12,000	2,475,531	2,500,047	4,934,774	4,969,604	5,010,378
930 · Business Fees	-	2,000	2,000	2,000	2,000	2,000
940 · Donated Products and Services	-	-	-	-	-	-
990 · Operating Contingency	-	53,877	54,906	107,090	107,876	109,558
Total 09 · Additional Expense	69,000	2,768,756	2,799,119	5,486,073	5,531,772	5,584,576
Total ORDINARY EXPENSE	401,040	4,700,085	4,786,735	9,418,575	9,558,797	9,684,575
NET ORDINARY INCOME	(332,040)	687,566	703,841	1,290,473	1,228,791	1,271,193
11 · Depreciation	-	89,807	89,807	179,614	179,614	179,614
12 · Interest	-	-	-	-	-	-
NET INCOME	(332,040)	597,759	614,034	1,110,859	1,049,177	1,091,579
CASH FLOW ADJUSTMENTS						
Plus Depreciation	-	89,807	89,807	179,614	179,614	179,614
(Incr) / Decr in Accounts Receivable						

Budget E.7. Supplemental. Planning and 5-year fully accrual-basis operating budget with cash flow adjustments

Five-Year Forecast , v3.1

2/26/13

Nexus Academy of DC Public Charter School

	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19
(Incr) / Decr in Per-Pupil Receivable	-	-	-	-	-	-
(Incr) / Decr in Other Public Receivable	(27,667)	(78,213)	15,667	(19,243)	-	-
(Incr) / Decr in Private Receivable	-	-	-	-	-	-
Total (Incr) / Decr in Accounts Receivable	(27,667)	(78,213)	15,667	(19,243)	-	-
(Incr) / Decr in Other Current Assets						
(Incr) / Decr in Prepaid, Deposits & Advance	-	-	-	-	-	-
(Incr) / Decr in Intracompany Receiv / (Payal	-	-	-	-	-	-
Total (Incr) / Decr in Other Current Assets	-	-	-	-	-	-
(Incr) / Decr in Net Fixed Assets						
(Incr) / Decr in Operating Net Fixed Assets	(188,767)	(188,767)	-	(377,535)	-	-
(Incr) / Decr in Facility Net Fixed Assets	(35,750)	(35,750)	-	(71,500)	-	-
Total (Incr) / Decr in Net Fixed Assets	(224,517)	(224,517)	-	(449,035)	-	-
Incr / (Decr) in Current Liabilities						
Incr / (Decr) in Accounts Payable	-	-	-	-	-	-
Incr / (Decr) in Credit Accounts	-	-	-	-	-	-
Incr / (Decr) in Accrued Expenses	-	-	-	-	-	-
Incr / (Decr) in Payroll Liabilities	-	-	-	-	-	-
Incr / (Decr) in Unearned Revenue	-	18,154	363	19,258	756	756
Incr / (Decr) in Short-Term Debt	650,000	-	(150,000)	(250,000)	(250,000)	-
Total Incr / (Decr) in Current Liabilities	650,000	18,154	(149,637)	(230,742)	(249,244)	756
Incr / (Decr) in Long-Term Liabilities	-	-	-	-	-	-
Incr / (Decr) in Restricted Net Assets	-	-	-	-	-	-
TOTAL CASH FLOW ADJUSTMENTS	397,816	(194,769)	(44,163)	(519,406)	(69,631)	180,369
Beginning Cash Balance	-	65,776	468,767	1,038,637	1,630,090	2,609,637
NET CASH FLOW	65,776	402,990	569,871	591,453	979,547	1,271,948
END CASH BALANCE	65,776	468,767	1,038,637	1,630,090	2,609,637	3,881,585

Note. This version of the budget maps directly into the required planning year and operating year budget worksheets, as well as the capital budget worksheets. As an accrual-basis budget it shows items such as capital expenditures as uses of cash (with associated depreciation expense and increases in asset accounts), and items such as loans or receipts of pre-payments of summer school PPF as sources of cash with corresponding increases in the liability accounts.

REDACTED



SECTION F

**Resumes,
Board Member
Agreements, and
Statements of
Interest**

Deborah Blackhurst Doddy



Deborah Blackhurst Doddy began her career in finance as an Equity Analyst for a leading Wall Street firm, Salomon Brothers, covering the Latin American Retail and Food & Beverage industry. While based in Salomon's affiliate in Brazil, she was named a top analyst in Latin America by Institutional Investor magazine. Deborah then joined Patria, one of Brazil's largest private equity firms, to identify investments in the retail and food processing industries.

With the birth of her two sons, Deborah moved to Washington DC and shifted her focus to education. She has held various leadership positions with the Parents Association of National Child Research Center (NCRC) and of the Sidwell Friends School, with a particular interest in promoting community service and diversity.

Deborah has been an active volunteer for a literacy project at Brightwood Elementary School, a DC public school in Ward 4. She has also been involved in non-profit organizations such as A Wider Circle, which helps low-income families furnish new homes; Swab-a-Cheek, Save-a-Life, which gives minority patients a better chance to find a bone marrow donor; and the Welcome to Washington, which helps international women adapt to the DC area.

Deborah graduated with honors in Economics from Pitzer College, one of the Claremont Colleges in California. She is a native speaker of Spanish and Portuguese, is fluent in English and conversational in French and is a citizen of the US, UK and Brazil. For the last 14 years she has lived in the Spring Valley neighborhood of Washington DC, Ward 3 with her husband, Hurley Doddy, who runs an Africa-focused Private Equity Fund and sons, Eric and Victor.

NEXUS ACADEMY OF DC
Board Member Agreement Form

As a member of the Nexus Academy of DC Public Charter School Board of Trustees, I accept the responsibilities and duties set forth below.

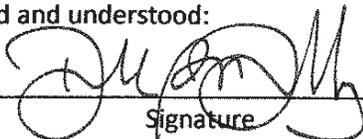
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2. Periodically review the mission to ensure alignment with strategic plans and priorities regarding the school's finances, operations, and student outcomes.
3. Monitor the school's progress in fulfilling its strategic plans, priorities and goals.
4. Establish policies and procedures that maintain compliance with federal, state and local laws and support the school's mission.
5. In contracting with a partner management organization, choose carefully, establish a fair and clear contract, and provide diligent oversight of partner performance.
6. Collaborate with our management partner in selection, evaluation, and (if necessary) replacement of our School Leader.
7. Recruit future/additional Board members with an eye to ensuring our Board's diversity of necessary expertise but unity of vision in support of the school.
8. Provide oversight, through the Audit and Finance Committee, of the annual audit of the school's financial records.
9. Provide high-level strategy and support for any necessary fundraising.
10. Communicate with parents, students, and other stakeholders regarding the school's progress in fulfilling its mission.

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4. Attend Board training events.
5. Maintain a favorable relationship with parents, students, volunteers, auditors, and external stakeholders and regulators.
6. Avoid or disclose any and all conflicts of interest, in keeping with the Board's Conflict of Interest policy.
7. Be capable of effectively communicating the mission and vision of the school.
8. Maintain a high level of ethical standing, in keeping with the Board's Code of Ethics.
9. Make decisions that are consistent with the mission, vision, goals, and objectives of the school.
10. Participate in the oversight of the Board's contracted education management partner.
11. Participate, to the extent requested, in selecting an outside auditing firm to conduct an external audit each year.
12. Monitor the school's academic, operational, and fiscal performance against agreed-upon goals.
13. Agree and adhere to Nexus Academy of DC's Articles of Incorporation and By-Laws.

Read and understood:


Signature

DEBORAH BLACKHURST

Printed Name and Date

11/17/12

November 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

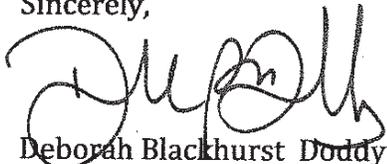
Dear Mr. Jones:

I am writing to express my commitment to serve on the Founding Group of Nexus Academy of DC Public Charter School. I enthusiastically support the mission of the Nexus Academy and am confident in the capacity of our Founding Group to help the school fulfill its mission for the benefit of students across DC.

With my extensive background in finance, developed throughout my career first at Salomon Brothers and then at Patria, a leading Brazilian private equity firm, I bring a highly developed set of fiscal and due diligence skills to the Nexus Academy enterprise. I am also well-versed in the nuances of business partnerships among private and public entities such as that proposed between Nexus Academy and its management organization. I have enjoyed applying these skills to development of the charter application and look forward to similarly helping with the school launch.

In addition, as the spouse of a DC public school graduate and the mother of middle school-aged children, I am particularly attuned to the urgent need for high-quality, innovative education options in our community. I very much look forward to serving the students and families of Nexus Academy of DC.

Sincerely,



Deborah Blackhurst Doddy
Founding Group Member
Nexus Academy of DC

KATHY C. HARRIS

SUMMARY

Highly accomplished professional with 15+ years of proven experience in contributing unparalleled legal and strategic acumen to dynamic non-profit organizations and government agencies. Exceptional leader and problem solver skilled at devising expert legal and business recommendations in areas of federal, state, and local law, corporate governance, and human resources while implementing innovative solutions to promote organizational success. Detail-oriented regulatory authority with a proven record of juggling multiple, time-sensitive tasks and providing unparalleled nonpartisan support to elected officials, citizens, and Boards of Directors. Proficient communicator and public speaker with a passion for team building, mentoring and motivating colleagues, and meeting or exceeding complex objectives.

AREAS OF EXPERTISE

Legal Efficiency Review – Cost Containment – Public Purpose Organizations – Government Affairs – Regulatory Compliance
Federal, State, & Local Law – Risk Management – Intellectual Property – Contract & Document Review – Strategic Planning
Board of Directors Experience – Public Relations – Marketing – Community Outreach – Campaigns – Corporate Governance – HR

PROFESSIONAL EXPERIENCE

THURGOOD MARSHAL COLLEGE FUND – Washington, DC 2010 to Present
Non-profit organization with 25 employees and a \$15M budget serving 47 HBCU and 300K students.

CHIEF OF STAFF AND IN-HOUSE COUNSEL

Support President and CEO, driving executive-level decision making. Facilitate follow-through on critical internal and external requirements in areas of finance, development, government affairs, marketing, and program and talent acquisition. Provide in-house counsel and alumni affairs strategic planning and oversight. Serve as board of director liaison and administer all internal/external regulatory, legal matters, and member institution capacity-building and negotiations.

KATHY HARRIS LEGAL AND CONSULTING SERVICES – Tampa, FL 1999 to 2010
Self-founded legal and consulting firm.

CORPORATE ATTORNEY AND LEGAL CONSULTANT

Delivered seamless and integrated legal, governance, and business professional services to corporate clients, governmental agencies, and nonprofits. Managed legal efficiency review and cost containment. Coordinated human resource and employment-related matters including screening and interviewing candidates and conducting reference checks. Monitored federal, state, and local matters and ensured regulatory compliance. Observed and reported on federal, state, and local laws and regulations. Drafted, negotiated, and reviewed agreements and other legal documents.

BARRY UNIVERSITY – Miami, FL 2009
Private, Catholic university with 9K+ students and 800+ faculty members.

ADJUNCT PROFESSOR

Served as instructor for “Leadership in Public Purpose Organizations” in University’s MPA program. Covered characteristics of leadership in public purpose organizations. Discussed issues including impact of political process on leadership, navigating media storms, leading and empowering employees, and maintaining focus on public purpose.

HILLSBOROUGH COUNTY SUPERVISOR OF ELECTIONS – Tampa, FL 2006 to 2009
Constitutional office responsible for all elections in a county with 1.2M residents.

GENERAL COUNSEL/CHIEF OF STAFF

Contributed expert legal and business recommendations to elected Supervisor of Elections in areas of local, state, and federal elections and voter registration laws, risk management, human resources, and purchasing and negotiating contracts. Maintained corporate records and offered advice on matters of governance and financing. Drafted, negotiated, and reviewed all contracts and legal documents. Conducted legal research and investigations and communicated with internal and external clients. Oversaw all court proceedings and management of outside counsel.

JOHNNIE BYRD ALZHEIMER’S INSTITUTE AND RESEARCH CENTER – Tampa, FL 2003 to 2006
Non-profit organization with a staff of 15 and budget of \$65M providing research and medical services for Alzheimer’s Disease.

GENERAL COUNSEL

Provided daily guidance to CEO and Board of Directors on governance, contractual, and transactional matters including teaming and strategic alliance agreements, nondisclosure, research and consulting agreements, intellectual property matters, construction, and governmental and private contracting issues. Managed court proceedings and outside counsel.

- Supported writing and acquisition of \$7.3M National Institute on Aging grant.

(Continued...)

KATHY C. HARRIS

HILLSBOROUGH COUNTY GOVERNMENT HUMAN SERVICES DEPARTMENT – Tampa, FL

2001 to 2003

Large local government department with 1,700 employees and a \$300M budget.

ASSISTANT COUNTY ADMINISTRATOR

Directed 7 departments with operating/capital budget of \$300M+. Led all aspects of Aging Services, Children's Services, Cooperative Extension, Health and Social Services, Library Services, Medical Examiner, Equal Opportunity Administration, and Section 8 Housing. Functioned as Hearing Officer for employee complaints and grievances with high success rate for resolving issues internally.

- Drove reorganization of \$90M indigent healthcare program resulting in tremendous cost savings, more efficient service delivery, and reduction in administrative costs, reducing \$13M deficit.
- Spearheaded reorganization efforts to streamline service delivery and reduce cost in Code, Zoning, and Building Departments and Housing Department.

COMMUNITY PARTNERSHIP FOR THE HOMELESS, INC. – Miami, FL

1999 to 2003

Non-profit organization with 40 staff and a \$15M budget offering housing and services to 1K+ homeless men, women, and children.

EXECUTIVE DIRECTOR

Reported to Board of Directors and provided leadership in all facets of administration and governance, human resources, risk management, product and services delivery, finance, tax and facility management, community outreach, and public relations and fundraising.

- Designed and implemented corporate sponsorship program including successful \$10M Endowment Fund campaign.

PRIOR EXPERIENCE

ATLAS PEARLMAN, TROP & BORKSON P.A.

ASSOCIATE

BROWARD COUNTY GOVERNMENT

DIRECTOR OF HUMAN RESOURCES

FLORIDA HOUSE OF REPRESENTATIVES

LEGISLATIVE ASSISTANT

UNITED STATES SENATE

AREA REPRESENTATIVE

EDUCATION

Juris Doctorate – University of Miami, School of Law

Master of Public Administration (National Urban Fellow) – Baruch College

Bachelor of Arts in Political Science – University of South Carolina

**NEXUS ACADEMY OF DC
Board Member Agreement Form**

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Read and understood:

Kathy C. Harris
Signature

Kathy C Harris 11/18/2012
Printed Name and Date

November 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Mr. Jones:

I am writing to express my commitment to serve on the Founding Group of Nexus Academy of DC Public Charter School. I am in full support of the Nexus Academy mission, and also fully confident that our Founding Group has the capacity required to make the school a success.

I bring to the Nexus Academy effort a long history of very direct experience in launching charter schools, having helped found several of them for disadvantaged populations in Southern Florida beginning in the late 1990s. Simultaneously, I completed law school and began a second career as an attorney, with an initial specialty in education and charter school law. In the years since, I have worked in local government to coordinate human and community services, gaining valuable skills in balancing the sometimes competing needs of many stakeholders. My current position as Chief of Staff at the Thurgood Marshall College Fund has allowed me to develop further expertise in non-profit and contract law as well as crucial insight into post-secondary as part of the education continuum. Serving on the Founding Group of Nexus Academy of DC will allow me to put all of these skills to work simultaneously.

I am very much looking forward to working with my fellow Founding Group members to help Nexus Academy of DC fulfill its critical mission.

Sincerely,



Kathy C. Harris, JD
Founding Group Member
Nexus Academy of DC

Dr. Miriam Gonzales received her Ph.D. in Education and M.A. in Sociology from Stanford University in 1995. Over the course of her career in education, Dr. Gonzales has worked as a senior researcher, program evaluator, consultant, teacher mentor, and public school teacher. Her work as a Senior Researcher at Policy Studies Associates (PSA) in Washington, D.C., took her to schools around the country to evaluate and analyze the implementation of programs funded by the Department of Education and national foundations. Her areas of expertise include best teaching practices in culturally and academically diverse classrooms, schools and classroom as organizations, school change, differentiated instruction, arts integration, curriculum design, family engagement, professional development, and cooperative learning.

Dr. Gonzales taught in the public schools as a fifth grade teacher and more recently as a teacher of playwriting with D.C.'s Young Playwrights' Theater (YPT). She served as a teacher mentor and curriculum consultant with The Center for Inspired Teaching, and as a founding board member of the Center's Demonstration Charter School. In 1997, Dr. Gonzales assisted in the writing of the Latin American Youth Center's application for its Next Step Charter School, one of the first five applications to be approved by D.C.'s chartering authority. Her current focus is on arts integration in our local schools, especially regarding the power of playwriting to build the skills students need to think creatively and communicate clearly across the curriculum and in the workforce. She now serves as the Chair of the Board of Young Playwrights' Theater and is an active local playwright. Dr. Gonzales graduated from Brown University in 1987; she was born and raised in Corpus Christi, Texas.

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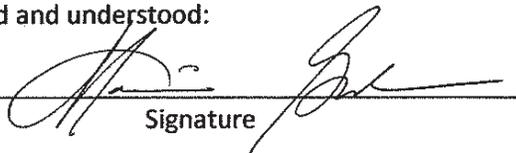
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Read and understood:


Signature

Miriam Gonzalez 11/18/2012
Printed Name and Date

November 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

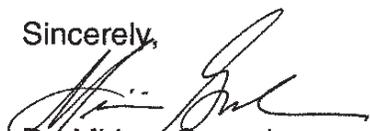
Dear Mr. Jones:

I am writing to express my commitment to serve on the Founding Group of Nexus Academy of DC Public Charter School. I passionately support the mission of Nexus Academy and believe our Founding Group has the capacity and diversity to help the school provide a transformative educational experience for its students.

My personal contribution to the Founding Group's collective expertise is my deep background in education. I hold a PhD in Education from Stanford, and over the course of my career have worked as a senior education researcher, evaluator of U.S. Department of Education and school site programs, a consultant to schools, a teacher mentor, and a public school teacher. My particular areas of expertise include best teaching practices in culturally and academically diverse classrooms, schools and classroom as organizations, school change, differentiated instruction, arts integration, curriculum design, family engagement, professional development, and cooperative learning – all of which will be of direct use to Nexus Academy of DC. In addition, I have helped two other charter schools launch in DC, so can guide my fellow Founding Group members through this often challenging process.

I am excited to once again be involved with bringing a new school to live, and very much look forward to serving the students and families of Nexus Academy of DC.

Sincerely,



Dr. Miriam Gonzales
Founding Group Member
Nexus Academy of DC

Jaclin Lindau Marlin

Born: September 16, 1931, New York City
Married to David H. Marlin, attorney (retired)
Children: Michael, 50; Jessica, 48; Jacob, 46
Six grandchildren

Education

B.A. Bryn Mawr College 1953 (Major: Sociology and Anthropology)
Ed.M. in Early Childhood Education, Harvard University, 1954

Work Experience

Assistant Principal, Middle School, Georgetown Day School -1991-1999
Assistant to the Director, Georgetown Day School 1989-1991
Head, Arts Dept. (Music, Art, Drama) Georgetown Day School 1981-1989
Coordinator, Youth Fellowship Program, National Symphony Orchestra 1980-1981
Founder and Co-Director, Levine School of Music 1976-1980
Tutor of Learning Disabled Children, Kingsbury Center 1974-1975
Acting Director, National Child Research Center 1965-1966
Director, White House Nursery School, Washington, DC 1961-1962
Director, Harvard Preschool, and Teaching Fellow,
Harvard Graduate School of Education 1958-1961
Teacher, Harvard Preschool (Laboratory/Demonstration Nursery School) 1956-1958
Research Fellow in Dept. of Psychiatry, Mass. General Hosp. 1954-1955

Community

Steering Committee – Kalorama Village (helping seniors stay at home) – 2009 –2011
Board of Trustees, Levine School of Music 1976-
Board of Trustees, Georgetown Day School 1970-1976 (Chair 1974-1976)
Board of Trustees, National Child Research Center 1963-1969 (Chair 1966-1969)

NEXUS ACADEMY OF DC Board Member Agreement Form

As a member of the Nexus Academy of DC Public Charter School Board of Trustees, I accept the responsibilities and duties set forth below.

Duties and Responsibilities of the Board:

1. Develop, understand and support the mission and vision of Nexus Academy of DC.
2. Periodically review the mission to ensure alignment with strategic plans and priorities regarding the school's finances, operations, and student outcomes.
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5. In contracting with a partner management organization, choose carefully, establish a fair and clear contract, and provide diligent oversight of partner performance.
6. Collaborate with our management partner in selection, evaluation, and (if necessary) replacement of our School Leader.
7. Recruit future/additional Board members with an eye to ensuring our Board's diversity of necessary expertise but unity of vision in support of the school.
8. Provide oversight, through the Audit and Finance Committee, of the annual audit of the school's financial records.
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10. Participate in the oversight of the Board's contracted education management partner.
11. Participate, to the extent requested, in selecting an outside auditing firm to conduct an external audit each year.
12. Monitor the school's academic, operational, and fiscal performance against agreed-upon goals.
13. Agree and adhere to Nexus Academy of DC's Articles of Incorporation and By-Laws.

Read and understood:

Jacelin L. Marlin
Signature

JACELIN L. MARLIN 11/19/12
Printed Name and Date

November 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Mr. Jones:

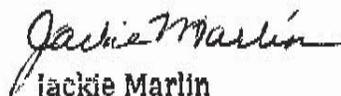
I am writing to express my commitment to serve on the Founding Group of Nexus Academy of DC Public Charter School. I support the Nexus Academy mission and am confident of the capacity of the Founding Group to guide the school in fulfilling its mission.

As a lifelong educator with roots in more traditional approaches to schooling, I bring to the Founding Group a willingness to ask supportive but skeptical questions about the Nexus Academy model and how it will meet the needs of the students we seek to serve. Because this form of education is so new to me, I have taken it upon myself to learn as much as I can about blended learning, online curriculum, and our proposed partner management organization. I will continue to press our Founding Group to be diligent in posing such questions and seeking answers based on evidence.

I also bring to the Nexus Academy effort the hands-on experience of having started a school, been a school administrator, and served on several school boards. I believe that the practical wisdom I've gained from each of these experiences will help me add value to our Founding Group as we guide Nexus Academy to fruition.

I very much look forward to collaborating with my fellow Founding Group members to make Nexus Academy of DC a school we can all be proud of.

Sincerely,



Jackie Marlin
Founding Group Member
Nexus Academy of DC

JEROME HARRINGTON



Profile Highly motivated decorated Non Commissioned Officer (Sgt) in the United States Army. Honored to command a tank squad through war time environments suffering no casualties. I have received 4 good conduct medals, and 3 Arcoms, attend 3 level of leadership schools, Drug and Alcohol Prevention Course, and EEO training Qualifications include comprehensive field training; and extensive experience in safety patrol, security details, and public-service activities.

Key Skills

- *Emergency Planning & Response*
- *Interviews & Interrogation*
- *Security/Surveillance Operations*
- *Firearms Safety & Handling*
- *Defensive Tactics*

Experience US Army (1984 – 1997) - *Last Assignment:* Ft. Benning / *Previous Deployment:* Desert Shield/Storm

Combat Engineer Tank Commander/Squad Leader/Platoon Sgt.

Results: Earned consistent commendations for devotion to duty with citations for excellence in rapidly resolving crisis situations. Fulfilled a range of Combat related duties to include: ADAP, EEO, Master Trainer, Engineer Instructor and Range NCOIC.

Recognition & Awards Awarded 4 GCM, 3Arcom, 3 Fitness awards, 3 Deployment Awards, Southwest Aisa(Desert Shield/Storm)

Education & Credentials University of Maryland - 12 credit hours
Northern Virginia Community College - 13 credit hours
High School Diploma (Curriculum – Secretarial Training) June 1983

Additional Work Experience **Friendship Collegiate Public Charter School** - Washington, DC 2007 – 2009
Senior Instructor Criminal Justice Leadership Program
Supervised and instructed over 5000 students in leadership and life skills.

United States Post Office – Washington, DC 2003 - 2007
Maintenance
Maintain and cleaned various offices and facilities for the US Postal Services throughout the Washington, DC metropolitan area

Total Systems – Columbus, GA 1998 – 1999
Fraud Analyst
Maintained credit card security for several banks throughout North America

References Available Upon Request

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13. Agree and adhere to Nexus Academy of DC's Articles of Incorporation and By-Laws.

Read and understood:


Signature

HARRINGTON, JEROME 11-18-12
Printed Name and Date

November 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Mr. Jones:

I am writing to express my commitment to serve on the Founding Group of Nexus Academy of DC Public Charter School. I wholeheartedly support the mission of Nexus Academy and am confident of the capacity of our Founding Group to help the school realize its mission, vision and goals.

I am a native and current resident of Washington, DC who knows all too well the challenges facing our young people. In my own case, it took joining the military for me to develop the skills and knowledge necessary to succeed as an adult. My 13-year career in the U.S. Army provided me with a deep background in emergency planning, security and crisis intervention – experience which will now also benefit Nexus Academy. Since leaving the military I have been blessed to work with thousands of young people – including students at DC's Friendship Collegiate Public Charter School – through my leadership training program as well as volunteer counseling and mentorship. I believe that my unique combination of operations and youth-service experience make me a valuable asset to the Nexus Academy Founding Group.

I very much look forward to serving the students and families of Nexus Academy of DC.

Sincerely,



Jerome Harrington
Founding Group Member
Nexus Academy of DC

Dana S. Greenwald, DDS

Dana S. Greenwald was born and raised in the New York City suburbs, a graduate of Woodmere Academy. She has a BS in Dentistry and a DDS degree from Case Western Reserve University in Cleveland, Ohio.

Dr. Greenwald's love of children guided her towards her decision to specialize in Pediatric Dentistry and was able to obtain a Certificate in Pediatric Dentistry from the University of Kentucky, Lexington, at the age of 27. It was during this time in Kentucky that Dr. Greenwald saw the need to make certain all children were able to obtain the same quality of care, regardless of their income and background.

Dr. Greenwald moved to the DC area in 1989, working for a large group practice before opening her own Pediatric Dental Practice in Northwest DC. She has volunteered her time for various organizations such as Food and Friends and has been a donor to many, including Food and Friends, Washington Animal Rescue League, Girls on the Run, Camp Rehoboth, The Kennedy Center, and others. She has offered her professional services for Jewish Social Services and Catholic Charities referrals. Any school auction is offered professional services as a way to raise funds.

Dr. Greenwald's other passion is politics, both national and local. Along with supporting candidates with time and contributions, Dr. Greenwald herself became an elected official when she was elected ANC Commissioner for 2D. During that time in office, she was instrumental in making significant changes to how the neighborhood received city services and was able to create wonderful relationships with many government offices.

In her spare time, Dr. Greenwald enjoys relaxing at the beach in Delaware, traveling, and spending time with her family which includes her life partner, their three children, and their two dogs and cats.

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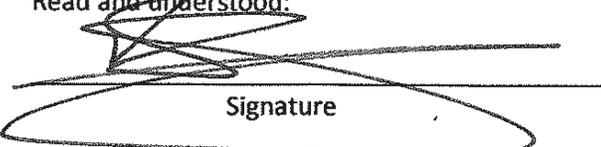
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Read and understood:


Signature

DISCREENWALP 11/19/12
Printed Name and Date

November 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Mr. Jones:

I am writing to express my commitment to serve on the Founding Group of Nexus Academy of DC Public Charter School. I am in full support of the Nexus Academy mission and am confident that our Founding Group has the capacity to carry out this mission on behalf of the young people of Washington, DC.

As a pediatric dentist with a thriving practice in DC, I am honored to have this additional channel for my decades-long commitment to children and to the community. I chose my specialty because I wanted to help make certain all children were able to obtain the same quality of care, regardless of their income and background, and I bring this perspective to my work each day. I am passionate about politics for many of the same reasons, and was able to put that passion to work as an elected official, serving as ANC Commissioner for 2D. During that time in office, I was instrumental in making significant changes to how the neighborhood received city services and was able to create positive, lasting relationships with many government offices. I believe that my experience as a helping professional, as a successful business owner, and as a public official will be of significant practical use to this new charter school.

I very much look forward to serving the students and families of Nexus Academy of DC.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dana Greenwald', is written over a horizontal line. The signature is somewhat stylized and includes a small flourish at the end.

Dr. Dana Greenwald
Founding Group Member
Nexus Academy of DC

Malik A. Waleed

Objective

To provide mentorship in life skills training and personal responsibility....to include financial concepts on money management and entrepreneurship.

Experience

Eagle Management Company, LLC 11/97-present
3006 St. Clair Drive, Temple Hills, MD 20748

**Real Estate
Investor/
Management
Consultant**

- Consult and Negotiate with Banks, Investors and Contractors
- Review Property Appraisals and Expenses
- Consult on Tenant Management Affairs

Court Services and Offender Supervision Agency 5/98-10/05
633 Indiana Avenue NW, Wash. DC 20001

**Community
Supervision Officer**

- Prepare Pre-Sentence Reports to D.C. Superior Court on Offenders
- Conduct Interviews with Offenders, Verify Criminal Offenses and Family Relationships
- Refer Offenders to Programs for Counseling and Training

Education

David A. Clarke School of Law 8/96-5/99
4200 Connecticut Avenue NW, Wash. DC 20008

J.D.

- Public Interest Law
- Business Law

University of the District of Columbia 9/92-5/95
4200 Connecticut Avenue NW, Wash. DC 2008

Sociology B.A.

- Group Dynamics/Social Behavior
- Study of Conflict Resolution

Training

Conflict Management Training
Depart of Justice/ 40 hours Certified Training

Mediation Training
80 Hours Maryland Certified Training in Conflict Mediation

Parent Assisting Teachers Volunteer
8 Hour Prince George's County, Maryland Public School Training for Parent Volunteers

Awards/Affiliations

- Outstanding Community Service Participation Award in 2005 from J.O. Wilson Elementary School
- Founder of Brothers United Inc., Not for Profit Organization Servicing the Washington DC Area.
- Member of the Maryland, Virginia and Washington, DC Boxing and Wrestling Commissions

References

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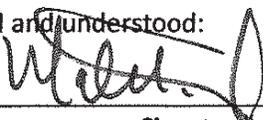
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Read and understood:



Signature

Malik Waleed 11-18-12

Printed Name and Date

November 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Mr. Jones:

I am writing to express my commitment to serve on the Founding Group of Nexus Academy of DC Public Charter School. I am in full support of the Nexus Academy mission and believe in the capacity of our Founding Group to help the school fulfill this critical mission on behalf of the youth of Washington, DC.

I bring to the Founding Group very direct experience in serving young people in the District of Columbia, both as a probation officer for many years and as founder of Brothers United, a community-based not-for-profit organization focused on youth development and support. Through my current professional focus on real estate investment and management, I also bring significant DC real estate expertise to the Nexus Academy effort.

I am also a DC native who has seen the District go through many changes in the opportunities it offers its youth. I am honored to have an opportunity to give back as a Founding Group member serving the students and families of Nexus Academy of DC.

Sincerely,



Malik Waleed
Founding Group Member
Nexus Academy of DC

STEPHANIE L. HEISHMAN

QUALIFICATIONS

- Over 11 years experience managing philanthropic marketing and fundraising campaigns, including: development, donor stewardship, direct mail, social media, tradeshow marketing, public relations, grant writing, editing, research and analysis, combined federal campaign, outreach, media relations, and events.
- Unique ability to keep pulse on the reason behind fundraising efforts and share in a personable, relatable way the human interest story that gets the press (and ultimately donors) interested.
- Rare understanding of the relationship between marketing and fundraising from multiple perspectives; having worked closely with non-profit donors and board members, overseen a variety of vendors such as creative agencies and web consultants; launched social media efforts and stewarded relationships with community leaders, high profile donors and media.

PROFESSIONAL EXPERIENCE

SOCIETY FOR SCIENCE & THE PUBLIC (SSP), Washington, DC (August 2011 – Present)

Senior Manager, Development

- Grow and develop institutional and individual funding base for 93 year-old non-profit that publishes *Science News* magazine, and administers three annual, prominent science education competitions.
- Manage direct mail, grant writing, philanthropic PR, major donors, prospect research, email fundraising, new strategic partnerships, and build relationships with donors, alumni, foundations and corporations.
- Started donor/member renewal program (direct mail + email).
- Position SSP as attractive investment to institutions and companies; raised \$140,000 to allow local students to attend the Intel International Science and Engineering Fair (Intel ISEF) in Pittsburgh, May 2011.
- Responsible for recruiting more than 40 academic, business and nonprofit exhibitors for the Intel ISEF Expo Hall; handled all planning, vendor communications, and onsite logistics management of Expo Hall.
- Raised \$4,000 from 101 donors in 24 hours on SSP's first-ever *Give to Max Day* campaign (2011); more than doubled that in 2012 with SSP's own *Give to Science Day* to over \$10,000 from 248 donors.
- Brought end-of-year direct mail fundraising cost per piece down from \$1.24 (2010) to \$0.24 in (2011); generated more than \$50,000 from 300 new donors.

THE NATURE CONSERVANCY, Arlington, VA (March 2010 – August 2011)

Manager, Appeals & Upgrading

- Led creative strategy meetings, edited copy and collaborated with digital marketing and communications.
- Produced 14 appeal campaigns yielding 6 million pieces annually; used multi-channel marketing (direct mail being the dominant) to increase contributions from all >\$1,000 donors/members to generate annual net revenue of \$8.1 million.
- Proactively researched new fundraising ideas and innovations; pitched new creative design which increased response rate by 2%.
- Tracked all program expenses within \$2.3M budget for international, environmental non-profit and worked with senior management to evaluate return on investment.

AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE (ABCTE), Washington, DC (Feb. 2009 – Feb. 2010)

Director of Development & Fundraising

- Increased young non-profit's visibility among donor prospect pool through networking events, monthly *Teacher Excellence Update* news email and introduction calls.
- Pitched idea, then wrote first-ever quarterly *President's Update* report sent to 200+ stakeholders.
- Built and cultivated new relationships resulting in new grants. Reignited and developed new partnerships with portfolio of more than 100 private foundation leaders, organizations, and individual donors; increased board member contributions by 75%.

CENTER OF CONCERN (COC), Washington, DC (January 2008 – January 2009)

Director of Development

- Jump-started fatigued fundraising program for 30 year old Catholic-based non-profit; modified processes, set priorities, recognized long-time donors, wrote new web copy and synched all online and print communications
- Copywriter for Donate Online web page and frequent contributor to organization blog.
- Launched social media cause marketing that raised an unexpected \$400 from first 80 fans that joined Facebook; created inaugural monthly e-newsletter to build more effective donor communication.
- Coordinated new logo and message branding organization launch at national convention, within three weeks, and on a budget of less than \$5,000; placed print and online ads; developed all marketing collateral which resulted in hundreds of new donor leads, including a \$5,000 gift.
- Managed \$3.37 million Partner's Campaign outreach and pledge renewals.

SILVER MARKETING, Bethesda, MD (June 2007 – January 2008)

Account Executive

- Managed multi-million dollar fundraising, acquisition and retention campaigns from creative strategy to production for clients that include: *Washington Post*, *National Space Society*, and *Blue Cross Blue Shield*.
- Led creative meetings; balanced client requests and budget to produce revenue-generating collateral.
- Collaborated with web consultant to design all email subscription promotions for *Washington Post* online.
- Rented and managed hundreds of list buys, and prepared ROI reports to determine list success.

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, Bethesda, MD (November 2004 – June 2007)

Marketing Specialist

- Wrote, edited, and produced print and electronic advertising for national allied health association's membership, scholarly journal, website, products and services.
- Promoted and coordinated Occupational Therapy Month (OT Month), profession's annual recognition month; encouraged OT professionals to create events, press releases and other promotions; led legislative outreach activities and met \$155,000 net revenue goal through sales and ad exposure.
- Captained recruitment and retention efforts to 60,000+ members and non-members. Held monthly cross-departmental meetings to keep call center updated and act on any trends that would affect marketing.

THE CENTER FOR EDUCATION REFORM, Washington, DC (June 2001 – October 2004)

Associate Director of Development, Executive Assistant, Donor Relations, Member Services Coordinator

- Launched formal development program for national education non-profit.
- Wrote talking points for donor and press calls; point-person for all executive office communications; wrote and edited *Monthly Letter to Friends*; built relationships with donors, media and national advocacy partners.
- Managed all marketing and development for major galas and conferences; secured 30 sponsors and more than \$250,000 in corporate and major gifts.
- Planned press briefings, secured speakers; organized volunteer rallies and led awareness campaign for scholarships for low-income children.
- Generated \$25,000 in revenue from lapsed donors; secured grant of \$1.8 million, which supported outreach to more than 200,000 parents in Florida, Georgia, South Carolina and North Carolina.

PUBLIC SPEAKING/PUBLISHED WORK/MEDIA and AWARDS

- Presenter, Proposal Writing 101: DC Nonprofit Leadership Series (*January 2012*)
- Presenter, Center for Educational Performance & Accountability 2009 Florida Tax Watch Meeting & Gala
- *Momentum Marketing Award*, Nature Conservancy (*November 2010, December 2010*)
- Contributor, *Washington Parent Magazine*, "Nanny Network 101: Finding a Summer Babysitter" (*May 2006*)
- Guest, *NBC News 4* "Summer Nanny segment", Washington, DC (*June 2006*)

EDUCATION

LUTHER COLLEGE, Decorah, IA, May 2001, Bachelor of Arts, Communication

PROFESSIONAL ACTIVITIES:

- Team Leader, *Great Strides Walk for Cystic Fibrosis* (*May 2011, May 2010, May 2011, May 2012*)
- Member, Board of Directors, Direct Marketing Association of Washington (*October 2006 – October 2008*)

NEXUS ACADEMY OF DC
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Read and understood:


Signature

Stephanie L. Heishman 11/18/12
Printed Name and Date

November 2012

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Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

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I come to Nexus Academy of DC with important early experience on school change and charter school issues at the Center for Education Reform, which provided me with important insights into the DC charter landscape. My greatest contribution to the Nexus Founding group, however, is my extensive experience in fundraising, grant-writing, and non-profit marketing. Over the past decade I have learned well both the high-level strategic and pure "nuts and bolts" aspects of such development work. My expert guidance will help Nexus Academy of DC make the most of its efforts in this area.

I am truly looking forward to collaborating with my fellow founders and our partners to bring Nexus Academy of DC to successful fruition.

Sincerely,



Stephanie L. Heishman
Founding Group Member
Nexus Academy of DC

Jodie Pozo-Olano

Executive Profile

Marketing and public affairs executive with 15 years of experience managing strategic communications programs in the education, telecommunications and community service sectors. Seasoned public policy advocate with experience, knowledge and the skills to use advocacy, strategic communications and grassroots outreach to influence public policy decisions. Experienced facilitator of public-private and B2B partnerships.

Core Competencies & Professional Accomplishments

- Marketing & Communication** Develop and implement targeted marketing communication campaigns to support business or organizational goals. Manage marketing and media campaigns that result in increased awareness among customers and stories in traditional and non-traditional outlets. Significant accomplishments include: Successful thought-leadership and media campaign to support rebranding initiative for Promethean; National awareness campaign for Florida Virtual School that positioned them as the top K-12 virtual education program in U.S.; Launch campaigns for two national K12 education associations – the North American Council for Online Learning (NACOL) and State Education Technology Directors Association (SETDA); Developed strategic marketing communications plan for NBC Learn, the education initiative for NBC News.
- Public Policy** Create strategies on how to influence decision-makers and changes to public policy. Set-up policy briefings with decision-makers and developed promotional efforts to distribute industry white papers. Organized discussion forums to support programs, services or initiatives. Significant accomplishments include: Implemented the Universal Service Fund for Schools and Libraries (commonly referred to as the E-rate); Contributor to the 1996, 2000 and 2004 National Education Technology Plans; Opposition to merger between Univision and Hispanic Broadcasting Corporation.
- Partnerships** Facilitate the development of public-private partnerships to help organizations advance vision or strategic missions. Significant accomplishments include: Managed association partnership for Promethean North America; Established partnership between Association of Education Services Agencies and Catapult Learning that resulted in \$5million U.S. Department of Education grant.

Professional Experience

Promethean (LSW: PRW)

Publicly traded, global education company.

VP, Global Communications, Present

VP, Public Relations for North America, 2010 - 2011

Drive company strategic communications strategy to influence and inform both internal and external audiences and to support overall business and marketing objectives. Design content-focused marketing communications activities to support lead-generating marketing campaigns. Create and executive media relations plan to support new business partners and industry alliances. Supported global thought-leadership programs and led Speaker's Bureau efforts for the North American market. Develop processes and procedures to manage corporate communications activities and to support global reseller network. Design and deliver trainings to improve communication skills for colleagues across the company.

Sequoia Public Relations

Boutique, public relations practice.

President, 2001 – 2010

Managed all aspect of Sequoia PR, a boutique, virtual public relations practice specializing in developing customized strategic communication programs for education, technology and community service organizations and companies. Responsible for driving business development, developing strategic direction for key clients, overseeing project teams and managing the day-to-day operational duties of the firm.

Project Tomorrow (formerly NetDay)

Education non-profit organization serving school districts; Known for starting school wiring movement.

Director, Outreach and Communications, 2000 - 2002

Created rebranding campaign that shifted the organization's image and resulted in federal grants, new partnerships and positive news coverage. Rebranding campaign delivered updated web site, marketing collateral and meetings with more than 30 national education policy advocates. Created national re-branding initiative that leverage annual survey results to drive fundraising, influence public policy and generate news coverage.

Universal Service Administrative Company

Non-for-profit organization responsible for administering the Schools and Libraries Fund for Universal Service

Deputy Director, Outreach and Communications, 1998 - 2000

Built a communications and outreach strategy to launch the E-rate, a national program that delivers discounted telecommunication and technology services to all school and libraries, that resulted in thousands of news stories and an abundance of interest from applicants and a waiting list for E-rate discounts. Oversaw all press opportunities and developed a coordinated communications strategy with national policy advocates from education associations to generate support media relations and legislative activities around the program.

Federal Communications Commission

Regulatory agency with oversight of the telecommunications industry

Communications Specialist, 1996 - 1997

Designed and managed day-to-day press operation for Chairman Reed Hundt, which included news coverage for Commission hearings and major speeches, inserting press statements in articles, securing editorial briefings and interviews. Participated in the Education Technology Task Force that offered insight from the education community during the writing of the Universal Service rules for the School and Libraries Fund; coordinated responses from national education associations on E-rate rulemaking.

U.S. Department of Commerce

Government agency promoting economic growth

Special Assistant, Secretary Public Policy Office, 1994 - 1996

Drafted memos, talking points and conducted research for speeches and opinions articles for the Secretary and other senior staff. Provided support to Policy Director at all major policy meetings on federal budget, economic development centers, and education and technology issues. Led an internal task force that dissolved a dispute on fishery issues and participated on Secretary Brown's international advance teams for trade missions.

Education

The George Washington University Graduate School of Political Management, M.A., Public Policy Management & Communications, Washington, DC, 2005

South Dakota State University, Bachelor of Science, Political Science, Brookings, South Dakota, 1993

Professional & Volunteer Activities

Member - NACOL Member

Member - Women in Government Relations

Member - Education Writers Association

Member – National Coalition for Technology in
Education and Training

Volunteer – C. Hunter Ritchie Elementary School

Volunteer – Fauquier County Soccer Club

Certification – Jonny G Spinning, 2006

Certification – Les Mills BodyFlow, 2009

NEXUS ACADEMY OF DC
Board Member Agreement Form

As a member of the Nexus Academy of DC Public Charter School Board of Trustees, I accept the responsibilities and duties set forth below.

Duties and Responsibilities of the Board:

1. Develop, understand and support the mission and vision of Nexus Academy of DC.
2. Periodically review the mission to ensure alignment with strategic plans and priorities regarding the school's finances, operations, and student outcomes.
3. Monitor the school's progress in fulfilling its strategic plans, priorities and goals.
4. Establish policies and procedures that maintain compliance with federal, state and local laws and support the school's mission.
5. In contracting with a partner management organization, choose carefully, establish a fair and clear contract, and provide diligent oversight of partner performance.
6. Collaborate with our management partner in selection, evaluation, and (if necessary) replacement of our School Leader.
7. Recruit future/additional Board members with an eye to ensuring our Board's diversity of necessary expertise but unity of vision in support of the school.
8. Provide oversight, through the Audit and Finance Committee, of the annual audit of the school's financial records.
9. Provide high-level strategy and support for any necessary fundraising.
10. Communicate with parents, students, and other stakeholders regarding the school's progress in fulfilling its mission.

Duties and Responsibilities of Individual Board Members:

1. Attend all Board meetings, and provide advance notice if ever unable to attend.
2. Actively participate on Board committees, providing committee leadership as needed.
3. Provide wisdom and guidance through interaction at Board meetings, offering alternative perspectives in deliberations and supporting the decisions of the Board.
4. Attend Board training events.
5. Maintain a favorable relationship with parents, students, volunteers, auditors, and external stakeholders and regulators.
6. Avoid or disclose any and all conflicts of interest, in keeping with the Board's Conflict of Interest policy.
7. Be capable of effectively communicating the mission and vision of the school.
8. Maintain a high level of ethical standing, in keeping with the Board's Code of Ethics.
9. Make decisions that are consistent with the mission, vision, goals, and objectives of the school.
10. Participate in the oversight of the Board's contracted education management partner.
11. Participate, to the extent requested, in selecting an outside auditing firm to conduct an external audit each year.
12. Monitor the school's academic, operational, and fiscal performance against agreed-upon goals.
13. Agree and adhere to Nexus Academy of DC's Articles of Incorporation and By-Laws.

Read and understood:


Signature

Jodie Pozo-Olano 11/18/2012
Printed Name and Date

November 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Mr. Jones:

I am writing to express my commitment to serve on the Founding Group of Nexus Academy of DC Public Charter School. I fully support the school's mission and am confident in the capacity of the Founding Group to carry out this mission in preparing the young people of DC to thrive in the world that awaits them.

As a longtime communications professional in the education technology industry, I bring unique skills and perspectives to Nexus Academy of DC. In addition to my expertise in public relations – which will be of great use as the school establishes itself – I have firsthand experience with start-ups, having helped launch the E-rate program and later a boutique public relations firm. I believe my background in ed tech will be very useful in ensuring that this unique blended learning school stays on pace with the latest best practices in the field. I also have extensive expertise in public policy, particularly federal policy relating to education and technology, which I will make available to our school's leadership. Finally, as mother of two soon-to-be high school students, I bring a parent's perspective to my Founding Group role as well.

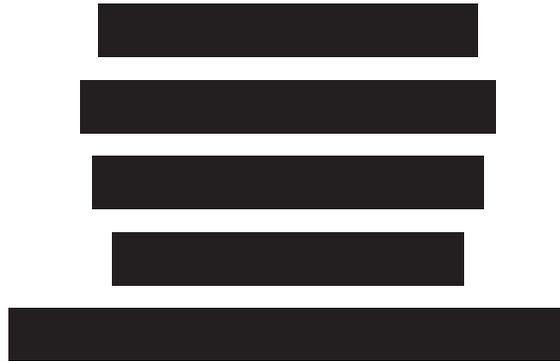
With this experience and my commitment to the mission of the school, I look forward to serving the students and families of Nexus Academy of DC.

Sincerely,



Jodie Pozo-Olano
Founding Group Member
Nexus Academy of DC

Sarah (Sally) P. Charendoff



Education

American University (Class of 2013)

Major: Psychology

Minor: Studio Art

Guilford College, North Carolina (Class of 2013)

Major: Psychology

Minors: Studio Art

Woodrow Wilson Sr. High School, Diploma, Washington DC
(2008-2009)

The Field School, Washington DC (2005-2007)

Extracurricular Activities

Outward Bound: Sierra Nevada Backpacking Expedition

(Summer 2011)

Intermediate Ballet, Jazz Dance: Spring 2011- Present
(American University)

Ballet, Modern: Fall 2010- Spring 2010 (Guilford College)

DC Dance Collective: Jazz, Hip Hop, Modern (2003-2005)

Parsons The New School for Design: Illustration (Summer 2006)

The Washington School of Ballet (2004-2006)

Botanical Water Color, Graphic Design, Cartooning (Summer 2005)

Employment

Iona Arts & Wellness Center (Present)

Job Title: Volunteer

Digitas (Digital Advertising Agency) (Summer 2012)

Job Title: Media Intern

Jake's Bar and Grille (Fall- Winter 2011)

Job Title: Server

Springhouse Assisted Living Retirement Community (Summer 2010)

Job Title: Programs Director

Job Description: Yoga, Exercise, Water Color, Bingo, Scrabble, Ballet Appreciation

**NEXUS ACADEMY OF DC
Board Member Agreement Form**

As a member of the Nexus Academy of DC Public Charter School Board of Trustees, I accept the responsibilities and duties set forth below.

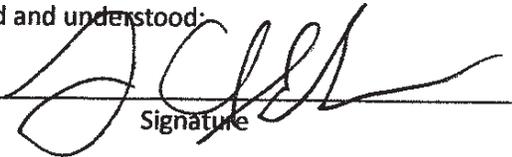
Duties and Responsibilities of the Board:

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4. Establish policies and procedures that maintain compliance with federal, state and local laws and support the school's mission.
5. In contracting with a partner management organization, choose carefully, establish a fair and clear contract, and provide diligent oversight of partner performance.
6. Collaborate with our management partner in selection, evaluation, and (if necessary) replacement of our School Leader.
7. Recruit future/additional Board members with an eye to ensuring our Board's diversity of necessary expertise but unity of vision in support of the school.
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10. Communicate with parents, students, and other stakeholders regarding the school's progress in fulfilling its mission.

Duties and Responsibilities of Individual Board Members:

1. Attend all Board meetings, and provide advance notice if ever unable to attend.
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7. Be capable of effectively communicating the mission and vision of the school.
8. Maintain a high level of ethical standing, in keeping with the Board's Code of Ethics.
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11. Participate, to the extent requested, in selecting an outside auditing firm to conduct an external audit each year.
12. Monitor the school's academic, operational, and fiscal performance against agreed-upon goals.
13. Agree and adhere to Nexus Academy of DC's Articles of Incorporation and By-Laws.

Read and understood:


Signature

Sally Charendoff 11/18/12
Printed Name and Date

November 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Mr. Jones:

I am writing to express my commitment to serve on the Founding Group of Nexus Academy of DC Public Charter School. I completely support the Nexus Academy mission and am honored to be part of a Founding Group that has the skills and drive needed to help the school fulfill its mission.

What I bring to the Founding Group is something that my fellow founders tell me is invaluable: the perspective and interests of someone near in age to the students that Nexus Academy will serve. I was born and raised in DC and attended public school here - and if Nexus Academy had been available then, I would have seriously considered it. Further, I have stayed on in DC to attend American University, so have a current student's-eye-view of what it means to be college-ready. There is no question that I can help the Founding Group and school staff to tailor the Nexus Academy program to the youth of DC.

In addition, my studies in psychology and the arts mean that I am developing a current body of knowledge about these disciplines from a young person's point of view. This will also be useful as the school develops its unique educational program. I look forward to working with my fellow founders to successfully launch Nexus Academy of DC.

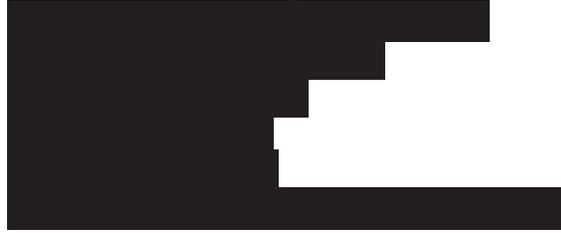
Sincerely,



Sally Charendoff
Founding Group Member
Nexus Academy of DC

CIRRICULUM VITE OF MICHAEL L. SMITH, ESQ.

Michael L. Smith, Esq.



EDUCATION:

The Catholic University of America, Columbus School of Law, J.D. May 1999
Longwood College - B.S. Government/History, May 1987

JURISDICTIONS LICENSE TO PRACTICE LAW:

State of Maryland 1999
District of Columbia 2000

JUDICIAL ADMISSIONS:

U.S. District Court for the District of Maryland 2000
U.S. District Court for the District of Columbia 2000
U.S. Court of Appeals for the 4th Circuit 2001
U.S. Court of Appeals for the District of Columbia 2004

PROFESIONAL AFFILIATIONS:

American Bar Association 1998
Maryland Bar Association 1999
Prince George's County Bar Association 2000
District of Columbia Bar Association 2001
Maryland Trial Lawyers Association 2001
District of Columbia Trial Lawyers Association 2002
Association of Trial Lawyers of America 2002
National Bar Association 2004

PRIOR WORK HISTORY:

Partner-Litigation Attorney – Smith, Graham & Crump, LLC, May 2006 – Present;
Partner-Litigation Attorney – Capitol Legal Group, LLP – January 2001-May 2006;
Solo Practitioner-Law Office of Michael Smith – December 1999 – January 2001
D.C. Superior Court, Washington, D.C. Judicial Intern, Honorable K. Christian 1997
Fairfax County Juvenile Court, Fairfax County, Virginia Probation Officer 1990 – 1999
Eckerd Youth Challenge Program, Indianhead, Maryland, Counselor/Supervisor 1987 –1990

NEXUS ACADEMY OF DC
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13. Agree and adhere to Nexus Academy of DC's Articles of Incorporation and By-Laws.

Read and understood:



Signature

 11-19-12

Printed Name and Date

November 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Mr. Jones:

I am writing to express my commitment to serve on the Founding Group of Nexus Academy of DC Public Charter School. I fully support the Nexus Academy mission and am confident of the capacity of the Founding Group (and ultimately, the Board of Trustees) to ensure that the school fulfills this mission.

The skill set I bring to the Founding Group is that of former juvenile probation officer and an attorney at a small firm specializing in civil practice, including special education actions. I see firsthand every day – in my offices, in court, and in our prisons - the consequences of not providing our young people with educational opportunity that meets their needs.

I am also a DC resident and a father. My oldest child, who is an outstanding student by any measure, just started high school. While I very much wanted her to choose a school in DC, she could not find one that fit her preferences and style of working. Even a top-quality, apparently innovative option like School Without Walls was too “high schoolish” for her. If Nexus Academy of DC were open today, I believe my daughter and high-performing students like her from across the city would seriously consider it.

I look forward to working with the Founding Group and the DC Public Charter School Board to make Nexus Academy a reality in Washington, DC.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael L. Smith". The signature is stylized and written over a faint, larger version of the same signature.

Michael L. Smith, Esq.
Founding Group Member
Nexus Academy of DC



Support
Staff

PROFESSIONAL EXPERIENCE

Chief Education Officer/Executive Vice President, Connections Academy, February 2002 to Present, Baltimore, MD

Connections Academy, LLC, which was incubated by Sylvan Ventures (the new enterprise development arm of what was then Sylvan Learning Systems), is an educational services company that delivers a complete public school offering for grades K – 12. Responsible for complete educational experience of students across the entire family of Connections Academy schools, determining the scope and sequence of the curriculum and selecting instructional resources. Manage the recruiting, hiring and supervision of all school staff and educational support personnel as well as the daily operations of the schools. Key architect of proprietary school/learning management system. Led acquisition and integration of technology curriculum provider K to the 8th Power. Co-founder of company and key contributor to building company from initial idea stage to 16 schools and 300,000 annual course enrollments.

Chief Education Officer, Education Networks of America, December 1999 to December 2001, Nashville, TN
Education Networks of America, Inc. is a provider of complete managed Internet access solutions to the education community. As the senior education industry specialist, responsibilities included designing the company's educational content delivery system for over one million users and developing appropriate education content and tool offerings through partnerships, affiliate agreements and acquisitions. Additionally, as a member of the CEO Strategy Team, contributed to overall strategic vision, revenue model, sales and marketing strategy and new product development. Completed "road-show" with the CEO, in which the company raised \$31.8 million in a private placement offering.

Manager, KPMG LLP, April 1998 to November 1999, Chicago, IL

Managed projects for state and local government clients in the areas of information technology planning and strategy, performance measurement, business process reengineering, performance audits and program evaluations. Managed projects with revenue of \$1 million and sold projects worth over \$1.6 million in FY'99. Participated in all aspects of the K-12 education practice leadership including new business development, marketing, recruiting and staffing and budgeting.

Chief Information Officer, School District of Philadelphia, August 1994 to June 1997, Philadelphia, PA

Directed the Office of Information Technology which encompassed all administrative and instructional information systems including: MIS; libraries; telecommunications; distance learning; training; educational technology; and records management. Restructured and consolidated the \$36 million, 215 person information technology division, creating annual operating budget savings of \$4.5 million. This effort involved: business process reengineering; customer support design; outsourcing; telecommunications contracting; Year 2000 solutions; project management; labor negotiations; application/platform migration; and wide-area network development.

Independent Consultant (Part-time while completing doctoral studies.), January 1992 to March 1998

The Community Builders; Foundations, Inc.; Southeast Delco School District; Points of Light Foundation; Enterprise Foundation

English Teacher, Ballou Senior High School, September 1989 to November 1991, Washington, D.C.

Taught five English classes each semester, advised Odyssey of the Mind team, coached wrestling team, and was selected for PEN/Faulkner's Writers in Schools Program.

Student Teacher, Madison Park High School, January to April 1989, Roxbury, MA

Taught English II (grade 10) and Honors English (grade 11), and two journalism classes that published the school newspaper, *Madison Times*.

Master Teacher/Teaching Fellow, Phillips Academy, September 1986 to September 1987, Andover, MA

Planned and taught Existentialism, The Big Questions, Law and Morality and Ethics. Supervised forty-student dormitory, counseled students and coached tennis, lacrosse, and wrestling.

EDUCATION

University of Pennsylvania, Philadelphia, PA

Ph.D. in Education, specialization in Policy and Administration. *Merit Fellow*. May 1999

Dissertation explored how K-12 school districts can ensure that their information technology investments will result in instructional and curricular innovation and increased operational efficiency.

Harvard University, Cambridge, MA

Master of Education, specialization in Teaching and Curriculum. June 1989

The University of Michigan, Ann Arbor, MI

Bachelor of Arts, major in Philosophy. Graduated with *Distinction*. June 1986

PUBLICATIONS AND PRESENTATIONS [Selected]

- Speaker, *Digital Materials in the Classroom K-12*, EBooks in Education Conference, 2005
- Presentation/Facilitation - Mid-Atlantic Regional Technology in Education Consortium State Officers Meeting, 2004
- Presentation – *Safeguarding the Wired Schoolhouse*, Consortium for School Networking national conference, 2001
- Presentations – Selected to present at the American Association of School Administrators and the National School Board Association national conferences in 2000
- Presentation – Student Achievement and Teacher Quality, National School Board Association’s Technology and Learning Conference, 1999
- Publication - Guttentag, S. (1999). *Organizing and Managing Information Technology to Support K-12 Education Reform*. Doctoral dissertation. Philadelphia, PA: University of Pennsylvania
- Publication - Guttentag, S. and Clark, S. (1999). *Data Warehousing for K-12 Education*. Converge Magazine.
- Presentation - *How to Improve the Quality of Teaching in Your District*, American Association of School Administrators National Conference, 1999
- Publication - Guttentag, S. and Eilers, S. (1997). *Roofs or Ram? Technology in Urban Schools*. Horizon Magazine
- Publication - Guttentag, S., Castelbuono, D. and Hornbeck, D. (1994). *The Children Achieving Action Design*, Philadelphia, PA
- Publication – Guttentag S., Holmes, D., Pearson, E. and Sisas, S. (1992). *Changing the Paradigm*

ADVISORY POSITIONS [Selected]

- Reviewer - Washington D.C. Charter School Board, 1999
- Member - Management and Productivity Steering Committee, Philadelphia, PA, 1996-97
- Commissioner - Mayoral Appointee, Commission on Telecommunications, Philadelphia, PA, 1996
- Member - School District of Philadelphia’s Capital Planning Committee, Philadelphia, PA, 1996
- Participant - School-Based Management Conference, Edmonton, Canada, 1996
- Chair - Committee on Year-Round Education, Philadelphia, PA, 1995-96
- Member - Leadership in Education Forum, Philadelphia, PA, 1993-94
- Member - SAGE School Reform Committee, Ballou High School, Washington, D.C., 1990-91

SUCCESSFUL GRANT APPLICATIONS [Selected]

- Pennsylvania Department of Education, \$4,500,000. *Link-to-Learn*, 1996. Collaborative with School District of Philadelphia staff.
- U.S. Department of Education, \$9,500,000. *Technology Challenge Grant*, 1995. Collaborative with School District of Philadelphia staff and external partners.
- IBM, \$2,500,000. *Reinventing Education Grant*, 1995. Collaborative with School District of Philadelphia staff.
- Annenberg Foundation, \$50,000,000. *Annenberg Challenge*, 1995. Collaborative with David Hornbeck, Superintendent; Diane Castelbuono, Policy Advisor; and Ralph Smith, Senior Advisor.
- ARCO Chemical Company, \$1,300,000. *Education Reform Grant*, 1993. Collaborative with Rhonda H. Lauer, Assistant Superintendent Southeast Delco School District

MICKEY (MARTHA J.) REVENAUGH

PROFESSIONAL MISSION

To provide dynamic education enterprise leadership through:

- Impassioned commitment to core mission.
- Wide-ranging and nuanced communications skills.
- Knack for motivating staff and maximizing resources.
- Persuasive public and media presence.
- Belief in building partnerships in which everyone wins.

EXPERIENCE

Connections Academy, Baltimore, MD

Co-Founder and Executive Vice President, August 2001-present. Founding management team member for leading provider of virtual public school curriculum, technology, and school management services (see www.connectionsacademy.com). Connections Academy provides a high-quality, highly effective K-12 virtual learning experience for tens of thousands of students nationwide who need an alternative to the traditional classroom. Direct responsibilities include legislative and governmental relations; business development, including development of supplementary, contract and charter school opportunities in key states; interaction with education leaders, policy-makers, the media and the public; overseeing grant-writing operations; and shaping the virtual school offering to meet local imperatives. Also serve on the Board for the International Association for K-12 Online Learning (iNACOL).

Mindsurf Networks, Baltimore, MD/McLean, VA

Vice President, Product Planning and Research, October 2000-August 2001. For a cutting-edge startup focused on mobile one-to-one computing for K-12 schools, provided education-focused strategy and oversaw both impact and market research. Played a major role in product definition and communication of value proposition to the market; helped identify key content partners and guide development of teacher-created content. Directed three major studies by independent research firms in Spring 2001. Wrote, edited, and shaped numerous marketing pieces including demo and video scripts, research summaries, and bylined articles, and represented the company to the media.

HiFusion, McLean, VA

Vice President for Education, December 1999-October 2000. As lead education strategist for K-12 Internet startup, defined online education features for students, teachers, and school leaders; developed partnerships with relevant content providers; created training materials for sales staff and end users; promoted the company mission through public appearances and authored articles; worked closely with technology, design, marketing, and sales teams to assure successful deployment of Internet service and tailored portals connecting school and home. Spearheaded development of HiFusionBlast universal broadcast messaging product and coordinated multi-site beta test.

Broadband Networks Inc., State College, PA

K-16 Director of Marketing, Sept.-Nov. 1999. Conceptualized, launched, and maintained first-ever end-user focused marketing campaign for interactive videoconferencing and distance learning company. Planned and implemented national advertising campaign, trade show schedule, direct marketing strategies, and public relations rollout involving extensive use of online media. Tripled school and district sales leads within three-month period.

Schools and Libraries Division/USAC, Washington, DC

Vice President for Outreach and Education, Dec. 1997-Aug. 1999. Spearheaded all communications operations for non-profit startup to implement \$2.25 billion annual "E-rate" program designed to connect every school and library in America to the Internet. Implemented hundreds of group presentations and satellite teleconferences nationwide. Created print and electronic information services for applicants, business partners, the media, and the public. Networked with state and national education organizations to amplify program impact. Facilitated work of national task force focusing on program's future.

Scholastic Inc., New York City

Editor in Chief, Instructor (1993-1997), Electronic Learning (1995-1997), and Middle Years (1993-1996) magazines. Oversaw the nation's leading professional magazines for elementary, middle school, and technology-using educators, with a combined circulation of more than 350,000. Launched and maintained magazine websites, and heightened publications' visibility through frequent media and conference appearances. Won awards for editorial excellence from EdPress and Folio in 1993-1996.

Editorial Director/Editor, Sponsored Educational Materials, 1990-1993. Conceptualized, developed, and implemented educational programs for kids on behalf of corporate partners such as AT&T, American Express, Fuji, and Proctor & Gamble.

Editor in Chief, America's Agenda, 1992-1993. Edited award winning thrice-yearly magazine on education reform delivered to an audience of 175,000 top opinion leaders in business, government, and education. Played a major role in the magazine's launch in 1990.

Editor in Chief, Teaching and Computers, 1987-1990. Produced groundbreaking monthly magazine for computer-using elementary teachers, with a circulation of 45,000. Received multiple EdPress awards for editorial excellence. Served as Senior Editor, 1986-1987.

Association on American Indian Affairs, New York City

Public Education and Indian Education Specialist, 1984-1986. For national non-profit Native American advocacy organization, produced member newsletter, annual report, and other publications; provided technical assistance to tribal representatives on education policy.

New Manhattan Review, New York City

News Editor, 1983-1987. Coordinated staff of reporters to provide news coverage for community newspaper of Lower Manhattan. Conceived, assigned, and edited news stories and features every biweekly issue; wrote six features per year.

City University of New York, New York

Editor, The CUNY Voice, 1983-1984. Produced professional monthly newspaper distributed to students in all City University campuses in the five boroughs of New York. Coverage included issues such as university financing, tuition, student rights, and cultural diversity. Developed a network of editors from all campus-based student newspapers.

Action for a Better Community, Rochester, NY

Program Developer, 1982-1983. For non-profit community action agency, developed grant proposals, assisted in project monitoring, and prepared a five-year plan for the total organization.

Director, Home Energy Assistance Program/Energy Crisis Intervention Program, 1981-1982. Oversaw financial assistance program to help families meet their energy needs. Conceptualized, scripted, and collaborated in production of award-winning television documentary, "Energy Costs and the Poor."

Rochester Patriot, Rochester, NY

Managing Editor, 1979-1981. Served as sole paid editorial staff for biweekly alternative newspaper specializing in investigative political, consumer, and environmental reporting, as well as lifestyle and feature coverage. Wrote, edited, and participated in design and production.

Freelance and Consulting

Writing, 1975-present. Articles have appeared in *Distance Learning, Threshold, Scholastic Administr@tor, Curriculum Administrator, Upgrade, Educational Leadership, Technology and Learning, THE Journal, Technology Planning & Management, eSchool News, BookTalk, PTA Today, New York Newsday, Smith Alumnae Quarterly, Upstate Magazine, Rochester Democrat & Chronicle, New Haven Advocate, New Haven Register.*

Public Relations/Marketing, 1996-present. Served as national spokesperson for Toshiba/National Science Teachers Association ExploraVision competition, making hundreds of radio and television appearances each year. Assisted singer/songwriter Wendy Wall and her Wildbird Records label in development of website and guerilla marketing campaign. Produced marketing materials for Grunwald Associates technology consultants. Provided marketing consultation for PBS TeacherLine.

Content Development/Project Management, 1997-present. Produced online and offline content for Microsoft Classroom Teacher Network (Productivity in the Classroom and New Teachers' Corner); Microsoft Encarta Lesson Collection; Gateway Computer consumer catalog; MCIWorldCom Foundation Marco Polo Project.

EDUCATION

Stern School of Business, New York University: MBA, May 2003.

Yale University: Bachelor of Arts in American Studies, 1979. Graduated Summa Cum Laude with Distinction in the Major. Elected to Phi Beta Kappa.

Smith College: 1975-1977. Major in American Studies. Dean's List, both years.

Coursework in creative writing and screenwriting, the New School University and The Writer's Voice, New York City.

Christine M. Hayes

OPERATIONS MANAGEMENT ■ K-12 STARTUP AND STRATEGIC INITIATIVES ■ PARTNERSHIP PROGRAMS

PROFILE

Solutions-driven **Administrator of Educational Programs** offering expertise in managing regional operations for leading provider of contracted instructional intervention, professional development, and educational support services. Accomplished in guiding staff, managing client relationships, and moving strategy into action to facilitate student learning, enhance literacy, and optimize academic achievement. Flexible and creative in identifying, evaluating, and responding to educational program needs of public, private, charter, and religious schools and districts in major urban settings that include Boston, Detroit, and New York City. Outstanding team-building talents complemented by aptitude for blending organizational, analytical, and problem-solving strengths. Credited, in all roles, with approachability, decisive leadership, engaging manner, and success in building strong and sustainable client partnerships. Available for travel. Proficiencies include:

- **Communication and Collaboration**
- **Project and Program Management**
- **Talent Acquisition/Optimization**
- **Team Building and Leadership**
- **Policy and Procedural Controls**
- **Analysis of Client Needs/Requirements**
- **Strategy and Goal Development**
- **Multimillion-Dollar Revenue Growth**
- **Management of Fiscal Activities**
- **Coaching, Mentoring, and Motivation**
- **Quality Management Oversight**
- **Common Core State Standards**
- **Compliance Laws and Regulations**
- **Performance Metrics and Analytics**
- **Training and Staff Development**
- **MS Office (Word, Excel, PowerPoint)**

SUMMARY OF CAREER PROGRESSION

Catapult Learning, LLC, Boston, MA (Corporate Office in Camden, NJ)	2008–Present
Director, Territory Operations Northeast	2011–Present
Regional Director, Public School Operations East	2010–2011
New England Regional Director	2008–2010
Education Station (a division of Knowledge Learning Corporation), Boston, MA	2003–2008
New England Regional Director	2005–2008
New England Area Manager	2004–2005
Providence Supervisor	2003–2004
Community Health Systems, New York, NY	2001–2003
Director of Operations – Early Intervention Program	
Global Sources Limited/Platinum Holdings, New York, NY	1999–2001
Human Resources Generalist	
New York City Department of Education	1998–1999
Art Teacher – PS/IS 298, Brooklyn, NY	
Stamford Public Schools, Stamford, CT	1996–1998
Art Teacher – Turn of River Middle School	

EDUCATION

- **M.S. in Art Education** – Southern Connecticut State University, New Haven, CT **1997**
Scholarship Awards – Recipient of Bessie Lee Gambrell Academic Scholarship (1995–1996)
- **B.A. in English**, Providence, RI **1991**

SELECTED ACCOMPLISHMENTS**DIRECTOR, TERRITORY OPERATIONS NORTHEAST – Catapult Learning**

- **Strategic Collaboration** – Teamed with Territory Vice President to skillfully manage entire Northeast region, comprised of 125 districts and valued at \$45 million in annual revenue, requiring expertise in operations administration, fiscal management, program quality, compliance, and CRM best practices.
- **Program Management** – Met challenge to concurrently manage large-scale student intervention programs, in addition to professional learning services/workshops designed for teachers and administrators in major urban markets. Promoted to assume full accountability for New England territory, School Nursing Services, Early Childhood, and New York City professional development programs, cumulatively valued at \$19 million. Record of meeting all compliance requirements for state-funded projects and Title I, II-A, and III programs.
- **Team Leadership** – Highly regarded for providing outstanding leadership and strategic guidance to staff of four regional directors with direct oversight of 11 supervisors and field staff comprised of 125 nurses, 75 teachers, 225 early childhood educators, and 75 professional development coaches.
- **Notable Projects** – Launched and led “New Jersey Restart,” a successful project initiative based on Mass Insight Education’s school turnaround model, that markedly improved student achievement in Catapult’s lowest-performing region.

REGIONAL DIRECTOR, PUBLIC SCHOOL OPERATIONS EAST – Catapult Learning

- **Operations Management** – Proficiently directed all public school business operations throughout Eastern United States territory and Detroit, demonstrating transparent leadership style, expertise in strategic planning and execution, enforcement of compliance standards and procedural controls, and effective management of eight direct reports and 350 employees.
- **Partnership Programs** – Oversaw all facets of 2010 Summer Academy for Detroit Public Schools, Catapult’s largest public partnership that provided support services to 3,300 students, resulting in as much as 10% improvement in performance in each subject and in every grade at 16 participating schools. Program success led to \$3.4 million in 2011 renewal business and recognition as 2010 National Team-of-the-Year.
- **Product Development** – Key contributor to “Learning Leap,” a six-week model summer program product that focused on academic instruction, cultural enrichment, and family involvement. Authored operations manual and facilitated companywide training in preparation of program launch.

NEW ENGLAND REGIONAL DIRECTOR – Catapult Learning

- **Startup Programs** – Hired to develop and manage Supplemental Educational Services (SES) programs in 20 public school districts across Massachusetts, Connecticut, and Rhode Island. During two-year tenure as New England Regional Director, grew revenue for SES regional startup from zero to \$2 million and led efforts to expand Title I non-public school business from zero to four dioceses (16 schools) and professional development services from zero to three dioceses.
- **Mergers and Acquisitions** – Following Catapult Learning’s acquisition of 21st Century Learning in 2008, assumed full responsibility for due diligence, oversight, compliance, quality management, and integration of a 14-school, non-public program in Boston, in addition to a four-school program based in Worcester, MA.

NEW ENGLAND REGIONAL DIRECTOR / NEW ENGLAND AREA MANAGER – Education Station

- **Regional Management** – Accelerated profitability and performance of \$4.1 million SES after-school tutoring programs throughout New England, earning a reputation for outstanding P&L management, skillful oversight of five direct reports and a regional management staff of 21, and innate ability to formulate viable solutions to business challenges.
- **Expansion Initiatives** – Shaped and implemented strategy to expand districts more than fourfold, leading to 200% increase in revenue over three years.
- **Award Recognition** – Recipient of “Startup Champion” (2004) and “Manager-of-the-Year” (2008) awards acknowledging service and leadership contributions.

KAREN E. ROPER



OVERVIEW: Dedicated and respected, education leader focused on implementing innovative instructional programs and accelerating student achievement. Over 16 years of experience in research-based curriculum, quality assurance processes, training design & delivery, teacher effectiveness, program operations, instructional design, remote management, and online learning.

PROFESSIONAL EXPERIENCE:

Senior Director of Instructional Product Development

Connections Education (Baltimore, MD)

03/2012 – Present

- Oversee product analysis, design, and development for blended learning programs
- Guide product implementation and evaluation
- Consult with stakeholders to develop product requirements and strategies to define product positioning and go-to market plans
- Collaborate with external partners to identify and analyze market opportunities and evaluate competitive offerings
- Communicate and collaborate with internal stakeholders including sales, marketing, product management, program management, and support teams to ensure products support business model and align with strategic goals
- Track and translate industry trends into opportunities for product profitability

Director of Curriculum and Product Development

Catapult Learning (Camden, NJ)

05/2008 – 03/2012

- Supervised the Curriculum Development Department and managed external contractors
- Developed, updated, and maintained Catapult Learning's proprietary instructional programs serving approximately 100,000 students in over 250 school districts nationwide
- Designed and developed custom products, training materials, and implementation guidelines based on school district and/or diocesan needs
- Developed and implemented research-based programs aligned to state and national standards as well as Common Core State Standards
- Developed all teacher training materials and quality assurance tools to ensure effective program implementation
- Contributed to proposals and SES applications to ensure accuracy of information and proper alignment of instructional programs
- Supported sales team through product training and participation in district-level meetings

Director of Curriculum

Education Station – Knowledge Learning Corp. (Littleton, CO)

06/2006 - 05/2008

- Supervised major company initiative to convert print-based middle school math program to an online platform using a combination of synchronous and asynchronous instruction. Responsibilities included: initial budget development and on-going budget management, supervising external content developers and copy editors, creating storyboards, reviewing and approving flash files and online lessons, designing teacher and student consoles, and customizing the online platform to meet all implementation and reporting requirements
- Developed & updated curricula to reflect current research and best practices
- Aligned curriculum to national and state standards
- Developed all teacher training materials

Director of Training Development and Curriculum Support

Education Station – Educate Inc. (Baltimore, MD)

11/2005 - 6/2006

- Developed both on-site and distance training modules for teachers delivering Education Station's reading and math intervention programs in public schools (primarily SES and Title I)
- Supervised the initial rollout and ongoing implementation of online training for teachers and program managers using a Learning Management System (LMS)
- Worked closely with Director of IT to monitor and refine the quality assurance process to capture all training and performance data and address emerging business needs
- Supported curriculum development initiatives

Director of Education Quality

Sylvan Education Solutions - Catapult Learning (Baltimore, MD)

1/1998 - 11/2005

- Managed, trained, and supervised a team of 12 trainers located across the country
- Developed and monitored quality assurance processes to evaluate student progress and teacher effectiveness
- Worked with school administrators and district personnel to design and deliver staff workshops

Midwest Regional Education Quality Manager

Sylvan Education Solutions (Chicago, IL)

12/1995 - 12/1997

- Provided training and instructional support to learning centers in more than 25 public schools in Chicago, IL; Detroit, MI; and St. Louis, MO.
- Developed training materials and quality assurance metrics

Center Director / Corporate Trainer

Sylvan Learning Systems, Inc. (Baltimore, MD)

5/1993 - 11/1995

- Managed one of the first Sylvan Learning Centers located in a public school
- Conducted initial teacher training for Sylvan's first 20 in-school learning centers

Substitute Teacher, Elementary Level

Lower Merion School District (Ardmore, PA)

01/1993 - 04/1993

First Grade Teacher

The Good Hope School (Saint Croix, U.S. Virgin Islands)

09/1991 - 12/1992

EDUCATION:

Master of Science, Elementary Education, St. Joseph's University (Philadelphia, PA) 05/1991

Bachelor of Arts, Communications/German, Albright College (Reading, PA) 05/1989

HONORS & AWARDS:

- President's Award (Catapult Learning, 2012)
- President's Award (Catapult Learning, 2002)
- Gumby Award (Catapult Learning, 2001)
- Educator Excellence Award (Sylvan Learning Systems, 1999)
- Golden Attitude Award (Sylvan Learning Systems, 1997)

PROFESSIONAL MEMBERSHIPS:

- Association for Supervision and Curriculum Development (ASCD)
- International Reading Association (IRA)
- National Council of Teachers of English (NCTE)

Charles A. Roberts

DIRECTOR, MANAGER, AND PLANNER

PROFESSIONAL SUMMARY

Results oriented senior-level director with over 15 years' experience managing large, complex projects involving the planning, organizing, staffing, directing, coordinating, and budgeting of multiple project support staff. Skilled reporting to all stakeholders, advisory boards, and board directors. Extensive successful experience working within public, private, and academic environments. Self-motivated and self-driven, yet team oriented and focused on strategic objectives. Works collaboratively with operations and maintenance personnel, subcontractors, and vendors. Able to think critically and process information conceptually. Fiscally responsible and professionally accountable.

CORE COMPETENCIES

- Strategic Planning and Leadership
- Project Planning & Execution
- Organizational Development
- Oral and Written Communication
- Problem Solving
- Decision Making
- MS Office Suite
- Proficient in AutoCAD Drafting
- Proficient in Project Scheduling
- Data Analysis and Interpretation

EXPERIENCE

9/2011 – Present Building for Children, Inc., Hampton, VA
Chairman (Part Time)

Chairman of the Board of a nonprofit organization dedicated to providing programming, planning, management, and charitable financing for construction projects in disadvantaged school districts in need of major capital improvements. Responsibilities include fundraising, social media marketing, data analysis, contract negotiations and execution, voting, and directing board meetings. All projects are required to be sustainable, with all new construction required to meet LEED® for Schools criteria.

8/2006 – 7/2011 Hampton City Public Schools, Hampton, VA
Director of Facilities Planning and Construction
Asst. Director of Operations and Maintenance

Directed all capital expenditures, all new construction, and all major facility renovations. Successfully directed the planning, design, development, construction, and alteration of physical facilities and real estate.

- Directed over \$95 Million of capital and school improvement projects.
- Planned, programmed, executed and directed the completion of two concurrent \$45 Million LEED® Certified school construction projects.
- Identified and tracked problems and proactively coordinated solutions.
- Assumed budget responsibility.
- Supervised a staff of 5 managers with over 40 employees, including a night shift and emergency personnel.
- Oversaw special projects in real estate, capital construction and renovations, and maintenance as assigned.

12/2000 – 5/2006 Old Dominion University, Norfolk, VA
Project Manager for Design Development and Construction

Managed the planning, programming, and budgeting of construction projects in accordance with State regulations totaling over \$80 Million.

- Successfully completed a \$16 Million engineering and research facility that received the first LEED® Certification for higher education in VA.
- Successfully completed a \$14 Million renovation and addition project that was featured in College Planning and Management magazine.
- Managed the planning and design of over \$42 Million of miscellaneous new construction projects throughout the campus.
- Reviewed designs, technical specifications, shop drawings, payment requisitions, and budgets.
- Identified problems and successfully coordinated solutions, saving taxpayer dollars.

9/1999 - 11/2000 Centennial Contractors, Inc., Vienna, VA
Project Manager

Managed new construction and renovation projects at Langley AFB under Simplified Acquisition of Base Engineering Requirements (SABER) regulations.

- Managed over \$1 Million in various projects around the base.
- Successfully completed multiple simultaneous projects from initial site visit to final inspection and occupancy.
- Developed drawings, job cost analyses, and budgets.
- Oversaw multiple project superintendents.
- Prepared line-item estimates for bidding and budgeting projects.

9/1997 - 9/1999 Curtex Construction, Inc., Norfolk, VA
Project Manager / Quality Control Manager

Managed estimating, bidding, purchasing, scheduling, and administration of construction projects. Quality control manager and acting superintendent for Army Corps. of Engineers' projects at Langley AFB.

- Successfully implemented government regulated quality control program for \$5.6 Million project.
- Administered testing / inspection programs per government procedures and mandates.
- Identified problems and successfully coordinated solutions, saving taxpayer dollars.

9/1996 - 9/1997 Blake Construction, Inc., Washington, DC
Assistant Project Manager

Assisted in the coordination, planning, scheduling, and administration of construction projects. Assisted in the administration of all subcontracts.

- VA Medical Center, Hampton, VA (\$25,000,000).
- Successfully negotiated change orders.
- Assisted with budget, project purchasing, and start-up.
- Liaison between VA hospital and company.

7/1994 - 9/1996 Centex Construction, Inc., Fairfax, VA
Office Engineer / Project Engineer

Entry-level engineer. Administered shop drawings, submittals, purchases, blueprints, and labor cost reports. Expedited materials, assisted in the review of change orders.

- Womack Army Medical Center, Ft. Bragg, NC (\$190,000,000)
- Successfully drafted concrete shop drawings and topographies.
- Coordinated shop drawings and maintained as-built drawings.
- Participated in value engineering studies.

EDUCATION

Ph.D. Doctor of Philosophy
Old Dominion University, Norfolk, Virginia
Concentration: Educational Leadership and Counseling

Dissertation Title: Using Longitudinal Patterns of Per-Pupil Instructional and Capital Construction Expenditures, Socioeconomic Status, and Past Performance in Predicting Student Achievement.

M.E.M Master of Engineering Management
Old Dominion University, Norfolk, Virginia
Concentration: Systems, Project Management, Business & Finance

M.P.A Master of Public Administration
Old Dominion University, Norfolk, Virginia
Concentration: Public Management, Organizational Behavior

B.S. Bachelor of Science, Cum Laude
Hampton University, Hampton, Virginia
Major: Construction Management and Technology
Minor: Business Management

OTHER

September 2011 Chairman, Building for Children, Inc.
July 2010 Vice Chairman, Hampton Parking Authority
January 2008 Appointed to the Hampton Parking Authority by the Mayor and City Council.
January 2007 Appointed to the Board of Directors for the Marching Elites, Inc.

Shawn M. Soltz, C.P.A.



Email: ssoltz@connectionseducation.com

Experience:

12/2009- Present

Connections Education

Senior Manager- Charter School Financial Services

- Provide accounting and financial/legislative audit support services for schools reporting under not for profit and governmental GAAP.
- Monitor federal/state accounting and regulatory requirements unique to various states to ensure school compliance.
- Develop internal control design and provide support for the implementation of school financial processes and procedures.
- Assist with financial forecasting and cash management functions performed by the schools.
- Prepare financial reports and disclosures to meet the reporting needs of multiple schools in various states.
- Provide training sessions to school management to increase their awareness of financial and compliance matters unique to their school.

12/2006 – 12/2009

McGladrey & Pullen, LLP, Timonium, MD

Supervisor – Audit and Assurance Services

- Supervise all stages of an audit including engagement planning, risk assessment through the application of the COSO framework of internal controls, and the performance of further audit procedures under a risk based auditing approach.
- Prepare full disclosure consolidated financial statements for multiple entity structures including complex equity structure entities and multiple subsidiary operating entities.
- Perform attest services within multiple commercial industries including real estate entities, private equity groups, healthcare, and manufacturing and distribution companies with reportable assets of \$50 million to \$2.5 billion.
- Perform attest services for large not for profit organizations including prestigious charitable organizations, schools, local symphonies, and government assistance programs.
- Maintain yellow book certification for the performance of procedures in accordance with Circular A-133.
- Document the design and effectiveness of internal controls for attest and consulting engagements.
- Designated as a software support specialist for firm audit and data extraction software within our economic unit.
- Honorary member of Breakthrough Leadership Academy, a firm-wide program established to develop critical thinking and leadership skills for a select group of employees.

**10/2004 – 12/2006 Handwerger, Cardegna, Funkhouser, & Lurman P.A.,
Baltimore, MD**

Staff Accountant

- Performed and applied auditing procedures for non profit entities including, HUD programs, schools, religious institutions, real estate entities, and various for profit entities.
- Prepared personal, partnership, and corporate tax returns operating in multiple industries and 990 tax returns for non profit organizations.
- Performed month end accounting and consulting services for a designated client base with responsibilities including preparation of monthly reconciliations of major accounts, month end journal entries, and required tax and payroll filings.

04/2004 -10/2004

Holly Garland Design, LLC Baltimore, MD

Temporary Comptroller

- Prepared monthly financial reports to provide to management.
- Maintained full charge of accounts payable module, accounts receivable and billings, and reconciliation of significant accounts.
- Communicated with external accountant financial information needed for the preparation of company tax returns and annual financial reports.
-

Education/Certification: [Cumulative GPA - 3.6]

December 2009 **Certified Public Accountant** – Obtained licensing
09/2003 – 12/2006 **Community College of Baltimore County**, Baltimore, MD
Completion of coursework required for CPA.
Spring 2004 **Ner Israel College**, Baltimore, MD
Bachelors of Theological Law

Computer Skills/Training/Affiliations:

- Proficient with Microsoft Office suite, Caseware, IDEA data extraction software, Go Systems Audit, Great Plains, FRx, BNA Fixed Asset, QuickBooks, Lotus Notes, Prosystems Tax, and Ultra Tax. Advanced Excel skills.
- Completed Dale Carnegie's 12 week Public Speaking Training Course.
- Member of the American Institute of Certified Public Accountants and Maryland Association of Certified Public Accountants.

Connections Staff	Specific Role in Support of School	Contact Information
Mickey Revenaugh Executive Vice President, Connections Learning (also EVP of Connections Education)	Relationship Manager – responsible for maintaining overall relationship between School and Connections, including high-level relationship with Authorizer; also lead on development of blended learning model.	
Steven Guttentag Chief Education Officer, Connections Education and President, Connections Learning	Top-level responsibility for Nexus Academy network and all other new business developments	
Karen Roper Senior Director of Instructional Development	Develops and refines Nexus Academy curriculum and instructional model; Nexus teacher training lead	
Dr. Pat Hoge Chief Academic Officer	Oversees all curriculum development and quality for all of Connections (including effectiveness tracking and continuous improvement) as well as instructional development and educational quality; also oversees School Management team, including supervisor of Nexus Academy principals	
Ted Ochs Chief Financial Officer Chief Operating Officer	Oversees all Finance and Operations functions – see details of staff below.	
Josh Solomon Director of Charter School Business Services	Develops initial charter budget (before handing off to Charter School Finance) Supervises team that works directly with charter and Board Treasurer on managing budget, including monthly and other periodic reports; will designate one staff accountant to be school lead. Also provides day-to-day supervision of Board Relations team – see below.	

Connections Staff	Specific Role in Support of School	Contact Information
Heather Woodward Senior Manager of Board Relations	Provides direct support to School Board in meeting postings, board packages, training, open meetings compliance, etc.	
Annie Middlestadt Director of Human Resources	Oversees all HR administration functions on behalf of the School Board – including position postings, candidate screenings, background checks, benefits administration.	
Robert Pouliot Vice President for Operations (Facility & Supply Chain)	Leads team responsible for finding, securing, prepping and maintaining facility. Also oversees ordering and delivery of all physical curriculum materials and all computer hardware/software for school.	
Marco Morales Director of Facilities & Safety	Day-to-day responsibility for facility support.	
Betty Minette Director of Enrollment	Leads team that provides all student enrollment services to the school, including intake, verification of student records, enrollment communications and lottery.	
Marcie Zisow Director of Instruction	Oversees ongoing teacher and staff professional development.	
Elizabeth Zoltan Senior Director of School Support	Facilitates professional learning community and communication among school staffs.	
Marjorie Rofel Senior Director of Student Services	Provides planning, support, and training for school Special Education and counseling services.	
Marc Guerrasio Chief Technology Officer	Oversees Connexus platform development, functionality and continuous improvement for all of	

Connections Staff	Specific Role in Support of School	Contact Information
	<p>Connections – including development of custom reports and SIS integration and management (see staff below)</p> <p>Also supervises MIS/school internal networking and communications (see staff below).</p>	
<p>Scott Killough Executive Director of Data & SIS Integration</p>	<p>Facilitation of Connexus integration with district/state SIS; data reporting, school staff data assistance, and development of custom data reports.</p>	
<p>Lonnie Paschall Director of MIS</p>	<p>Network infrastructure for school to ensure optimum Internet access for students and staff as well as telephony and other communications.</p>	
<p>Michael Wilmeth Director of Marketing – Connections Learning</p>	<p>Overall support of school in development of school website and outreach/recruitment of students.</p>	
<p>Claudia Burns and Neil Smith, Quality Assurance/New School Launch Project Management</p>	<p>Initiate and coordinate multi-department launch process for new charter schools.</p>	



SECTION G

**Conflict of
Interest
Forms**

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you, your spouse, or any member of your family have any contractual agreements with the proposed charter school?
Yes__ No
2. Do you, your spouse, or any member of your family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes__ No
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes__ No
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes__ No
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes__ No
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes__ No
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes__ No
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes__ No
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes__ No
10. Do you currently serve as a member of the board of any public charter school? Yes__ No
11. Do you currently serve as a public official? Yes__ No
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes__ No
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes__ No

Signature 	FOUNDING GROUP MEMBER Title
NEXUS ACADEMY OF DC Applicant Organization	9/29/12 Date Submitted

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

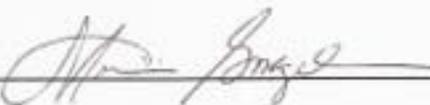
1. Do or will you, your spouse, or any member of your family have any contractual agreements with the proposed charter school?
Yes__ No_
2. Do you, your spouse, or any member of your family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes__ No_
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes__ No_
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes__ No_
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes__ No_
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes__ No_
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes__ No_
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes__ No_
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes__ No_
10. Do you currently serve as a member of the board of any public charter school? Yes__ No_
11. Do you currently serve as a public official? Yes__ No_
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes__ No_
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes__ No_

Signature <i>Stephanie A. Sharma</i>	Title <i>Senior Development Manager</i>
Applicant Organization <i>Nexus Academy of DC</i>	Date Submitted <i>11/13/12</i>

Conflict of Interest Form
*(This form must be included in the application
 and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you, your spouse, or any member of your family have any contractual agreements with the proposed charter school?
 Yes No
2. Do you, your spouse, or any member of your family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes No
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school? Yes No
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? Yes No
7. Did you or your spouse provide any start up funds to the proposed charter school? Yes No
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes No
10. Do you currently serve as a member of the board of any public charter school? Yes No
11. Do you currently serve as a public official? Yes No
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes No
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes No

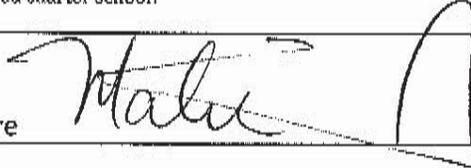
Signature 	Title <i>Founding Group Member</i>
Applicant Organization <i>Nexus Academy of DC</i>	Date Submitted <i>9/27/12</i>

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you, your spouse, or any member of your family have any contractual agreements with the proposed charter school?
Yes__ No
2. Do you, your spouse, or any member of your family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes__ No
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes__ No
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7. Did you or your spouse provide any start up funds to the proposed charter school? Yes__ No
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7? Yes__ No
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes__ No
10. Do you currently serve as a member of the board of any public charter school? Yes__ No
11. Do you currently serve as a public official? Yes__ No
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes__ No
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes__ No

Signature 	Title Founding Group Member
Applicant Organization Nexus Academy of DC	Date Submitted 10/13/12

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you, your spouse, or any member of your family have any contractual agreements with the proposed charter school?
Yes__ No
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Signature <i>Kathy C. Harris</i>	Title
Applicant Organization <i>Nexus Academy</i>	Date Submitted <i>10/14/2014</i>

Conflict of Interest Form
*(This form must be included in the application
 and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

-
1. Do or will you, your spouse, or any member of your family have any contractual agreements with the proposed charter school?
 Yes ___ No
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 13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No

Signature <i>Julie E. R. OR</i>	GLOBAL DIRECTOR OF Title PUBLIC RELATIONS
PROMETHEAN Applicant Organization	9/29/12 Date Submitted

#4)

PROMETHUAN IS IN THE BUSINESS OF SELLING
ACTIV BOARDS & ACTIV TABLES. AS THE GLOBAL DIRECTOR
OF PUBLIC RELATIONS I DO NOT ACTIVELY SELL
PRODUCT TO SCHOOLS OR ADMINISTRATORS.

Conflict of Interest Form
(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you, your spouse, or any member of your family have any contractual agreements with the proposed charter school?
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13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No

Signature <i>Jackie Martin</i>	Title
Applicant Organization	Date Submitted

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes__ No

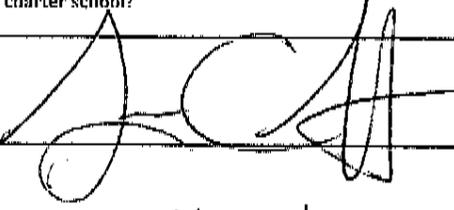
Signature 	Title <u>FOUNDING GROUP MEMBER</u>
Applicant Organization <u>NEXUS ACADEMY OF DC</u>	Date Submitted <u>9/30/12</u>

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee members.)

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes ___ No
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes ___ No

Signature 	Title Student
Applicant Organization Nexus Learning Academy Date Submitted 11/11/12	

Conflict of Interest Form
*(This form must be included in the application
and completed by all founding and Board of Trustee members.)*

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you, your spouse, or any member of your family have any contractual agreements with the proposed charter school?
Yes__ No
2. Do you, your spouse, or any member of your family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes__ No
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9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees? Yes__ No
10. Do you currently serve as a member of the board of any public charter school? Yes__ No
11. Do you currently serve as a public official? Yes__ No
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes__ No
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes__ No

Signature 	Title
Applicant Organization	11-19-2012 Date Submitted



SECTION H

Demographic Analysis

Nexus Academy of DC

Demographic Analysis Form

Name of Proposed School: Nexus Academy of DC

Proposed Location: Ward 2, Neighborhood Cluster 6 or 7 (or the portion of Cluster 8 in Ward 2)
 (Address or general location—NE, SW, NW, SE. *If no general location has been identified, provide information for top two options.*)

Projected Age Range and Number of Students Expected to Enroll:

a. In 2013-2014 From age/grade 9 to age/grade 12 Number of students 300 (Campus #1)

b. At Full Capacity From age/grade 9 to age/grade 12 Number of students 600 (incl. Campus #2)

1. Please provide the following information for schools that serve **the same age/grades** as you propose and are located in the neighborhood where you propose to establish your charter school:

Note: There are no other schools in this neighborhood that serve exactly the same age/grades as Nexus Academy; therefore we have highlighted schools that serve a portion of our grade range.

Name	Projected Enrollment/ Capacity 2011-2012 ¹	Actual Enrollment 2011-2012	Type ²	% Low Income	DCCAS Performance (% Proficient) SY 2011 ³	Percentage of Highly Qualified Teachers ³
BASIS DC PCS (Launched in 2012-13 with grades 5-8, will add 1 high school grade per year)	400 (2012-13)	400 (estimated)	Charter	N/A New School	N/A New School	N/A New School
School Without Walls (Grades 9-12)	500	527	DCPS (Specialty)	13%	98% Reading 98% Math	100%
Ellington School for the Arts (Grades 9-12)	500	517	DCPS (Specialty)	30%	74% Reading 58% Math	100%
Gonzaga College High School (Grades 9-12, boys only)	900	930	Private/ Parochial	35% financial aid	N/A	N/A

Nexus Academy of DC

Center City PCS – Shaw Campus (Grades PK-8)	237	221	Charter	88%	Middle School: 42% Reading 43% Math	100%
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2. Please check the **ONE** statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:

I will recruit exclusively in the neighborhood where I plan to locate my charter school.

I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods. _____

I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.)__

I will conduct a citywide recruitment effort for my school.

Rationale:

As an enticing downtown destination high school with a high-tech, challenging-but-supportive program, Nexus Academy of DC expects to attract a diverse population of students from throughout Washington, DC. Our prospective students may live in any of the city’s eight wards, so we will use a citywide recruitment strategy to inform them about the school.

3. Based on the information provided above, provide the following information:

- a. Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.

Nexus Academy of DC is well-positioned to compete with existing schools (charter, district, and private) because of its unique blended learning model and innovative school facility in a Ward with few charter options.

In competing for students, the features we will highlight are: small school with almost unlimited academic opportunities; half-day schedule for high school; open, tuition-free enrollment; high-tech, blended learning environment; dedicated Success Coaches; on-site fitness center with personal trainer; cool college-like campus downtown near major Metro hub.

In competing for teachers, we will stress the opportunity to personalize instruction for students in a high-tech environment with very generous planning time, excellent ongoing professional development, and competitive

Nexus Academy of DC

salary/benefits.

Because our facility requirements are so different – we need open space in an office building, not a traditional school facility – we do not anticipate having to compete with other schools on this front.

- b. Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically, explain if students will be recruited from the area where you intend to locate or where the school will initially be located, and the short--- and long---term impact of such a strategy.

If Nexus Academy must initially locate in an area other than Ward 2/Downtown, our priority will be to find another open-floorplan, non-traditional space (office, former retail, or former manufacturing) with easy access to the Metro or other mass transit. Such facilities are readily available in DC. Our recruitment strategy will remain citywide regardless of initial location.

- c. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.

Our intended location is in an area of the city – Ward 2 – not currently broadly served by charter schools. Only a small handful of charters are situated in this area, and none of them currently serve the entire grade range offered by Nexus Academy, thus opening the opportunity for discussions re collaboration and articulation. The primary charter competitor will be BASIS DC, whose model and philosophy are very different. We believe we can distinguish Nexus sufficiently to secure the modest enrollment (300 students for all of grades 9-12) we seek.



SECTION I

Required Documents

Articles of Incorporation

By-Laws

Board Officer Job Descriptions/
Performance Expectations

Code of Ethics

School Handbook (Discipline Policy)

Draft Management Agreement

Financial Audits

Annual Report Excerpt

Experience Operator Performance Data

Letters of Support



**Articles of
Incorporation**

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code have been complied with and accordingly, this ***CERTIFICATE OF INCORPORATION*** is hereby issued to:

Nexus Academy of DC Public Charter School, Inc.

Effective Date: 9/20/2012

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 9/20/2012 12:06 PM

Business and Professional Licensing Administration



PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: Zimy7Kxq



DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government
Corporations Division

Articles of Incorporation of Domestic Nonprofit Corporation

One or more persons acting as the incorporator or incorporators under the provisions of the Title 29 of D.C. Code (Business Organizations Act) adopt the following Articles of Incorporation:

First: Corporation Name:

Nexus Academy of DC Public Charter School, Inc.

Second: The corporation will have members: No

Third: Registered Agent's name and address in the District Columbia:

CORPORATE SERVICES COMPANY

1100 NEW YORK AVE., N.W., W. TOWER,#500

Washington, District of Columbia 20005

Fourth: The corporation is incorporated as a nonprofit corporation under D.C. Code Title 29 Chapter 4.

Fifth: Miscellaneous Provisions (may attach the statement):

Sixth: Directors Name & Address:

No directors.

Seventh: Incorporators Name & Address:

Name	Address
Kyle Michael	1225 Eye St. NW, Suite 1150, Washington , District of Columbia 20005

Eighth: Incorporators executing this form:

No information provided.

If you sign this form you agree that anyone who makes a false statement can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405;

Amount Paid: \$180.00

Date: 9/20/2012 12:06 PM

E-Signed



By-Laws

BYLAWS OF
NEXUS ACADEMY OF DC PUBLIC CHARTER SCHOOL, INC.

ARTICLE I
Offices

Section 1. Principal Office. The Corporation may have such offices, either within or without the District of Columbia, 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 District of Columbia. 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 District of Columbia Secretary of State's Office pursuant to the provisions of District of Columbia Non-Profit Corporation Act of 2010 (Chapter 4 of Title 29 of the District of Columbia Code).

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 III. 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 existing under Chapter 4 of Title 29 of the District of Columbia Code, and it shall have all power and authority as set forth in this Chapter and all other applicable sections of the District of Columbia Code.

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, return any funds received from the District of Columbia Public Charter School Board (DCPCSB) to the DCPCSB not more than thirty (30) days after dissolution. All remaining assets of the Corporation shall be distributed for non-profit educational purposes 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 seven (7) nor more than eleven (11) and shall serve for the term provided in Section 3 of this Article. No amendment of this section shall reduce the number of directors to less than the number required District of Columbia Non-Profit Corporation Act of 2010.

(b) Qualifications. All of the members of the Board of Directors of the corporation must be residents of the District of Columbia. A majority of the members must be residents of the District of Columbia. If the Corporation contracts with a management organization, no director or spouse or family member of a director shall be employed by the management organization or have a direct or indirect ownership, employment, contractual, equity or management interest in such management organization.

At least two (2) directors shall be parents of at least one student who is enrolled in the Corporation's educational program, except that prior to the actual start of the school's first academic year, such position may be left vacant or may be filled by one (1) parent interested in enrolling at least one of their children in the school.

Section 3. Election and Term.

(a) Method of Election. Directors shall be elected at the annual meeting of the Board of Directors.

(b) Term of Office. Directors shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, 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 elected and qualified. In the event of an increase in the number of directors, the remaining directors shall assign the newly created directorship(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly possible, an equal number of directors. No director shall serve on the Board for more than nine (9) years consecutively. However, if a director would like to be considered for re-election, after a period of one year off of the Board, then such re-appointment would be permissible.

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.

Section 5. Removal. 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.

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, an interim director shall be elected by the Board of Directors of the Corporation. An interim director shall serve until a successor is elected upon expiration of the term of office for that director.

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. 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. The Board schedule shall establish 9 regular Board meetings.

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 the District of Columbia Non-Profit Corporation Act of 2010, 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.

Section 10. Meetings by Telephone or Other Communication Technology.

(a) Except as otherwise may be provided in the D.C. Open Meetings Law, IC 5-14-1.5 et seq, or any other relevant law, directors may participate in a regular

or special meeting or in a committee meeting of the Board of Directors by, telephone or any other means of communication by which all participating directors and all members of the public physically present at the place where the meeting is conducted may simultaneously hear each other during the meeting.

(b) If a meeting will be conducted through the use of any means described in subsection (a), all participating directors shall be informed that a meeting is taking place at which official business may be transacted. A director participating in a meeting by any means described in subsection (a) is deemed to be present in person at the meeting may not participate in final action taken and may not be considered to be present at the meeting for quorum and voting purposes. The memoranda of the meeting must state the name of each member who was physically present, who participated by communication described in Subsection (a), and who was absent.

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 at least fourteen two business days prior thereto. Notice shall be given in one of the methods described in Article III hereof. The purpose of an 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. Waivers of notice to the public are not permissible. However, whenever any notice whatsoever is required to be given to a director under the provisions of the District of Columbia Non-Profit Corporation Act of 2010 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 correct 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. All other quorum matters are subject to and will comply with D.C. Open Meetings Act (D.C. Code § 1-207.42 et seq), or any other relevant law. At the time of the enactment of these bylaws, a director may not participate in the final action taken unless the director is present in person at the meeting location.

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 the District of Columbia Non-Profit Corporation Act of 2010 or the Articles of Incorporation or Bylaws of the

Corporation. All other matters are subject to and will comply with D.C. Open Meetings Act or any other relevant law. At the time of the enactment of these bylaws, a director may not participate in the final action taken unless the director is present in person at the meeting location.

Section 14. Action by Written Consent of Directors. Except as otherwise may be provided in the D.C. Open Meetings Act, or any other relevant law, any action required by the Articles of Incorporation or Bylaws of the corporation, or any provision of the District of Columbia Non-Profit Corporation Act of 2010, to be taken at a meeting, or any other action which may be taken at a meeting, may be taken without a meeting if consent in writing setting forth the action so taken shall be signed by all of the directors entitled to vote with respect to the subject matter thereof. Such consent shall have the same force and effect as a unanimous vote of the Board of directors taken at a meeting. The Board of Directors may not take final action other than at a meeting held in compliance with the Open Meetings Act.

Section 15. Removed. Presumption of Assent. A director of the Corporation who is present at the 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 16. Compensation. Directors of the Corporation shall not receive compensation for serving as directors, but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the Corporation. In addition, 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 17. Committees. The Board of Directors, by resolution, may create committees having such powers as are then permitted by the District of Columbia Non-Profit Corporation Act of 2010 and as are specified in the resolution.

Section 18. Open Meetings. The Board of Directors shall comply with the D.C. Open Meetings Act.. The Board of Directors may hold an executive session in accordance with the Act 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 District of Columbia Non-Profit Corporation Act of 2010 may be communicated in person, by telephone, telegraph, teletype, facsimile or other form of wire or wireless communication, or by mail or private carrier. Oral notice is effective when communicated. Written notice is effective at the earliest of the following:

- (a) When received.
- (b) Five 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, one or more Vice Presidents (the number thereof to be determined by the Board of Directors), a Secretary, and a Treasurer, each of whom shall be elected by the Board of Directors. The Board of Directors may designate one of the Vice Presidents as Executive Vice President and may elect such other officers and assistant officers and agents as may be deemed necessary. The same individual may simultaneously hold more than one office. Officers shall be members of the Board of Directors.

Section 2. Election and Term of Office. The officers of the Corporation shall be elected annually by the Board of Directors at its annual meeting. If the election of officers is not held at such meeting, such election 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 elected if elections were not held at the annual meeting, until the next annual meeting or until a qualified successor is elected upon expiration of the term of that officer, or until that officer's death, resignation or removal.

Section 3. Removal. Any officer or agent elected or 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. Election or 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 the Board of Directors for the unexpired portion of the term.

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 Vice Presidents. In the absence of the President, or in the event of the President's death, inability or refusal to act, the Vice President (or in the event there be more than one Vice President, the Executive Vice President, or if one shall not have been designated, the Vice President with longest service in that office) shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President. Any Vice President shall perform such other duties as from time to time may be assigned by the President or by the Board of Directors. Vice Presidents may by their election have charge and supervision of designated portions of the Corporation's affairs.

Section 7. The Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one 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 8. The Treasurer. If required by the Board of Directors, the Treasurer shall 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 9. 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 10. 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 11. Compensation. Officers of the Corporation shall not receive compensation for serving as officers, but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the Corporation. In addition, 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 the District of Columbia Non-Profit Corporation Act of 2010, 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 and all reasonable Expenses incurred thereby in any Proceeding to which any Directors 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 District of Columbia Non-Profit Corporation Act of 2010 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, 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 the District of Columbia Non-Profit Corporation Act of 2010 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 necessary to permit the specific action so taken or authorized.

Certified a true and correct copy of the Bylaws adopted on the ____ day of October, 2012, by the Board of Directors of the NEXUS ACADEMY OF DC PUBLIC CHARTER SCHOOL, INC.

Board President



**Board Officer
Job Descriptions
&
Performance
Expectations**

BOARD OF TRUSTEES
JOB DESCRIPTIONS

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.

Vice Presidents

In the absence of the President, or in the event of the President's death, inability or refusal to act, the Vice President (or in the event there be more than one Vice President, the Executive Vice President, or if one shall not have been designated, the Vice President with longest service in that office) shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President. Any Vice President shall perform such other duties as from time to time may be assigned by the President or by the Board of Directors. Vice Presidents may by their election have charge and supervision of designated portions of the Corporation's affairs.

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The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one 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.

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If required by the Board of Directors, the Treasurer shall 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.

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.

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.

Compensation.

Officers of the Corporation shall not receive compensation for serving as officers, but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the Corporation. In addition, officers may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board of Directors.

NEXUS ACADEMY OF DC

BOARD PERFORMANCE EXPECTATIONS

Duties and Responsibilities of the Board:

1. Develop, understand and support the mission and vision of Nexus Academy of DC.
2. Periodically review the mission to ensure alignment with strategic plans and priorities regarding the school's finances, operations, and student outcomes.
3. Monitor the school's progress in fulfilling its strategic plans, priorities and goals.
4. Establish policies and procedures that maintain compliance with federal, state and local laws and support the school's mission.
5. In contracting with a partner management organization, choose carefully, establish a fair and clear contract, and provide diligent oversight of partner performance.
6. Collaborate with our management partner in selection, evaluation, and (if necessary) replacement of our School Leader.
7. Recruit future/additional Board members with an eye to ensuring our Board's diversity of necessary expertise but unity of vision in support of the school.
8. Provide oversight, through the Audit and Finance Committee, of the annual audit of the school's financial records.
9. Provide high-level strategy and support for any necessary fundraising.
10. Communicate with parents, students, and other stakeholders regarding the school's progress in fulfilling its mission.

Duties and Responsibilities of Individual Board Members:

1. Attend all Board meetings, and provide advance notice if ever unable to attend.
2. Actively participate on Board committees, providing committee leadership as needed.
3. Provide wisdom and guidance through interaction at Board meetings, offering alternative perspectives in deliberations and supporting the decisions of the Board.
4. Attend Board training events.
5. Maintain a favorable relationship with parents, students, volunteers, auditors, and external stakeholders and regulators.
6. Avoid or disclose any and all conflicts of interest, in keeping with the Board's Conflict of Interest policy.
7. Be capable of effectively communicating the mission and vision of the school.
8. Maintain a high level of ethical standing, in keeping with the Board's Code of Ethics.
9. Make decisions that are consistent with the mission, vision, goals, and objectives of the school.
10. Participate in the oversight of the Board's contracted education management partner.
11. Participate, to the extent requested, in selecting an outside auditing firm to conduct an external audit each year.
12. Monitor the school's academic, operational, and fiscal performance against agreed-upon goals.
13. Agree and adhere to Nexus Academy of DC's Articles of Incorporation and By-Laws.



Code of Ethics

CODE OF ETHICS

Version: 1

Date of Approval:

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



School
Handbook
(Discipline
Policy)



School Handbook

2012–13

SAMPLE

Dear Students, Parents, Guardians, and Stakeholders:

Welcome to your Nexus Academy technology-enabled school! This School Handbook is your guide to the policies at Nexus Academy to ensure every student has a safe, successful, and rewarding experience, whether on the school campus or engaged in learning from another location. Please carefully review this Handbook so that you are familiar with these policies. If you have questions, let us know – your help is critical in making this school the best it can be. Be sure you also read the School-Specific Handbook Supplement, the companion to this Handbook, which contains policies specific to the Nexus Academy in which you are enrolled.

Nexus Academies offer students an exciting combination of engaging online courses facilitated by certified virtual teachers, and support from face-to-face teachers and Success Coaches who are at the school site. Each student is required to attend the school site a minimum number of hours a week, based on their assigned schedule. Schools offer a morning session and an afternoon session. Students are invited to work at school beyond their required hours, or to complete their remaining online classwork from home or another location with Internet access. In all cases, students must meet the minimum number of instructional hours each week as required by the state.

The goal of Nexus Academy is to maximize academic achievement and college/career readiness through a rigorous curriculum, high expectations, and a personalized approach to learning. Your school is first and foremost designed for its students, and we strive to make learning challenging, relevant, and interesting. We also strive to make sure students are able to learn in a safe and comfortable environment. Our student-centered approach means that each child receives the educational support he or she needs to succeed. Whether it's one-on-one discussions with our highly trained team of professionals who are focused on each student's well-being, virtual classroom sessions using LiveLesson® session technology, supplementary educational opportunities, targeted face-to-face skill instruction based on performance data, clubs, activities, or our rigorous, standards-based curriculum, everything your school provides revolves around ensuring student success. Students have great flexibility and freedom in Nexus Academy —but you will also find that your school's dedicated teachers and administration are focused on fulfilling the Nexus Academy mission: *to maximize academic achievement and college/career readiness for high school students who seek a cutting-edge alternative to the traditional classroom.*

Parents/guardians, you have a critical role to play in ensuring your student complies with all school policies outlined in this School Handbook and its companion piece, the School-Specific Handbook Supplement, which contains specific, detailed information about the school you have selected. You and your student are expected to comply with these policies. Please be sure to read both of these documents carefully, encourage your student to do the same, and contact your school or Connections Customer Care with any questions you have. Together, we can ensure your student has a safe and successful experience at Nexus Academy.

Congratulations on joining the Nexus Academy family. We look forward to working with you and wish you a successful 2012–13 academic year!

Getting Ready for School: Quick Tips

Get to Know Nexus Academy Policies

Take some time before the school year starts to familiarize yourself with the policies in this General Handbook and the school-specific Handbook Supplement. Students and Caretakers are bound by the policies in these documents, so please refer to these handbooks throughout the year to ensure you are in compliance with Nexus Academy policies and procedures.

Complete Your Training

Make sure you have completed the Student Orientation course. A link to this training will be in the To Do List area of your home page (accessed using your user name and password to log in to Connexus®) shortly before the school year begins. The course will remain available for reference throughout the school year – look under Training and Tutorials in the Virtual Library.

Check Your Connections-Provided Materials

Check the contents of the box of materials you received from Connections against the Packing List in the box. This Packing List indicates the items that you should have received. Be sure to check the contents of your box against the Packing List. If anything is missing or damaged, **call Support Services: 888-533-6360 within seven (7) days** of receipt of materials.

Purchase General Supplies

In addition to the Packing List, an online Materials List, customized to your courses, lists both the items included in the box and the additional materials you may be responsible for providing. Use the Materials List (linked from your home page in Connexus) to see what materials are supplied to you and which materials you may need to supply yourself, such as pens and pencils, highlighters, note cards, file folders, notebooks, a ruler, etc. You may also need to have printer paper, a printer, and printer ink cartridges.

Explore Connexus® and Meet your Teacher (virtually)

To learn about your teachers, their education, experience, and picture in Connexus®, click on the icon beside the teacher's name to view the Teacher Profile. Start exploring your Home Page and all the links from there to familiarize yourself with Connexus®.

Determine How You Will Get To School

If you plan to take public transportation to school, check the schedule and figure out when you need to leave your house in order to get to school on time each day. You may want to take a few trial runs prior to the start of school. If you plan on driving to school, you may want to find the best route and make a trial run as well. Pay attention to heavily trafficked areas as these roads may add time to your travel.

Welcome to Nexus Academy! We hope you have a great year.

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** Denotes a section with additional School-Specific policies that are available in your school's Handbook Supplement in the online Virtual Library.*

Introduction

Nexus Academy has contracted with Connections Education LLC (hereafter referred to as “Connections”) to provide turnkey educational services to Nexus Academy. As a result, this Handbook refers to both the School (Nexus Academy) and Connections.

This Handbook has been approved by the Nexus Academy governing school board. The most current version of this Nexus Academy School Handbook, and its companion document, the School-Specific Handbook Supplement, will always be online in the School Handbooks section of the Virtual Library in the Connections Education Management System (Connexus®).

Sections that have additional information in the School-Specific Handbook Supplement are denoted by an asterisk (*) in the table of contents. Please be sure to refer to your School-Specific Supplement for additional information on these topics.

1 School Mission and Overview

1.2 Vision and Mission*

See your School-Specific Handbook Supplement for additional information.

Nexus Academy (hereafter called the “School” or “Nexus Academy”) embodies a vision of an innovative, inspirational, and individualized high performance high school for today’s learner. Nexus Academy builds on recent research and best practices about the most effective ways to serve youth who may be alienated and disengaged from the traditional school setting but are able to thrive in a culture of high expectations and wrap-around support for the way they learn best. The school will provide students with everything they need to thrive: top-quality curriculum; specially trained, highly qualified teachers; personal mobile computing tools; a powerful digital education platform; and very real connections linking school, family, and community.

Nexus Academy has an important mission: to maximize academic achievement and college/career readiness for students in grades 9-12 who seek a cutting-edge alternative to the traditional classroom. The School may also choose to develop a school-specific mission statement in addition to the Nexus Academy general mission.

1.3 Nondiscrimination Statement

Connections and Nexus Academy are committed to a policy of educational and workplace equality. They do not exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification, race, color, national origin, ancestry, sex, sexual orientation, religion, physical or mental disability, or age in the admission to, participation in, or receipt of the services under any of the Connections Education educational programs and activities, or in employment practices. Any imposed age limitations are in response to mandatory state specific requirements established by the laws of the state under which that particular Connections charter school at issue operates.

This statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972*, Section 504 of the *Rehabilitation Act of 1973*, the *Age Discrimination Act of 1975*, and the *Individuals with Disabilities Education Improvement Act of 2004*.

Please click [here](#) to access detailed information on the individuals that are designated to coordinate Connections' compliance with these laws.

Schools are required to adopt and publish grievance procedures providing for prompt and equitable resolution of any complaints alleging any action that would be prohibited by Title IX and Section 504.

1.4 The Nexus Academy Commitments

Nexus Academy has high expectations for its students and their families and requires them to commit to the School's rigorous educational program. In return, Nexus Academy holds itself to high standards and makes the following commitments:

- The School will contact the student and his or her Caretaker on a regular basis and treat them as valued and respected partners in the common goal of student academic success.
- The School will partner with the student and Caretaker to provide a Personalized Learning Plan (PLP) to meet the student's individual learning needs.
- The School will provide a quality instructional program, including curriculum, instructional materials, and a certified, well-trained teaching staff.
- The School will train teachers and School staff to be proactive about creating a safe and productive learning environment for all members of the school community.
- The School will support the student and Caretaker with the training and encouragement needed to fulfill their responsibilities.
- The School will make a strong effort to incorporate all stakeholders' feedback for the continued improvement of the program.
- The School will encourage the student's social interaction with other school students and families by supporting community coordinators and school staff in their efforts to organize various field trips and community events.
- The School will follow Individual Education Program (IEP), Free and Appropriate Public Education (FAPE), and 504 plan requirements for services and modifications to address each eligible student's unique needs as required by law or regulation. See your School-Specific Handbook Supplement for details.
- The School will support Caretakers in providing school records or other required information to transfer their student to another educational program where proper procedure is followed in accordance with local, state and federal law.
- The School will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). (See Appendix 1 for the Nexus Academy FERPA policy.)
- The School will provide Caretakers access to student records and related school information through Connexus® in accordance with applicable state law.
- The School will always operate with the best interests of the student in mind.

2 School Organization and Roles

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

2.1 Roles and Responsibilities

Users

There are many different people who will help Nexus Academy students succeed academically and socially, including teachers, staff, Learning Coaches, Caretakers, and, of course, the students themselves. All of these people will use Connexus®, Connections' proprietary Education Management System (system). Therefore, all persons who are provided a Connexus login and password and thereby have access to Connexus are referred to as "User(s)."

Caretaker (Parent or Legal Guardian)

Nexus Academy applies the term "Caretaker" to the student's parent(s) and/or legal guardian(s) who enroll the student and satisfy the enrollment requirements.

Under certain circumstances, a student who is 18 years of age or older or an emancipated minor may request to be his or her own Caretaker. To discuss this option, the student should contact either the Nexus Academy Enrollment Team during the enrollment process or the School once enrolled.

The Caretaker is required to provide **up to date emergency contact information** for each enrolled student. Caretakers are required to notify the School if any information changes.

Student

The student's role in Nexus Academy is to learn to the best of his or her abilities. Therefore, students should expect to take responsibility for their own learning: applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, capitalizing on their strengths—and at all times completing their own work and upholding the principles of the Nexus Academy Honor Code (Appendix 7).

Students are expected to be at School, and on time, each day that they are scheduled to attend the School facility. While students enrolled in Nexus Academy are given the flexibility to complete a portion of their work off-site, they must spend a minimum of four hours a day, four days a week in the School building. The ability to complete schoolwork elsewhere should be considered a privilege. In some instances, students may be required to spend additional time at School each week. In all cases, through a combination of on-site and off-site learning, students must complete the minimum number of instructional hours required by the state each week.

For the specific hours that students are required to work at the School consult your School-Specific Handbook Supplement.

The duties and responsibilities of the Caretaker and the Student (and Eligible Student) are detailed in this Handbook and in the Handbook Supplement, so it is important that both Caretakers and Students read both documents carefully.

School Leader

This individual is responsible for the administration of the School and for ensuring that students are provided with the support and assistance they need. Check your School-Specific Handbook Supplement for your School Leader's contact information.

School Counselor

The School Counselor assists students and Caretakers with course selection, student transfers, graduation requirements, college and career planning, interpersonal counseling, and general academic guidance. A School Counselor or other qualified staff member is available to assist with high school credit or college/career questions or to help with post-high-school plans including career, college/university, the military, or the workforce.

Success Coach

Each student will be assigned to a Success Coach. Success Coaches provide students with on-site motivation and support as they complete their online lessons. Success Coaches work collaboratively with face-to-face and online teachers to ensure that all students on their team are on track and are successfully progressing through their courses. They are the individuals responsible for the student's overall academic and emotional success, and coordinating the various subject-specific teachers when there is a concern. Success Coaches encourage collaboration and team work, facilitate project based learning opportunities, and provide students with assistance on daily assignments.

Subject-Specific Teacher

The subject-specific teacher is the primary contact for students and Caretakers with regard to subject-specific questions. Subject-specific teachers include both face-to-face and online teachers. These teachers are qualified to provide instructional interventional strategies as needed and to handle the following instructional questions:

- the curriculum or materials
- the course scope and sequence
- modification of assessments for students with special needs
- testing
- grading and progress reports
- help with a particular assessment or concept

Teachers proactively monitor each student's progress using the Education Management System (Connexus®) and through regular contact via phone, mail, streaming audio and video (LiveLesson® sessions), and WebMail messages (our Connexus®-based e-mail system). Teachers add, expand, or modify assessments based on the student's demonstrated mastery of the material, assign and score assessments, and provide feedback on the student's performance to the student, Caretaker, and Success Coach. Feedback is provided through formal means, such as assessment grades, comments, and regular progress reports, as well as informal means, such as phone calls and online communication. Synchronous or direct instruction, which occurs during a portion of the student's scheduled time at School, is designed to deepen each student's understanding of the essential skills and standards introduced and assessed during the online lessons. Teachers review and reinforce key concepts, and provide students with opportunities for skill practice and application. Instruction is student-centered and designed to actively engage students in both small group and individualized learning activities.

Attendance Coordinator

The Attendance Coordinator regularly reviews all attendance records, and handles students in “Alarm” status (per the procedures set forth with the escalation system outlined below). Only the Attendance Coordinator can make changes to the Connexus® Attendance System or Adjusted Attendance field after the lockdown (See Attendance section of this Handbook for more information). The Attendance Coordinator reviews any teacher, student, or Caretaker requests to adjust attendance records, then adjust records as appropriate and indicates such actions in the student’s log.

Student Support Teams

The Student Support team is comprised of several teachers and/or staff members and one or more administrators at the School. The team meets regularly to discuss student progress, focusing on students who appear to be struggling in one or more subjects. Students are identified as struggling based on teacher and/or Caretaker observation and knowledge of the student and/or a review of the student’s academic performance, participation, and/or attendance levels documented in Connexus®.

The Student Support team shares information among its members about a struggling student’s academic and/or other challenges, accommodations and modifications already implemented, progress or lack thereof that the teacher has noted, and other relevant information. The team develops and recommends additional strategies for the student’s teachers, and then follows up to ensure that these strategies are indeed helping the student make adequate progress and show academic improvement.

2.2 Centralized Support Services

In addition to the staff located at the School, students and Caretakers have access to the centralized Connections support center.

- **Enrollment Services:** Call **888-533-6360**, e-mail enrollment@connectionseducation.com, or send a WebMail message to your state’s Enrollment Team (Located under Enrollment in the WebMail address book). Contact this group for questions related to the enrollment process and the documents or forms that must be completed.
- **Academic Placement Services:** Call **888-533-6360** or send a WebMail message to Placement Counselor (located under “Placement” in the WebMail address book). Contact this group for problems or questions related to student course placement during the enrollment process.
- **Technical Support:** Call **888-533-6360** or send a WebMail message to “Technical Support.” Contact this group for problems related to using Connexus® and for technical (hardware and software) issues on Connections-provided computer equipment.
- **General Information:** Call **888-533-6360**, e-mail support@connectionseducation.com, or send a WebMail message to “General Information” (located under Parent and Student Services in the WebMail address book). General Information can be used to inquire about general Connections questions, shipping, and nontechnical issues that are not covered by Enrollment, Placement, or Technical Support.
- **Parent and Student Services:** The WebMail message addresses located under Parent and Student Services help make the connection between the home and school. They include services for Caretakers, as well as students, from addressing the needs of selected groups of students to changing student information.

All other types of questions should be directed to the School staff.

2.3 School Contact Information*

**See the School-Specific Handbook Supplement for additional information.*

2.4 School Schedule

**See the School-Specific Handbook Supplement for additional information.*

2.4.1 The 2012–13 School Calendar*

**See the School-Specific Handbook Supplement for additional information.*

2.4.2 Required Instructional Hours*

**See the School-Specific Handbook Supplement for additional information.*

2.4.3 Inclement Weather and Emergency School Closure Plans*

**See the School-Specific Handbook Supplement for additional information.*

Should inclement weather or emergency situations occur which would result in the closing of schools, the information will be announced by the local TV stations and radio. In addition, the school will send to all families a “must read” WebMail message explaining the details of the office closure.

In the event of a power outage the administration will determine if a school closure is necessary.

Please note that Connections Centralized Support Services and some teachers are located in places where conditions may be different from those in the school office location. Such services may be occasionally interrupted when School operations are running as usual or vice versa. Therefore, if Connections Centralized Support Services closes due to hazardous weather or other emergencies, students should check with their Nexus Academy location for more information.

*

2.5 Enrollment, Withdrawal, and Transfers

Specific state requirements for enrollment eligibility are available on your Nexus Academy’s website. To find these, click on the Enrollment tab at the top of the page, and then click on Eligibility Requirements.

All Nexus Academies 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. This includes compliance with the McKinney-Vento Act regarding homeless students. The School Leader or his/her designee shall serve as the liaison for homeless students.

At various times during the school year, to comply with mandated enrollment caps, state regulations and reporting, and school building capacity, and/or testing processes and requirements, some schools may temporarily “freeze” enrollment by holding on a wait list for a defined period of time those students who are in a “Pre-Approved” stage of enrollment. Once the temporary hold is over, students will again be able to move forward and/or complete the enrollment process. The School board or

authorizer has delegated to the School Leader the authority to define and implement these temporary hold periods. Students and families will be notified of these temporary hold dates.

2.5.1 Returning Students

Currently enrolled students who plan to return to their Nexus Academy for the next academic year must indicate via Connexus® their intent to return, and must also submit updated documentation. Nexus Academy will provide enrolled students with detailed information on how to complete these tasks, **which should be completed as soon as the student knows he/she intends to return the following year (but no later than the end of the current school year)**. Returning students do **not** need to go through a formal placement process each year.

Students who are in any of the circumstances listed below should contact the Connections Enrollment department at **888-533-6360** for detailed enrollment instructions that are appropriate to their situation.

- Student is **currently enrolled** in a Nexus Academy but wishes to enroll in either a **different** Nexus Academy or a **Connections Academy school** for the following year
- Student **withdrew** from a Nexus Academy but wishes to enroll in either a **Nexus Academy** (whether same or different as school from which they withdrew) or a Connections Academy school for the following year

Note that these students should **not** complete a new online registration.

While Nexus Academy will do its best to accommodate students wishing to enroll in another Connections school (Nexus Academy or Connections Academy), **this enrollment cannot be guaranteed**. The School is governed by school-specific enrollment rules and procedures, and Connections must comply with these rules and procedures (e.g.: the school in which the student wishes to enroll may have an enrollment cap that has already been met and/or the school may have a waiting list.)

For students with IEPs, the family is encouraged to contact the Special Education Director in the new Nexus Academy or Connections Academy school *prior to enrollment* to discuss the special education services provided in the new school.

2.5.2 Enrollment After the Start of the School Year or Semester*

**See the School-Specific Handbook Supplement for additional information.*

Students may generally enroll after the start of the school year if space is available, subject to any other local limitations. Students who enroll after the start of the school year or semester will be placed at the appropriate starting point in the curriculum based on work already completed, the School's specific enrollment rules, and discussions between the Caretaker and student and the School's teachers and/or guidance counselor.

2.5.3 Dual Enrollment in Another K–12 Program*

**See the School-Specific Handbook Supplement for additional information.*

2.5.4 Dual Enrollment in a College or University

In states where dual enrollment in a college or university is available, interested students who are academically and socially ready may wish to consider supplementing their Nexus Academy curriculum with college-level courses. All students should consult with their school counselor or Success Coach *prior to enrolling in college courses to be sure they are* fully informed about the benefits and responsibilities of adding one or more college course(s) to their workload.

2.5.5 Withdrawing from School

Students may withdraw from the School at any time, **provided that the Caretaker provides either the name and location of another public or private school that the student will attend, or evidence of home-school registration consistent with state requirements.**

Prior to withdrawing, the Caretaker and/or student should discuss with School Leader the student's reason(s) for withdrawing as it may be possible to address issues so that the student does not need to withdraw. If a student or Caretaker is experiencing a problem with a teacher, he or she should contact the School Leader to discuss the situation.

Note: All school equipment and materials must be returned to Connections prior to or immediately upon the student's withdrawal. See the Materials and Technology section for more information concerning the return of school equipment and materials as part of the withdrawal process.

2.5.6 Change of Address

Nexus Academy defines two change of address, and has specific policies related to each type. Any time a student engages in a change of address, the Caretaker **must** contact the School Leader to discuss the change and ensure the student remains compliant with all Nexus Academy, state, local, and other applicable regulations and policies. The School must always have an up-to-date address, and some types of moves may affect the student's ability to remain enrolled. The two types of change of address (hereinafter referred to as a "Location Change"), and the related policies, are listed below:

- 1. In-Area Change of Address: Change of residence within the state.** For this type of change of address, the Caretaker **must** contact the School Leader **and** the Enrollment department and notify them of the change of address as soon as possible but **no later than thirty (30) days after the move**. The Caretaker must provide *new* proof of residency and updated student contact information to the Connections Enrollment Team within thirty (30) days of the move. When a student moves within the School's service area (the state), the student must still meet the School's eligibility requirements.
- 2. Permanent Out-of-State Change of Address: Change of residence to a location in another state.** If a family moves to another state where there is a Nexus Academy or Connections Academy and the family would like to enroll in that school, the Caretaker should contact the School and the Connections Enrollment Team as soon as the Caretaker knows when and where the family is moving. The student will need to be withdrawn from the School and then enrolled in the new school, *if eligible for enrollment in the new school*. Eligibility requirements may differ between the schools, and some states provide different rules for members of the military, so it

is important that the family contacts the Enrollment team as soon as possible to determine if the student is eligible to enroll in the new Nexus Academy. See Section **2.5.1 Returning Students** for more information.

Note: If a student moves out of the state, *all* computer equipment and curriculum materials must be returned to Nexus Academy, even if there is another Nexus Academy or Connections school that operates in the state where the student is moving.

The following actions related to Change of Address may cause the student to be immediately withdrawn from the School :

- engaging in any type of Location Change without notifying the School Leader and/or the Connections Enrollment team
- failure to complete and submit any required Location Change forms
- failure to provide the Enrollment team and/or the School with any additional required documentation
- failure to receive specific written permission to remain enrolled when engaging in any form of Location Change

2.6 Grading and Student Evaluation*

**See the School-Specific Handbook Supplement for additional information.*

It is essential that student performance is regularly assessed. Nexus Academy uses the types of assessments described in sections 2.6.1 and 2.6.2 (below) to determine students' skill levels, to evaluate performance, develop educational plans, and to develop a permanent school record. Teachers are responsible for evaluating student work and assigning grades.

2.6.1 Pretesting and Posttesting to Measure Academic Progress

At the beginning and end of each academic year, the School may administer pre- and post-assessments to measure student annual learning gains.

Exempting Alternate Assessment Students from pre- and post-test administration

Students who have an IEP who have been designated as participating in alternate state testing are exempt from mandatory pretesting and posttesting. However, at the Caretaker or student's request, and after discussions with the student's teacher and or the Special Education Director, the student may still complete the pretesting and receive a score.

2.6.2 Assessments Within the Curriculum

As they progress through their courses, students will engage in many different types of formal and informal evaluations.

Formal Evaluations (Evaluated by Teachers)

- Quick Checks—Brief online assessments that provide automatic feedback for students and teachers.
- Quizzes—Short online assessments that provide automatic feedback for students, and teachers.

- Portfolio Items—Written compositions, lab reports, short answer paragraphs, essays, book responses, and other assessments that require teacher evaluation of the student’s work.
- Graded Discussions—Teacher-monitored “class discussions” in which students post thoughts, ideas, and reactions on a designated discussion board. Graded discussions are not used in all grade levels. The postings are required by specific assessment guidelines outlined in the curriculum and are evaluated by the teacher.
- Audio/Visual Assessments—Integrated into some courses such as foreign language and speech and debate; these assessments allow students to respond orally and/or record themselves and submit the recording to their teachers.
- Unit Tests – Unit tests cover material from all lessons within a specific unit. They are online assessments that contain a variety of question types and are weighted more heavily than quizzes towards the student’s final grade.
- Final Tests or Exams—Substantial end-of-semester assessments that provide students, Caretakers, and teachers with more comprehensive information about a student’s understanding of the instructional material.
- End-of-Course Exams—Comprehensive assessments that may occur at the end of a required secondary course based on state guidelines and regulations.

Student grades are based on a balanced combination of the formal evaluations listed above.

Informal Evaluations

In addition to the formal evaluations used above, teachers who provide virtual instruction may use the following methods to evaluate student academic achievement:

- Curriculum-Based Assessments (CBAs) —Quick and effective verbal assessments to gather formative information on students’ understanding of concepts. Students are required to participate in a minimum of eight CBA’s a year but teachers often administer many more. Teachers conduct two types of CBAs: Verified Curriculum-Based assessment (VCBA) and diagnostic curriculum-based assessment (DCBA).
 - VCBA’s are used to confirm student comprehension of concepts previously assessed and graded as successfully completed with scores of B or higher.
 - VCBA’s are informal phone conversations or individual LiveLesson® sessions with the student in which the teacher asks a variety of questions about recently completed assignments to verify that the student has indeed done the work independently and that the student has grasped the key components of the lesson(s). The content to be covered is not specified ahead of time, other than being part of “recently completed assignments” such as a reading passage or a set of mathematics problems.
 - DCBA’s are used to identify specific skill or concept issues students are having, develop strategies for remediation, and determine what future instructional support is necessary to help underperforming students achieve success. These contacts occur during the regularly scheduled biweekly or semester phone calls and are targeted toward students who receive a C or lower on an assessment or have an overall GPA of less than B.

2.6.3 The Grade Book

The Grade Book allows all students and Caretakers to view grades from both electronic assessments (immediate and automatic postings) and written work (posted by teachers after work is evaluated). The

Connexus® Grade Book is available to students, teachers, and Caretakers 24 hours a day, seven days a week, and always reflects the student's current status in each course in which s/he is enrolled (overall grade, grade in each course, grades on assessments within each course, and the number and percentage of lessons the student has completed). Caretakers and students are expected to periodically check the Grade Book so they are aware of the student's status in each course.

2.6.4 Grading Time Lines

Most assessments other than portfolio assessments should be graded by the teacher within two (2) school days. Portfolio assessments will generally be graded by the teacher within five school days of receipt and the grade posted to the Grade Book.

2.6.5 Placement

During the Nexus Academy enrollment process, the student's Caretaker is asked to submit academic documentation for the student. This information is reviewed and verified by the Academic Placement Services team, the school counselor, and/or the School Leader, who then make a collaborative decision about the student's most appropriate placement at Nexus Academy. Caretakers agree to this placement at the time of final confirmation, which occurs prior to the finalization of the student's enrollment. Please note that through this process, Nexus Academy may make a decision regarding placement that may differ from the student's prior placement.

2.6.6 Mandatory Testing*

**See the School-Specific Handbook Supplement for additional information.*

Public schools are required by state and federal law to administer state standardized tests to students in specific grades. Because the School is a public school, all enrolled students will be required to participate in the state standardized testing program, consistent with state law.

The School will work closely with students as they prepare for required testing. If a student is not able to participate in testing for any reason, the student's Caretaker will be required to document the reason(s) for nonparticipation, and the student may be required by the School to take a makeup test.

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

2.7 Campus Safety

2.7.1 Emergency or Crisis Management Plan

Nexus Academy takes the safety of our students very seriously. Each school has designed a crisis or emergency plan (actual titles vary by school and state), which was patterned after national models and complies with state guidelines and regulations. This plan is reviewed annually and practice drills are conducted regularly in order to ensure the school is prepared should there be a crisis. The emergency plan is designed to give general information on how to respond to specific emergencies, such as fire, earthquake, an intruder, etc. Each school's individualized emergency plan will be used during the initial

stages of any crisis until emergency service providers respond. Each school's plan will be offered to local emergency service providers as well as on file at each school's office. If you have any questions or concerns about your school's emergency plan, please contact your school office.

2.7.2 Closed Campus

Nexus Academy is a closed campus. Once students arrive on campus, they are expected to remain on campus until the end of their on-campus hours of school for that day. Students and Caretakers are expected to schedule all medical and other appointments for non-school hours. Exceptions may be made in emergency situations and/or with the written approval of the school administration. Violation of the closed campus policy will result in disciplinary action.

2.7.3 Illness and Emergency Care at School

Caretakers are asked to not send ill students to school; rather they should notify the school if a student has been diagnosed with a contagious illness and provide the school with documentation of the illness so that the student's absence may be considered an excused absence.

Students who are unable to attend school due to a contagious illness should complete work at home if possible, and record their attendance hours for work completed at home. Students should be aware of requirements for in-person attendance at the school campus.

If a student becomes ill or injured at school, and/or needs go home early due to illness or injury, the student should notify school personnel. The school will notify the student's Caretaker and make arrangements for the student to be transported home.

If a student has a minor injury at school, the principal and designee will be contacted and the school designee will administer basic first aid as needed. If the injury is serious, the school will notify emergency services/911 as appropriate and will make every effort to notify the Caretaker immediately. Please note that for this and other reasons, Caretakers are required to keep current daytime phone and emergency contact information with the school office. The decision to call 911 is made by the principal or designee.

Nexus Academy does *not* provide medical insurance to pay for medical expenses when students are injured at school. This is the responsibility of the parent or legal guardian. (See Insurance, section XX). The student's family will be charged by the responding entity only if the student is transported or if medication/supplies are used at the scene.

2.7.4 Food Allergy Protection Policy

Nexus has established the following procedures for identifying, accommodating and reducing the likelihood of severe allergic reactions among students with known food allergies while at school.

Caretaker Responsibilities

Caretakers of students with allergies are required to notify the School in writing of any known allergies. This notification should be made at the beginning of each school year or immediately upon learning of such allergy if the school year has already begun.

Caretakers of Students with life threatening allergies must:

1. Ensure that the Student has access to emergency medications during school hours, if prescribed;
2. Complete and provide to the school any appropriate forms related to food allergies, such as an Authorization of Student Possession and Use of an Epinephrine Auto-injector Form, Authorization of Student Possession and Use of an Asthma Inhaler, and/or Food Allergy Action Plan (the “Plan”), as required;
3. Obtain written approval from the students’ physician permitting the student to carry and use medication, if applicable, in accordance with the School’s Medication Administration Policy.
4. Cooperate with the School to formulate the Food Allergy Action Plan.
5. Provide current emergency contact information and update regularly.

Caretakers are responsible for educating their students about managing their allergies at School, including but not limited to:

1. Safe and unsafe foods;
2. Strategies for avoiding exposure to unsafe foods;
3. Symptoms of allergic reactions;
4. How and when to tell a staff member that he or she is having an allergy-related problem

School Responsibilities

1. The School will develop a Plan for students with life-threatening allergies.
2. The Plan must address (1) what actions will be taken to avoid exposure at the School, and (2) what actions will be taken in the event of student exposure. The Plan will be developed through consultation between the student’s Caretaker, the recommendations of the student’s physician or allergist, and the School. Once created, this Plan will be reviewed and updated when appropriate.
3. The School will share the Plan with appropriate School staff. All staff who interact with the student on a regular basis should understand the Plan and should know what to do in an emergency. With the consent of the Caretaker, the Plan may provide a mechanism for the School to provide notice to the student’s classmates and/or the Caretakers of the student’s classmates regarding a life threatening food allergy in the School.
4. The School will follow the procedures detailed in its approved Medication at the School.

3 Medication at the School *

**See the School-Specific Handbook Supplement for additional information.*

Written approval by a Student's physician must be submitted to the School in order for a student to possess and/or use medication while at the School Facility or at a School sponsored event.

The physician's written approval must include the following information:

1. The name and address of the student;
2. The name of the School;
3. The name of the medication and the dosage to be administered;
4. The times or intervals at which each dosage of the medication is to be administered;
5. The date the administration of the medication is to begin;
6. The date the administration of the medication is to cease (if applicable);
7. Acknowledgement that the physician has determined that the student is capable of possessing and using medication appropriately and has provided the student with training in the proper use;
8. Any severe adverse reactions that should be reported to the physician, and one or more phone numbers at which the physician can be reached in an emergency;
9. Instructions outlining procedures to follow if the medication does not provide adequate relief;
10. A list of adverse reactions that may occur to an individual for whom the medication was not intended uses the medication;
11. Any other special instructions.

Except as provided herein, no medication will be administered by School staff. Trained School staff may administer student medicines in an emergency situation when emergency medical service providers are not immediately available and the circumstance require immediate action. Any such action must still be in accordance with the student's medical forms on file. School staff will immediately request assistance from an emergency medical service provider whenever a student is administered medication at the School Facility or at an activity, event, or program sponsored by the School. This request for medical assistance applies whether the student self-administers the medication or a School staff administers it to the student.

4 Personalized Learning

4.1 The Personalized Learning Process

Nexus Academy teachers work with students to customize student learning experiences based on specific academic needs, learning pace, learning styles, and personal interests. This program personalization is an ongoing process that also includes the creation of a written plan (the Personalized Learning Plan, or PLP) that all members of the learning team follow.

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

In addition, the School allows students to structure the school day to best meet the student’s learning needs – as long as all School, state, and/or federal requirements are met (e.g. hours of attendance, graduation requirements, testing, etc.)

4.2 *Limits to Program Flexibility*

Students in Nexus Academy have a great deal of flexibility about where and when they complete their schoolwork, and teachers may adjust pacing and assigned lessons for each student based on each individual student’s needs. However, because the Nexus Academy program is designed with student success as the ultimate goal, students are required to participate fully in the School’s standards-based curriculum, complete the lessons and assessments assigned by the teacher(s), and master the skills and knowledge covered by the School’s rigorous curriculum.

4.3 *Late Course Completion*

Students who require extended time to complete assessments after the school year has ended should check with the School to see if the School or state permits students to complete courses beyond the end of the school year. Students may be granted an extension allowing them to turn in work up to two weeks after their school’s last official day of classes. Students are **not** permitted to use this extension for the purpose of continuing their studies over the summer.

5 *Attendance**

**See the School-Specific Handbook Supplement for additional information.*

5.1 *Attending School*

State law requires that students attend school, and School authorities are responsible for enforcing attendance laws. Therefore, students not complying with their Nexus Academy’s attendance policies will be considered truant and will be reported by the School to the appropriate authorities.

Students are expected to complete their school’s required daily/weekly/annual hours of schooling, including required on-site attendance at the school facility. In most states, instructional hours can be distributed differently each day as long as the total required number of instructional hours is met weekly; however, you should check your School-Specific Handbook Supplement’s Attendance section for specific information about your School’s specific attendance policies.

Students are also expected to follow the School calendar and attend school on all days when School is indicated as in session. The School calendar and the required days and hours of instruction are posted in the School-Specific Handbook Supplement. The School operates according to a set school calendar, which includes the school hours and school holidays and other days when school is not in session. All school work must be completed as of the last day of school, except as provided in the Late Course Completion section of this handbook. School work that is not completed as of the last day will receive an incomplete or failing grade.

5.2 Student ID/Attendance Cards

Students are issued attendance cards at the beginning of the year that record the time that students enter and leave the school building. Students must bring their ID card to School each day for security reasons. The card must be shown to any school personnel upon request. Nexus Academy is not responsible for lost or stolen ID cards. If a student loses his/her ID card, a replacement fee may be charged to the student.

5.3 Types of Absences*

**See the School-Specific Handbook Supplement for additional information.*

Excused Absences

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

- **Health problems**—Students are unable to participate in school work due to physical or mental health problems. If a student misses more than three (3) consecutive school days, the Caretaker must send a written note to the School documenting the health issue. The School may also require a doctor's note for absences of more than three consecutive days.
- **Other excused absences**—Examples of other reasons for excused absences include a family illness that requires the absence of the student, a death in the immediate family, religious holidays, court appearances requiring the student's attendance, attendance at special events of educational value that have been approved by a teacher, and other special circumstances that show good cause, have been approved in advance by the School Leader, and for which the Caretaker provides appropriate documentation if required by the School.

If a student misses School for an excused absence, the student is still responsible for completing all required lessons, assessments, and assessments for the school term.

Unexcused absences—Absences that are not approved by the School will be considered unexcused. In some states, students may be withdrawn from School for truancy if they have excessive unexcused absences. See your School-Specific Handbook Supplement Attendance section for details.

5.3.1 Tardiness*

**See the School-Specific Handbook Supplement for additional information.*

Students are responsible for getting themselves to School on time each day. Any student who is not inside his/her assigned team room at the start of their scheduled time (a.m. or p.m.) will be considered tardy.

5.3.2 Truancy*

**See the School-Specific Handbook Supplement for additional information.*

Students who fail to meet legal attendance requirements may be considered truant, and the School may institute truancy proceedings or otherwise report the student to the appropriate authorities, consistent with state law.

5.4 Marking and Verifying Attendance*

*See the School-Specific Handbook Supplement for additional information.

5.5 Attendance Status and Escalation Systems*

*See the School-Specific Handbook Supplement for additional information.

6 High School Program and Policies*

*See the School-Specific Handbook Supplement for additional information.

High School Credit for Middle School Courses

A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum may meet *attendance* requirements but will not receive credits toward high school graduation for K–8 courses, unless the granting of credit for such courses is stipulated by a student’s IEP team (in states where permitted).

7 Services for Special Populations

7.1 Individuals with Disabilities Education Act (IDEA) Eligible Students*

*See the School-Specific Handbook Supplement for additional information.

Subject to any specific state limitations, the School meets the requirements of IDEA and provides a Free Appropriate Public Education (FAPE) to students with special needs. In general, this includes (but is not limited to) identification and evaluation of specific learning needs, planning Individualized Educational Programs (IEPs), and implementing placements in accordance with the legislation. Specific special education policies vary by school.

In addition, Nexus Academy complies with the federal National Instructional Materials Accessibility Standard (NIMAS). This Standard requires publishers of K–12 curriculum to provide an accessible format version of printed textbooks and related printed core materials that is written and published primarily for use in elementary and secondary schools. Nexus Academy must provide these accessible format versions to eligible students if the students are required to use the materials to complete their Nexus Academy course work.

Students eligible to receive specialized formats (NIMAS files), include the following students:

- blind (a visual acuity of 20/200 or less in the better eye after correction or fields less than 20 degrees)
- visually impaired (a visual impairment with corrections and regardless of optical measurement that prevents the student from reading standard print)
- physically disabled (a physical limitation that prevents the student from reading standard print)
- print disabled (having a reading disability resulting from an organic brain dysfunction and of sufficient severity that it prevents the student from reading printed materials).

NIMAS formats are not provided to students who are not NIMAS eligible, even though they may benefit. The Individualized Education Program team determines the instructional program, modifications, and

accommodations needed for students with disabilities, including the need for NIMAS formatted materials.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students

This Act, commonly referred to as §504, is a statute designed to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those of non-disabled students. An Eligible Student under §504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. §504 plans are typically written for students who are not receiving services under the IDEA but who require accommodations and modification to their instructional program. §504 plans may also be written for eligible students who need modified instructional materials, services, or assistive technology due to their disability.

Preexisting §504 plans will remain in place for new students and will be updated periodically. School personnel are alert for and will identify §504-Eligible Students and will complete a §504 plan for each identified Eligible Student.

7.3 English Language Learners

All Nexus Academy families complete a primary home language survey. Responses are then screened to identify all students whose primary or home language is not English. English Language Learners (ELL) are identified and are provided the following: a teacher consultation with the Caretaker to guide instructional practice, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson® sessions. The proficiency of ELL students is assessed annually using School-Specific instruments.

7.4 Academically Advanced Students

Academically advanced students may be identified during a student's initial placement process or after the student has enrolled. Students are identified as advanced based on their performance and on additional screening by the School's staff. Caretaker input is an important part of identifying and serving advanced students, and the School staff consults with Caretakers when making course recommendations for advanced students. Nexus Academy provides a wide range of Honors and Advanced Placement (AP) courses across all core subject areas and in some elective areas.

8 Community Events, Trips, and Activities*

**See the School-Specific Handbook Supplement for additional information.*

9 Conduct, Due Process, and Communication*

Nexus Academy strictly prohibits any form of bullying/cyber bullying, harassment, hazing, or any other destructive behaviors in any school environment or at any School activity. Students who believe they have been subjected to inappropriate behavior by anyone affiliated with their Nexus Academy should immediately contact the School Leader to report the behavior. Caretakers who believe their student has been subjected to any inappropriate behavior by anyone affiliated with their Nexus Academy should also contact the School Leader immediately.

School Visitors

For the safety of the students and staff at Nexus Academy, all visitors must sign in at the school administrative desk and wear a visitor pass while at Nexus Academy. Students should not invite friends or relatives to visit during the school day. Any person on school grounds without permission will be asked to leave immediately.

School Rules and Expectations

Nexus Academy expects that all students, whether at School or working from home or another remote location, will conduct themselves at all times in accordance with the School rules and expectations outlined in this Handbook. Failure to comply with these rules and expectations may result in sanctions as outlined in this section and/or in accordance with the School's Discipline and Due Process Policy.

Consideration for Others

Students and staff are expected to participate in an atmosphere that is conducive to and supportive of the educational process. Therefore Nexus Academy expects students to conduct themselves in an appropriate manner at all times. This includes but is not limited to the following:

- Appropriate verbal and written language will be used in and near the School. Appropriate language means students will not swear, use obscenities, or use language or language combined with gestures that may be offensive or intimidating to others. Students will speak and act politely towards peers and staff, use a moderate tone of voice (no shouting), and will at all times show respect for other members of the Nexus Academy community.
- As a part of the Nexus Academy culture of high expectations, students are expected to be considerate of the neighborhood residents and businesses. Students should help be sure the area near the School is always neat and clean. Students will be polite to others in the neighborhood, and conduct themselves in an appropriate manner, as they come and go from School.
- Nexus Academy is a closed campus. Once students enter the School building, they are expected to remain on-site for the duration of their scheduled time, unless prior written request to leave campus was approved by the School Leader. At no time before, during or after school, should students be loitering outside the School building.
- Bullying, intimidating, harassing, or other inappropriate or prohibited behavior as described in the School Specific Handbook Supplement and/or by the School Leader will not be tolerated and may be grounds for immediate discipline. This includes behavior directed towards or involving anyone associated with Nexus Academy, including but not limited to students, staff, visitors, Caretakers, contractors, and vendors.
- Gang activity and apparel are prohibited.
- Students will show consideration for others by complying with all other sections of the School Rules and Expectations section of this Handbook.

Safe and Orderly Environment

Nexus Academy is committed to providing a safe, orderly environment conducive to learning. It is the responsibility of the staff, students and school leadership to ensure that this environment is maintained for all students. Students will be expected to conduct themselves in accordance with the Consideration for Others section, above, at all times.

Personal Technology

Cell phones and other personal technology items (ipods, etc.) are permitted at Nexus Academy when used for educational and other appropriate purposes as determined by the teacher and/or school leadership. However, teachers and school leadership reserve the right to monitor and control use of such devices, and to require students to turn off and put away any such devices if the student's use of the device(s) is disruptive or detrimental to learning.

Failure to immediately comply creates even more disruption and will result in serious disciplinary action, which may include but is not limited to temporary confiscation of the student's personal technology item(s). Repeated offences will be considered violations of Consideration for Others and Safe and Orderly Environment policies, and will incur more serious consequences consistent with the School's Discipline and Due Process Policy.

Backpacks

Students are allowed to carry backpacks, bags, and purses to and from school. However, students should place these items in their lockers or designated area before the start of the school day. During the school day, these items will not be allowed in instructional areas unless approved by the administration. Personal hygiene items may be retrieved as needed.

Public Displays of Affection (PDA's)*

**See the School-Specific Handbook Supplement for additional information.*

Nexus Academy considers public displays of affection to be distracting and detrimental in a learning environment. They have no place in School or at work and will not be tolerated at Nexus Academy. Students who have questions about what is or is not considered appropriate on-campus behavior should contact the School Leader.

Dress Code*

**See the School-Specific Handbook Supplement for additional information.*

Students at Nexus Academy are expected to dress and be groomed in a way that conforms to standards that promote a healthy and positive learning environment. Nexus Academy school leadership reserves the right to determine what is and is not considered appropriate dress for his/her Nexus Academy location.

Drug-Free, Alcohol-Free, and Smoke-Free Environment*

**See the School-Specific Handbook Supplement for additional information.*

Nexus Academy is a drug-free, alcohol-free, and smoke-free environment. This extends to parking lots, sidewalks, streets and parks near the School. Local authorities will be notified in the event that a student attends School under the influence of drugs or alcohol or is found smoking on premises. Caretakers will be required to make arrangements for immediately removing the student from School. Students will be subject to discipline and due process as defined in school handbook.

Anyone caught with a large quantity of drugs or look-alike drugs, and/or anyone found to be engaged in conversations or communications arranging for the sale or exchange of drugs inside or outside of school,

will be considered a dealer and treated appropriately. Caretaker and police contact will be made whenever a student is suspected of dealing.

Public conversations, jokes, graffiti, apparel and other student behaviors that glorify or promote substance abuse are inappropriate for School, and are not permitted at Nexus Academy. Failure to observe this ban may result in disciplinary action up to and including suspension.

Search and Seizure

To maintain a safe and orderly environment in the School and to protect the safety and welfare of students and School personnel, school authorities may search, in accordance with all applicable laws, the person or property, including vehicles, of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules. The extent of the search will be governed by the seriousness of the alleged infraction. School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Students should not expect privacy regarding items on School property because School property is subject to search at any time by School officials. Periodic general inspections of School property may be conducted by School authorities for any reason at any time without notice, without student consent and without a search warrant. A student's person and/or personal effects (e.g., purse, book bag, automobile, etc.) may be searched whenever a School official has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

A student's refusal to permit searches and seizures as provided in this policy seriously interferes with Nexus Academy's ability to maintain order and discipline and to insure a safe and secure learning environment. Therefore, such refusal may be considered grounds for disciplinary action.

Fighting and Physical Abuse

Physical abuse is inappropriate at School and will not be tolerated. The School Leader has the authority to deem what is considered aggression and/or fighting, but generally this includes any form of physical contact with the intent, or with the appearance of intent, to intimidate or harm another person. Physical abuse expressed towards any form of property, whether school, personal, or other, with the intent to harm that property, or to intimidate bystanders, or with the appearance of intent to harm or intimidate, will also not be tolerated. Consequences for fighting and physical abuse vary depending on the situation but may result in suspension, expulsion, or a call to the police and/or other legal action consistent with state law.

Weapons*

**See the School-Specific Handbook Supplement for additional information.*

Evidence that a student is in possession of a weapon may result in the student's immediate removal from the Nexus Academy campus, as well as other disciplinary actions consistent with state law, and may include expulsion from the School .

Evidence that any other person (including but not limited to teachers, vendors, Caretakers, and authorized visitors) on Nexus Academy property is in possession of a weapon may be cause for that

person's immediate removal from School grounds, and may also incur additional serious consequences such as a call to the police and/or prosecution and/or legal action consistent with state law.

A weapon includes conventional objects such as firearms, pellet guns, knives, or club type implements. A weapon may also include any toy or look-alike object that is presented as a real weapon or reacted to as a real weapon, or an object converted from its original use to an object used to threaten or injure another. This includes, but is not limited to padlocks, pens, pencils, chairs, jewelry, and so on. Criminal charges may be filed for violations of the weapons policy. Possession of a weapon subject a student to expulsion and possible permanent exclusion from re-enrollment in the school, consistent with board policy and state regulations

Firearm has the same meaning provided in the the "Gun Free Schools Act of 1994," which defined a firearm as any weapon (including a starter's gun) which will, or is designed to, or may readily be converted to, expect a projectile by the action of an explosive; including the frame or receiver of any such weapon; and any firearm muffler or silencer; or any destructive device. If the definition of a firearm as provided by the "Gun Free Schools Act of 1994" changes, then the definition set forth in this Handbook shall automatically change to conform to it.

9.1 Suspension, Expulsion Emergency Removal – Student Due Process Rights*

**See the School-Specific Handbook Supplement for additional information.*

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

9.1.1 Bullying and Other Prohibited Behaviors*

**See the School-Specific Handbook Supplement for additional information.*

Nexus Academy is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The School encourages the promotion of positive interpersonal relations between members of the school community.

Harassment, intimidation, bullying, cyber-bullying, or hazing toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected groups, such as sex, sexual orientation, race, color, national origin, marital status, age, or disability. The School and board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation.

This policy applies to all School -related activities, including but not limited to online school-related activities such as LiveLesson® sessions, participation in clubs, activities, WebMail messages, discussions, and Message Boards; and in-person activities such as state testing, field trips, open houses, and any other in-person School -related activities on School property. This policy also applies to those activities which occur off School property if the student or employee is at any School -sponsored, School -

approved, or School -related activity or function, such as field trips or events where students are under the School's control, in a School vehicle, or where an employee is engaged in School business. Definitions of some key prohibited behaviors are provided below.

Harassment, intimidation, or bullying means any intentional written, verbal, graphic, or physical act that a student or group of students exhibits toward another particular student(s) generally more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s) or violence within a dating relationship.

Harassment, intimidation, or bullying (cyber-bullying) also means electronically transmitted acts (e.g., within LiveLesson® sessions, WebMail, Internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student or a group of students exhibits toward another particular student(s) generally more than once and the behavior both causes mental and/or physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

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

Sexting involves using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to a minor any sexually explicit message, photograph or video which depicts nudity or other sexually explicit material that a reasonable third party would find to be harmful to minors. Sexting includes possessing a message, photograph or video, or other sexually explicit material that was transmitted or distributed by a minor as described above.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being, and includes but is not limited to violence within a dating relationship. These types of behavior are forms of intimidation and harassment, although the behavior need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. Aggressive behavior would include, but not be limited to, such behaviors as stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing.

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

Intimidation is behavior that instills fear and a sense of intimidation in order to control another person.

Deliberate false reporting of any prohibited behaviors.

Prohibited Behavior(s) include all of the above.

Any student or student's Caretaker who believes s/he has been or is the recipient of any of the above-described Prohibited Behaviors should immediately report the situation to the school counselor or, School Leader. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate School Leader or Board official. Complaints about Prohibited Behavior against the School Leader should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be Prohibited Behavior directed toward a student. Reports may be made to those identified above. If a student or other individual believes there has been Prohibited Behaviors, regardless of whether it fits a particular definition, he/she should report it and allow the administration to determine the appropriate course of action.

All complaints about Prohibited Behavior(s) shall be promptly investigated. The School Leader shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any acts of Prohibited Behavior(s) were verified, and, when Prohibited Behaviors are verified, a recommendation for intervention, including disciplinary action, shall be in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of Prohibited Behavior(s) has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include up to suspension or expulsion for students; up to discharge for employees; exclusion for Caretakers, guests, volunteers, and contractors; and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of any Prohibited Behavior(s) will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of Board policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about Prohibited Behavior(s) will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above. This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that action has been taken. If after investigation, acts of Prohibited Behavior(s) against a specific student are verified, the School Leader or appropriate administrator shall notify the Caretaker of the recipient of prohibited behavior of such findings. In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such Prohibited Behavior.

If after investigation the act(s) of harassment, intimidation, bullying, dating violence, or any other prohibited behavior by a specific student is/are verified, the School Leader or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Complaints

Students and/or their Caretakers may file written reports regarding suspected harassment, intimidation, bullying, or dating violence by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the Forms section of the Virtual Library, and sending this to the School. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, dating violence, and/or bullying or other prohibited behavior, and the names of any potential witnesses. Such reports may be filed with any School staff member or administrator, and they shall be promptly forwarded to the School Leader for review, investigation, and action.

Students and/or their Caretakers may make informal complaints of conduct that they consider to be harassment, intimidation, dating violence, and/or bullying or any other Prohibited Behavior by verbal report to a teacher, or other School personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment intimidation, dating violence, and/or bullying, and the names of any potential student or staff witnesses. The School staff member who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior* form found in the Forms section of the Virtual Library. This written report shall be promptly forwarded by the School staff member to the School Leader for review, investigation, and appropriate action.

Privacy/Confidentiality

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

9.1.2 No Touch Policy*

**See the School-Specific Handbook Supplement for additional information.*

Nexus is a no-touch campus. This includes, but is not limited to, public displays of affection, horseplay, pushing, shoving, or bumping into each other. Dependent upon the severity, No Touch violations can be minor or major violations of the school discipline policy.

9.2 Academic Honesty*

**See the School-Specific Handbook Supplement for additional information.*

The School regards academic honesty as key to its mission and essential in the virtual environment. Students are required to sign the Honor Code at the beginning of the school year. It is expected that all students will adhere to the Honor Code throughout the year and all schoolwork submitted in order to meet course or class requirements represents the original work of the student.

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

- Complete, and review as needed, the Academic Honesty section of their Orientation.

- Agree to, and refer to as needed, the Honor Code.
- Use, in accordance with their school policy, tools provided in Connexus® to “self-check” for academic honesty (e.g. plagiarism-checking software).

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

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not post assessments, assignments, answers to assessments or assignments, or any other Nexus Academy curricular materials on any media that can be seen by other students or other third parties.
- Students must not give or receive unauthorized assistance on assignments and/or assessments.
- Caretakers must not give assistance on assessments.
- Students must not present any falsified document or signature to the School.
- Caretakers must not present any falsified document or signature to the School.

Violations of the Honor Code or the principles of academic honesty will result in consequences as outlined in the Discipline and Due Process section of the School-Specific Handbook Supplement.

Completing School Assessments

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

- Students should complete all assessments independently without assistance. Assessments are “closed-book.” They should be completed without the support of any outside resources such as textbooks, workbooks, lesson plans, dictionaries, the Internet, or any other individuals other than the student. In the rare instances where assessments are not closed-book, the instructions will clearly specify that the student may use supporting materials. If you have any questions about what may or may not be appropriate for use during an assessment, contact your teacher.
- **It is never appropriate for students or Caretakers to share with anyone, in any format, the contents of any Nexus Academy assessments.**

9.3 Due Process for Caretakers*

**See the School-Specific Handbook Supplement for additional information.*

9.4 Communication*

**See the School-Specific Handbook Supplement for additional information.*

9.4.1 Communication Systems

The Education Management System (Connexus®) contains several unique and efficient mechanisms for families and schools to communicate with one other. Because Connexus® is a closed system, no communication can be made to or from anybody outside of the system. Caretakers can control what, if any, of their student’s information is posted and accessible to others in the School Directory. To set or modify these options, Caretakers can go to the SIF (Student Information Form) – School Directory Data

View to adjust their student's permissions at any time. The SIF School Directory Data View is accessed from the student's Connexus® home page under Data Views or through the student's  icon.

The following communications systems are available to students, Caretakers, and School staff:

- School Directory
- WebMail
- Message Boards
- Virtual Library
- Teacher feedback on assessments
- Home Page Announcements
- LiveLesson® Sessions
- Connexus® "Feedback" link
- StarTrack Rating System

9.4.2 Nexus Academy Directory Information

Note that the Nexus Academy Directory includes names of both Nexus Academy students **and** Connections students in other school locations and in other states. Caretakers may restrict access to Directory Information during the enrollment process. See the Third Party Access to Student Information section, below, for more details.

9.4.3 Communication Requirements

Students are required to have regular communications with their teachers, whether teachers are working on-site with students or are providing instruction virtually. Nexus Academy expects that most students will have daily contact with their teachers through a combination of face-to-face contact, phone calls, WebMail messages, LiveLesson® sessions, and the daily review of assessments via the electronic Grade Book. Students are also expected to attend LiveLesson® sessions and other virtual instructional opportunities as scheduled by their virtual teachers.

9.5 State and Federal Information Access Guidelines

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

The Family Educational Rights and Privacy Act (FERPA) is a federal law that gives parents/legal guardians (referred to as "Caretakers" by Nexus Academy) and students over eighteen (18) years of age and emancipated minors (Eligible Students) certain rights regarding the student's educational records. These rights include the ability to review and correct educational records and the protection of a student's educational records and "personally identifiable information" from unauthorized disclosure. For complete FERPA information, see Appendix 1, FERPA notification. See also the Release of Student Information and Educational Records to Third Parties below.

FERPA rights are extended to both the custodial and non-custodial parent unless the School is provided with a judicial court order, state statute, or legally binding document that specifically revokes a non-custodial parent's FERPA rights. If a state law and/or enforceable court order provide the noncustodial parent greater or more restrictive access than provided for by FERPA, that state law and/or court order will be followed.

The School also complies with the Protection of Pupil Rights Amendment (see Appendix #5, Protection of Pupil Rights Amendment Policy) and the Children's Online Privacy Protection Act of 1998 (COPPA) (see Appendix #3, Privacy Policy), as well as state law in the state in which the student is enrolled.

9.5.2 Caretaker Access to Teacher Qualification Information

Families have access to basic background information about the School's teachers. This information, found in Connexus® through the teacher's Teacher Profile Data View, includes teacher qualifications, experience, current teaching assignments, and photos.

9.5.3 Third Party Access to Student Information

FERPA provisions allow the School to disclose certain student information to third parties *without the prior written consent of the Caretaker or Eligible Student*. This occurs in two situations. Directory Information and situations in which FERPA permits the School to release educational records without consent (see below). All other disclosure of student information to third parties requires the written consent of the Caretaker or Eligible Student.

Release of Educational Records *Without* Consent: Directory Information

The School may release Directory Information (defined by Connections as *student name, student address, student telephone number, and student grade level*) to third parties as permitted by FERPA.

If the Caretaker or Eligible Student does **not** wish to have Directory Information released to third parties, s/he may prevent the release of this information by completing the Authorization to Withhold Directory Information Form during the enrollment process. Two "opt out" options are available to families:

- **opt out** of disclosure of directory information to all third parties **except** the military
- **opt out** of disclosure of directory information to all third parties **including** the military

If families do not choose either of the "opt out" choices, then the School may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

This form is found in the Permissions Manager section of the Student Information Form (SIF).

Release of Educational Records *Without* Consent: Legitimate Educational Interest

The School may provide a student's educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student's new school upon request from the new school, and the provision of educational records to school officials who possess a "legitimate educational interest" in the student's records. "Legitimate educational interest" is defined by FERPA; for this definition, and the third parties that can receive educational records without consent, see Appendix 1, FERPA Notification.

Release of Student Records *with* Consent

With the exception of that information that FERPA and/or applicable state law or court order allows the School to release without consent, as noted above, the School **must** obtain written consent from the Caretaker or Eligible Student prior to releasing any personally identifiable information to any third party. Requests to release this information must be made in writing, be signed by the Caretaker or Eligible Student, and include the following information:

- a specific description of the information or record(s) to be released

- the reason the release is requested
- the party or agency to which the information will be released and their address
- the signature of the requestor, and the date of the request

For more detailed information on FERPA, please see Appendix 1, FERPA Notification.

10 Educational Materials and Equipment Provided by the School

Nexus Academy provides each student with the temporary use and possession of various educational materials and equipment. While students may be allowed to take School -provided materials and equipment off-site, the student and his/her Caretaker are at all times responsible for School -owned equipment and materials issued to them by the School .

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

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

These materials and equipment are shipped to the student, and a Packing List (in the box of curriculum materials) lists all the items the student should have received. Families should check the contents of the curriculum box against the Packing List and **call within seven (7) school days** of receipt if anything is missing or damaged.

Nexus Academy Support Services: 888-533-6360

In addition to the Packing List, an online Materials List, accessible via a link from your Connexus home page and customized to your courses, lists both the items included in the box and the additional materials you will be responsible for providing.

Note: Though many of the items you need for school are supplied by Nexus Academy, you may need to purchase some general school supplies such as pens and pencils, highlighters, note cards, file folders, notebooks, a ruler, etc. Also, always check the online Materials List to see exactly what supplies you will need to purchase for each course. You may also need to be sure you have printer paper, a printer, and printer ink cartridges.

10.1 Ownership of School-Provided Materials and Equipment

All School- or Connections-issued educational materials and equipment remain the property of the School and/or the School's or Connections' vendor partners. Further restrictions to the use of educational equipment, materials, and software are as follows:

- The resale or attempted resale of any educational materials and/or equipment constitutes theft and may subject the seller to invoicing and/or legal action.
- Refusal to return any educational materials and/or equipment in compliance with the policies in this handbook constitutes theft and may result in invoicing and/or legal action.
- Any attempt to copy, reproduce, republish, download, post, broadcast, transmit, make available to the public, or otherwise use the educational materials in any way except as specifically directed by the School is not permitted.
- The adaptation, alteration, or creation of a derivative work from any School or Connections material is a violation of Connection's Intellectual Property rights and is not permitted. Any use of School or Connections material and/or equipment except as specifically directed requires prior written permission from the School, Connections, or the owner of the materials.

10.2 Use of Connections Equipment and Installed Software

All equipment and software provided to students shall at all times remain the property of Nexus Academy.

10.2.1 School Equipment

Any equipment provided by Connections shall at all times remain the property of Connections and is to be used only for School purposes, although limited access to personal e-mail using a personal ISP and web-based e-mail account is permitted. However, the use of Microsoft® Outlook®, Microsoft Outlook® Express, or any other e-mail program that is installed directly onto the computer ("unauthorized e-mail") **is not permitted**.

The use of unauthorized e-mail programs risks contaminating the Connections computer with a virus, which could result in charges for repairs to the computer and additional penalties. Anyone using unauthorized e-mail programs risks permanently losing any e-mail if the Connections computer has to be restored, reimaged, or returned for repair. Connections will not be responsible for loss of any such e-mails.

10.2.2 Software Provided by Connections

All software settings, default configurations, and administrative privileges shall at all times remain the property of Connections and be maintained at the original settings unless a change is authorized by Technical Support.

Connections equipment may contain software that permits remote access to the equipment, permits its use to be monitored, or enables it to be shut down remotely. Personal information is not collected or maintained by Connections, and any access is only for the purpose of making repairs, verifying acceptable use, or disabling equipment.

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

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

The Technical Support representatives must retain an administrative account on each computer. Under no circumstance will Connections provide administrator rights over the system configuration to students or Caretakers. Users who refuse to provide passwords to Connections when requested, or who tamper with the administrative account access, will forfeit their rights to the assistance provided by Support Services and may be required to return all Connections computer equipment.

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

Educational software not provided by Connections may be installed only if specifically authorized by Technical Support. The decision to permit the installation is solely determined by Technical Support. Caretakers will be responsible for the costs of any repairs required as a result of unauthorized software installation.

10.2.3 Use of the Education Management System (Connexus®)

Regular use of Connexus® is required in order to participate in the School. The School provides training on using Connexus®, and users are required to complete this training. Anyone using Connexus® must also comply with the Terms of Use Policy (Appendix 2) and Acceptable Use Policy (Appendix 6). By using Connexus®, users agree that they have read, understood, and will comply with these terms.

Connexus® is generally available 24 hours a day, 7 days a week, except for a regularly scheduled weekly maintenance window from 4:00– 7:00 a.m. (ET) on Sunday mornings. There may be other scheduled maintenance times when Connexus® will not be available; these scheduled maintenance times will generally occur in the early morning or on weekends. Users will be notified in advance of any maintenance that is anticipated to disrupt service for an extended period of time.

Security and Privacy

Security and privacy are very important to maintaining the integrity of the information stored in Connexus® and are taken very seriously at Nexus Academy. Each Connexus® user is responsible for keeping his or her user name and password confidential; this responsibility includes frequently changing the password to prevent unauthorized use. User names and passwords should never be provided to anyone at any time. Neither Caretakers nor any other user should ever log in to Connexus® using the user name and password of another person. Additionally, Caretakers are responsible for taking reasonable precautionary measures to ensure that students do not obtain their Caretaker's passwords. Everyone using Connexus® should be aware of the Privacy Policy, which is included as Appendix 3 of this Handbook, as well as on the log in page of Connexus®. Nexus Academy agrees that it will comply with the terms of this Privacy Policy.

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

10.3 Responsibility for School-Provided Equipment and Materials

Students and/or their Caretakers are at all times fully responsible for all School -owned equipment and materials issued to them by Nexus Academy. Students must exercise appropriate care with School -provided equipment, and remember that they and/or their Caretakers will be liable for any and all loss or damage to School -owned equipment, regardless of where the School -owned equipment and/or materials are located.

10.3.1 Accidental Damage to Equipment

Where damage to the equipment and/or software is not intentional (accidental) but is caused by user negligence or carelessness, Connections will limit Caretaker liability for repairs for the first instance to a maximum of \$250 plus the cost of shipping. Connections will cover the portion of the cost over \$250 for the first incident.

For all subsequent accidental damage, the Caretaker will be invoiced by Connections for the full cost of the repair or replacement plus the cost of shipping.

Accidental damage to equipment includes *but is not limited to* damage caused by carelessness or negligence such as leaving equipment in an area where it is exposed to excessive heat or cold, damage to equipment caused by spills or liquid, dropping equipment, etc.

10.3.2 Non-Accidental Damage to Equipment

Where damage to the equipment and/or software is caused by a user and is not accidental or is the result of repeated failures to follow the School's policies and directions, the Caretaker will be invoiced for the full cost of the repair or replacement plus shipping.

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

10.3.3 Loss, Theft, or Destruction of Equipment

On the first occurrence, where there has been a loss or theft of Connections equipment, Caretakers will only be responsible for a maximum replacement charge, (rather than full replacement cost) plus the cost of shipping a replacement, provided that the following information is submitted to the School :

- a copy of a filed police report or insurance loss report
- documentation from the insurance carrier confirming that no reimbursement is available under homeowner's or renter's policies or a notarized letter from the Caretaker indicating that they are not insured.

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

10.3.4 Removal of Malware

Use of the Internet may result in the installation of malware if proper procedures are not followed. Caretakers and students may contact Support Services for assistance with configuring a computer to limit malware, which can include pop-up ads, spyware, and other inappropriate material. (See Appendix 4 for additional information concerning malware.) Caretakers will be charged by Connections for requests to remove malware that they or their students have installed accidentally or intentionally on Connections' equipment according to the following schedule:

- first incident: no charge
- second incident: twenty-five dollars (\$25)
- third incident: fifty dollars (\$50)

Further offenses may provide grounds for repossession of the affected equipment, including any charges for return shipping. Refer to Appendix 4 in this Handbook for further information.

10.3.5 Caretaker Notice to School of Computer Issues

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

10.3.6 Payment of School Invoices

Where Caretakers are invoiced for any repair by Connections, payment will be due within five (5) days from the date of receipt of an invoice from Connections. All outstanding invoices must be paid before additional repair services or a replacement computer can be provided. Failure to pay any outstanding invoice will be handled as provided for in the Caretaker Due Process section.

10.4 Returning Connections Educational Materials and Equipment

All Connections -provided **non-consumable** (identified as such on the materials lists) materials and equipment must be returned to Connections or to a location designated by Connections for any of the following reasons:

- The school year has ended. Note: The School Leader may permit the student to retain the materials for the summer in special cases, but under no circumstances can non-consumable materials be kept past August 1. If the Caretaker has formally indicated intent to return for the

following school year via the Intent to Return data view, Nexus Academy may not require the student to return equipment.

- The student is no longer enrolled in the School (for any reason).
- The materials are being repossessed due to a violation of the Caretaker Acknowledgment or of the policies outlined in this Handbook.
- The student has completed the related courses and is being assigned to new courses requiring different materials.
- The School is upgrading or replacing the equipment.
- The student has had an approved placement change for a course.
- Equipment and/or materials were sent in error or do not match the packing list.

Note: If the student withdraws from the School after being enrolled in the School for less than 120 calendar days and/or has used less than 10 percent of the consumable materials, then **all materials** (both consumable and non-consumable) must be returned to the School .

Except when materials were sent in error, or in cases of missing or damaged equipment, Connections will contact the Caretaker by phone or by mail to make arrangements for the return of equipment or materials. The Caretaker has seven (7) days from the receipt of the return instructions to return all requested materials and/or equipment. Caretakers should NOT initiate a return shipment until they have been contacted by Connections and provided with instructions. The only locations from which Connections will make arrangements for return shipping of Connections-provided equipment and materials shall be the student's current, verified address in Connexus, or the Nexus Academy in which the student is enrolled. If the Caretaker or student is unable or unwilling to return materials and/or equipment from either of these two locations, the Caretaker and/or student may be held legally liable for the equipment as described in this Handbook.

Families who arrange return shipping on their own prior to being contacted by Connections will not be reimbursed for shipping costs.

Except in the case of repossession, Connections is responsible for the cost of return shipping as long as the Caretaker follows the return instructions and coordinates the return with Connections. The Caretaker is responsible for being at home during the required return period for a United Parcel Service (UPS) or Federal Express (FedEx) pickup or for transporting the equipment to an authorized UPS or FedEx center. The Caretaker will be responsible for the shipping cost of any items that were forgotten in a return shipment and/or were not properly packed and returned. To find a local, authorized UPS or FedEx shipping outlet, refer to the following websites:

- UPS: <http://www.ups.com/>
- FedEx: http://www.fedex.com/Dropoff/start?locale=en_US

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

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

The failure to complete a timely return of any equipment or materials upon request shall constitute a theft and may result in invoicing, referral to a collections agency, or legal action as provided in the Parent Due Process section of the School-Specific Handbook Supplement.

Important: Any computer files that need to be kept by the student should be extracted and any CD/DVD materials must be removed from computers before they are returned to Nexus Academy. Neither Connections nor the School has any responsibility for returning any CD/DVD materials returned in the computer, nor to maintain or restore any files.

Nexus Academy equipment is **not** available for purchase.

11 Use of the Internet

Nexus Academy requires the use of technology to promote and support student learning, and use of the Internet is a requirement for all School participants, including students, Caretakers, and staff. All Nexus Academy participants will use Nexus Academy's Education Management System (Connexus®) and the Internet to communicate and share information.

Students who wish to complete school work outside of the school building must have access to high-speed Internet service. Nexus Academy is not responsible for providing Internet service outside of the school setting; therefore, Caretakers of students working remotely are responsible for maintaining Internet service that meets the Connexus® minimum standards for speed, availability, and compatibility. These minimum standards include access to high-speed Internet and, if using a firewall, one that will permit access to Connexus®. For more information, see Use of Personal Equipment and Software, Section 12.

Internet Service Providers (ISPs)

Some equipment provided by Nexus Academy comes with preinstalled access to several suggested Internet Service Providers (ISPs). There is no requirement that Nexus Academy students use any of these ISPs; however, there are some ISPs with known problems in accessing Connexus®. Contact Support Services for any questions concerning the selection of ISPs. Nexus Academy is not responsible for problems with or maintenance of Internet service accounts; the ISP should be contacted directly for help with these issues.

11.1 Internet Safety

Users of Connexus should be aware that **some material accessible through the Internet may contain items that are illegal, obscene, defamatory, inaccurate, or potentially offensive to some people. Some of this material may be harmful if accessed by minors.** In addition, it is possible to purchase certain

goods and services via the Internet, which could result in unwanted financial obligations for which a student or the student's Caretaker would be liable. Nexus Academy believes that the benefits to Users from access to the Internet, in the form of information resources and opportunities for Users' collaboration, exceed the disadvantages. However, all Users must understand and practice acceptable and ethical Internet use.

To help all Connexus Users understand acceptable and ethical use, Nexus Academy offers an *Internet Safety* course, which all Nexus staff members are required to take. We strongly recommend that all Caretakers also take this course, which is available in the To Do section of their home page. Caretakers may also review all Internet sites that their student(s) may visit in each course by clicking on the "backpack" icon in each course. While Connections has carefully screened these sites and believe they are appropriate for students, this tool makes it easy to review all links. Caretakers who are uncomfortable with any of the linked sites should contact their student's teacher to discuss alternatives.

All computers provided by Nexus Academy are configured with heightened security settings for their Internet Explorer browser. There are additional levels of security that can be added beyond this level which will further help block offensive content. For more information please call Technical Support at **888-533-6360**. In addition, all computers provided by Nexus Academy have Internet filtering software installed. This software can be activated upon request. **If you wish to activate the filtering software, call Technical Support at 888-533-6360.** Please be aware that Internet filtering software will also block some content that does not violate the Acceptable Use Policy.

11.2 Compliance with Connections' Use Policy

Any use of Connexus®, Connections equipment, or Internet using Connections equipment must be in compliance with Connections' Acceptable Use Policy, which is included in Appendix 6. Any violation of the Acceptable Use Policy while using Connections computer equipment may result in warnings, usage restrictions, the loss of a computer, confiscation of the equipment, expulsion from the School, as well as other disciplinary actions or legal proceedings. The determination as to whether a use is in violation of this policy and the penalties imposed are at the sole discretion of the School and are subject to the guidelines of the Parent Due Process section of the School-Specific Handbook Supplement.

12 Use of Personal Equipment and Software

Students may use their own equipment and software as long as they meet the minimum requirements detailed in this section, but should be aware that Nexus Academy provides full support only for equipment or software that is provided by Nexus Academy. The School is not responsible for providing Internet access outside of the school grounds. Due to certain licensing restrictions, some additional software provided with the school computer may not be available for use on personal computers.

Using the minimum specifications instead of the recommended specifications, especially in terms of Internet connectivity, may impede some of the supplementary resources available online such as video streaming. The most up-to-date information on technology requirements is available online via our Online Help for Caretakers. Type "system requirements" into the search field to access this information.

Minimum specifications are provided in the tables below.

WINDOWS

HARDWARE REQUIREMENTS WINDOWS	MINIMUM SPECIFICATIONS	RECOMMENDED SPECIFICATIONS
Processor Speed	1.5 GHz Intel® Pentium® IV processor or equivalent	Dual-Core Intel® /AMD® processor or better
RAM	1 GB	2 GB or better
CD-ROM	8X or better CD-ROM	8X or better CD-ROM
Monitor	15-inch color display	17-inch color display
Video	XGA (1,024 x 768 resolution or higher)	XGA (1,024 x 768 resolution or higher)
Audio	16-bit sound card; speakers	16-bit sound card; speakers
Printer	black inkjet printer	black inkjet printer or better
Internet Connection	Students with 56 kbps modem speeds can participate but may be unable to participate in some activities. High-speed Internet via DSL or cable modem is strongly recommended.	high-speed Internet via DSL or cable modem
OTHER REQUIREMENTS		
Operating System	Microsoft Windows® XP, Vista, or 7	
Browser	Microsoft Internet Explorer® (version 8 or higher) for Windows Mozilla Firefox® (version 10 or higher) for Windows	
Software	Microsoft® Office XP, 2003, 2007, 2010, or productivity software compatible with Microsoft® Word®, Excel®, and PowerPoint®	
Media Players	latest versions of Windows Media® Player and Macromedia® Flash® Player (both free applications)	
Document Reader	latest version of Adobe® Acrobat® Reader® (free)	

MAC

HARDWARE REQUIREMENTS MAC	RECOMMENDED SPECIFICATIONS
Processor Speed	1.5 GHz processor or better
RAM	512 MB or better
CD-ROM	8X or better CD-ROM
Monitor	17-inch color display
Video	XGA (1,024 x 768 resolution or higher)
Audio	16-bit sound card; speakers
Printer	black inkjet printer or better
Internet Connection	high-speed Internet via DSL or cable modem
OTHER REQUIREMENTS	
Operating System	Mac OS X 10.5 or later
Browser	Apple Safari® (version 4 or higher) Mozilla Firefox® (version 10 or higher)
Software	Microsoft® Office 2008 or productivity software compatible with Microsoft® Word®, Excel®, and PowerPoint®
Media Players	latest versions of Flip4Mac® Player and Macromedia® Flash® Player (both free applications)
Document Reader	latest version of Adobe® Acrobat® Reader® (free)

13 Contacting Support Services

Support Services can be reached by calling **888-533-6360** and then selecting the appropriate menu selection for Support Services, by e-mailing support@connectionseducation.com, or by using the WebMail message feature in the Education Management System and sending a message to Support Services.

The Support Services Team is available during the school’s calendar year from 9:00 a.m.–6:00 p.m. (ET). Voicemail messages can be left for Support Services at any time.

The Support Services Team should be called for the following reasons:

- Equipment or materials supplied by Connections do not match the items listed on the packing list.

- A user cannot log in to Connexus®.
- Equipment, software, or materials supplied by Connections do not function or have been damaged or lost (be sure to check any training resources or the Online Help section of Connexus® first).
- A request needs to be made to transfer equipment or materials to another location.
- A request needs to be made to authorize the installation of hardware or software on equipment supplied by Connections.
- More information is needed about obtaining an ISP or assistance is needed with creating ISP accounts for providers preinstalled on school equipment.

When contacting Support Services via e-mail, WebMail message, or voicemail message, please clearly describe the issue and provide specific contact information for a Support Services representative to respond to your issue. When submitting a service request, families should provide the following information:

- Caretakers and student name
- phone number (including extension), e-mail address, and state or school
- brief description of the problem (If contacting Support Services via e-mail, include this information in the e-mail subject line.)
- issue aware (IA)tracking ticket number, if known and if the issue is a continuation of an existing request (If contacting Support Services via e-mail, include this information in the e-mail subject line, in the voicemail message, or to the Support Services representative.)
- level of severity (see below for definitions)
- detailed description of the problem, including any steps required to reproduce the problem

The Support Services representatives’ response times depend on the severity of the issue. The support representative will determine the problem’s severity based on the guidelines set forth below. Please note that these time frames are targeted service request response times and not resolution times.

Severity Level	Description	Preferred Contact Method	Response Times
Urgent	Issue has a significant impact on current productivity. Very difficult to work around; system unusable.	Phone	Immediate
Important	Problem impact is high. Production is proceeding but in an impaired fashion. Workarounds are available.	Phone or e-mail	4–24 hours
Not Urgent	Issue does not have significant current productivity impact. Examples include product enhancements, usage questions, and cosmetic problems.	E-mail or feedback	Within 24 hours

Appendix 1 – FERPA Annual Notification and Policy

Last Reviewed and Updated: January 12, 2011

This FERPA Annual Notification and Policy may be updated periodically. The most current version is always available from the login page of Connexus®. Any changes will be effective as soon as they are posted in Connexus®.

Nexus Academy complies fully with the Family Educational Rights and Privacy Act (“FERPA”). FERPA is a federal law that affords Caretakers and students over 18 years of age and emancipated minors (“Eligible Students”) certain rights with respect to the student’s educational records as follows.

RIGHT TO INSPECT AND AMEND EDUCATIONAL RECORDS

FERPA provides Caretakers and Eligible Students with the opportunity to inspect student educational records within forty-five (45) calendar days of receipt of such request. FERPA also provides Caretakers and Eligible Students with the opportunity to ask for amendments or for a hearing to challenge the content of the educational records if it is believed to contain inaccurate, misleading information. A written request identifying the records to be inspected must be provided to the School. The School official will arrange for access and will notify the Caretaker or Eligible Student of the time and place where the records may be inspected. If copies are requested, the School may charge the requesting party reasonable copying costs. Caretakers and Eligible Students possess the right to request and receive from the School the following: (1) an explanation of information in the student’s education records; (2) a copy of all or part of the student’s education record; and (3) a list of the types and locations of the student’s education records collected, maintained, or utilized by the School.

Caretakers or Eligible Students requesting an amendment should complete the *FERPA Request to Amend Educational Record Form* available in the Virtual Library and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading and submit this to the School Leader. If the School decides not to amend the record, the Caretaker or Eligible Student shall be notified in writing and shall be required to file a *Request for FERPA Formal Hearing Form*, found in the Virtual Library under Forms to request and receive a records hearing review. At this time, additional information shall be provided to the Caretaker or Eligible Student regarding the hearing process procedures.

DISCLOSURE WITHOUT CONSENT

Caretakers or Eligible Students possess the right to prevent disclosure of educational records to third parties except to the extent that FERPA authorizes disclosure without consent. The following are examples, including but not limited to, instances that do not require the School to obtain prior written consent for the release of educational records:

- other schools when a student graduates or transfers. (Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Upon receipt of the request, the School will make reasonable attempts to notify the Caretaker or the Eligible Student of the request and the date the records were forwarded.)
- appropriate parties in connection with financial aid

- accrediting institutions
- compliance with a judicial order or lawfully issued subpoena
- appropriate officials in the case of a health or safety emergency
- charter school authorizers and/or state and local authorities within a juvenile system pursuant to applicable state law
- School officials with legitimate educational interests. (School officials include the following: persons employed by the School, whether paid or unpaid, administrator, supervisor, instructor, support staff or School Board of Directors members; authorizing bodies or districts, vendors employed by or under contract with the School, such as an attorney, auditor, consultant, etc.; or a Caretaker, student or volunteer serving in an official School capacity. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the School.)

DIRECTORY INFORMATION

FERPA permits the School to designate certain information contained in student educational records as Directory Information. The School may disclose Directory Information for any purpose to third parties, unless the Caretaker or Eligible Student has refused this by opting out by completing the *Authorization to Withhold Directory Information Form* found in the Permissions Manager section of the Student Information Form (SIF). If opt-out is requested, the Directory Information will not be disclosed except with the consent of the Caretaker or Eligible Student or as otherwise allowed by FERPA. This is an annual election.

The following information regarding students is considered Directory Information by the School:

- **student name**
- **student address**
- **student telephone number**
- **student grade level**

If an opt-out form is not received, the School will assume that there is no objection to the release of the designated Directory Information.

Federal law requires schools receiving federal monies to provide military recruiters, upon request, with the following three categories of Directory Information for high school students:

- **student name**
- **student address**
- **student telephone number**

However, the law affords Caretakers the option to refuse disclosure of such information by completing the *Authorization to Withhold Directory Information Form*.

DISCLOSURE WITH CONSENT

Written consent or a subpoena must be obtained in order for the School to release any personally identifiable information to any party except in the two instances noted above (see p. 45). Prior to requesting consent, the School shall provide the Caretaker or Eligible Student a written request form that requires the following information:

- A specific description of the information or record to be released.
- The reason the release is requested.
- The party or agency to which the information will be released and their address.
- The written request must be signed and dated by the requestor.

Prior to complying with a subpoena, the School will notify the Caretaker or Eligible Student and provide seven (7) to ten (10) calendar days, depending on the situation, to quash such subpoena.

CUSTODY, DEPENDENCY, AND POST SECONDARY COURSE RECORDS

FERPA rights are extended to both the custodial and noncustodial parent unless the School is provided with a judicial court order, state statute, or legally binding document that specifically revokes a noncustodial parent's FERPA rights. To the extent state law and/or court order provides the noncustodial parent with greater or more restrictive access than specifically provide for in FERPA, that state law and/or court order shall be determinative of the level of access a noncustodial parent is granted.

FERPA rights transfer to the Eligible Student. In order for a Caretaker to continue to have access to that student's educational records, the Caretaker must demonstrate dependency as prescribed by FERPA by producing the most recent tax return or completing the forms at the Family Compliance Office website (this does not apply to emancipated minors), or the student has to execute an *Authorization to Release Educational Records of Eligible Students to Parents/Legal Guardians Form*.

If a student takes a course at a postsecondary institution, the FERPA rights are accorded to the student for any such course. In order for Nexus Academy, Caretakers, or any third parties to get access to such educational records, the student is required to complete an *Authorization to Release Post-Secondary School Records Form*.

RIGHT TO FILE A COMPLAINT

Caretakers or Eligible Students who have concerns or questions should send an e-mail to legal@connectionseducation.com. Additionally, Caretakers, or Eligible Students may file a complaint with the following:

Family Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605
Phone: 202-260-3887

Appendix 2 – Connexus® Terms of Use

These Terms of Use may be updated periodically. The most current version is always available from the login page of Connexus®. Any changes will be effective as soon as they are posted in Connexus®.

Last Reviewed and Updated: September 12, 2011.

Acceptance of Terms

By using this Education Management System (“Connexus®”), you (hereinafter referred to as “the User” or “Users”) agree to all terms, conditions, and notices contained or referenced in these Terms of Use (“terms”). These terms apply to all materials, information, software, content, products, and services included in, or available through, Connexus® (collectively, “the Content”). By using Connexus®, the User is agreeing to these terms. If the User is a minor, he or she shall be the responsibility of his or her Caretaker, who shall ensure that the User adheres to the provisions herein.

Connections reserves the right to change these terms at any time, effective upon posting the updated terms on the Connexus® log-in page. The most current version is always available by clicking on the Terms of Use link located at the bottom of the log-in page of Connexus®. Any changes to these terms will become effective as soon as they are posted to Connexus®.

Permitted Use

Connexus® is to be used for the purpose of enrolling or participating in Connections school or program of study (the “School”) or in support thereof as authorized by Connections. Connections grants the User the non-exclusive, non-transferable, limited license to access, visit, use, view, and print the Content, solely for the User’s own personal non-commercial use, provided the User keeps intact all copyright and other proprietary notices and accepts any terms, conditions, and notices accompanying the website. In addition, use of the Content or materials for any purpose not expressly permitted in these terms is prohibited.

All Users are expected to abide by the *Acceptable Use Policy* when using Connexus® and its features, including the WebMail system (electronic mail using Connexus®) and Message Boards. Connections reserves the right to terminate the User’s access to Connexus® in appropriate circumstances if the User infringes upon the intellectual property rights of Connections or any third party, or if the User otherwise violates these terms. Users will be fully liable for all costs or losses to Connections related to a User’s violation of these terms. Connections may disclose information about a User if in compliance with the laws and where required by law, subpoena, or court order.

Each User will have a user name and password for the purpose of accessing Connexus® and the Content (the “Log-in Information”). Users must keep all Log-in Information strictly confidential, and all Log-in Information may be used only by the assigned User. Users are responsible for maintaining the security and confidentiality of all Log-in Information and for preventing access to Connexus® and/or the Content by unauthorized persons using a User’s Log-in Information. Users are responsible for any and all activities that occur under their account. Users must notify Connections immediately of any unauthorized use of their account or any other breach of security.

Users may not (1) remove, obscure, or alter the Content in any way, (2) use Connexus® in any manner that could damage, disable, overburden, or impair any Connections server or the network(s) connected

to any Connections server, or interfere with any other party's use and enjoyment of Connexus®, (3) gain or attempt to gain unauthorized access to any accounts, computer systems, or networks connected to any Connections server through hacking, password mining, or any other means, or (4) obtain or attempt to obtain any materials or information through any means not intentionally made available through Connexus®.

Proprietary Rights

The User acknowledges and agrees that all of the information available in Connexus® is protected by various copyrights, trademarks, service marks, patents, trade secrets, or other intellectual property rights and laws and may only be used as permitted by law and with the permission of the owner. Except as expressly authorized by Connections, Users may not sell, license, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from or otherwise exploit the Content or features in Connexus® in any form or medium. Users are fully responsible for their own use and for ensuring such use does not infringe on the rights of Connections or third parties. In addition to potential legal action, any unauthorized use including copying or reposting of Connections or third-party intellectual property may result in one or more of the following: termination of access to Connexus®, school-based disciplinary action, removal from the school, and/or legal action.

Copyright Infringement

Connexus® content is owned or controlled by Connections or the third party credited as the provider of the content, and its contents may not be copied, reproduced, distributed or modified in any way without the express written consent of Connections. All Users are fully responsible for their own use and for ensuring such use does not infringe on the rights of Connections or third parties.

Pursuant to the Digital Millennium Copyright Act of 1998, 17 U.S.C. 512(c)(2), Connections' designated agent for notice of alleged copyright infringement in connection with Connexus® is legal@connectionseducation.com. To file a notice of infringement with Connections, the requirements specified in Title II of the Digital Millennium Copyright Act of 1998 must be fulfilled. The text of this statute can be found at the U.S. Copyright Office website at <http://www.copyright.gov/>.

Trademarks

Connexus® contains trademarks and service marks of Connections and of third parties, and these marks may only be used in accordance with the Trademark Usage Guidelines within the Terms of Use on the public website. For permission to use the Connections name or logo or any Connections marks, contact legal@connectionseducation.com. Any use of any Connections marks without the express written consent of Connections, and any use of any Connections name or logo, including Nexus Academy, without entering into the Connections Trademark Agreement, is strictly prohibited.

Privacy

You agree that your use of Connexus® is also subject to the Privacy Policy, which is part of these terms.

WebMail, Message Boards, and Other Communication Services

The Connections WebMail message system, which is available through Connexus®, is an internal e-mail system provided for students and Caretakers to interact within the Connections community.

Connections cannot guarantee the security of any information that the User discloses in WebMail messages, and the User does so at the User's own risk. Access to send WebMail messages is limited to the author, recipients, and other authorized personnel for the purpose of maintaining system integrity and to ensure that users are acting responsibly and legally as required by these terms. WebMail messages are also not guaranteed to be private and may be monitored by the School. Messages relating to or in support of illegal or obscene activities, if discovered, will be reported to the appropriate authorities and may result in the loss of User privileges, removal from the School, and/or legal action.

Connections also operates academic Message Boards located within Connexus® to facilitate the exchange of ideas, information, and opinions between members of the Connections community of Schools. Users may only use the Message Boards for structured clubs, activities, and other educational uses as specified by the School and as described on the Message Board. The Message Boards contain contributions that represent only the opinions of their respective authors and do not express the opinions of Connections or of Nexus Academy.

Use of the Message Boards is subject to the rules governing their use as provided when accessing them (see also the Links section below). Connections has no obligation to monitor the Message Boards, which are used at the User's sole risk, or any links that might be provided to third-party or social media sites from such Message Boards. However, Connections reserves the right to monitor the content of the Message Boards and to delete, move, or edit messages that, in its sole discretion, it deems abusive, defamatory, obscene, in violation of intellectual property laws, or otherwise unacceptable. Connections also reserves the right to republish User's postings from the Message Boards elsewhere and use these after the User is no longer enrolled in the School.

In addition to the WebMail system and the Message Boards, Connections may from time to time offer chat areas and/or other message or communication functionality designed to enable the User to communicate with others (each a "Communication Service" and collectively "Communication Services"). The User agrees to use Communication Services only in compliance with the terms and to post, send, and receive messages and materials that are proper and, when applicable, related to the particular Communication Service.

Any information that Users submit to be posted to a Message Board or other Communication Service will be disclosed and available to all Users of that Communication Service and is, therefore, no longer private. We cannot guarantee the security of such information that Users disclose or communicate online in public areas, and Users do so at their own risk. Connections does not control or endorse the content, messages, or information found in any Communication Service; therefore, Connections specifically disclaims any liability with regard to the Communication Services and any actions resulting from the User's participation in any Communication Services. All Users acknowledge that any reliance upon such content shall be at the sole risk of the person so relying.

Connections reserves the right at all times to disclose any information as Connections deems necessary to satisfy any disciplinary investigation, applicable law, regulation, legal process, or governmental request, or to edit, refuse to post, or to remove any information or materials, in whole or in part, at Connections' sole discretion.

Use of School Work, Interviews, Photographs, and Videos

Users may have the opportunity to provide material for inclusion in Connexus®. This material may include the submission of work samples; participation in clubs; postings on the Message Boards; text or other submissions for newsletters, newspapers, and yearbooks; writing WebMail messages; etc. The Users represent that they own and/or control all of the rights to the User's own material and that the public use of such material will not violate or infringe on the rights of Connections or any third party. By providing this information, Users grant to Connections and to their School, if authorized to use Connexus®, a license to edit, use, reproduce, display, perform, adapt, modify, create derivative works of, distribute, have distributed, and promote the material in any form, anywhere, and for any purpose in perpetuity.

Users may also have the opportunity to participate in a LiveLesson® session or view a previously recorded lesson. Connections cannot guarantee the security of any information disclosed by voice or text in a LiveLesson® session. Any information that a User submits or is captured in a LiveLesson® session may be disclosed and available to all Users and is, therefore, no longer private. Caretakers are responsible for any information disclosed by their minor children. Each recorded LiveLesson® session is the property of Connections or Connections has been provided permission for use. Users agree that in exchange for being permitted to participate in a LiveLesson® session, the Users assign all rights that the Users have in the Users' and the Users' minor child(ren)'s performance in the LiveLesson® session to Connections. Some LiveLesson® sessions may be recorded, and the User hereby agrees to the recording of LiveLesson® sessions in which the User participates and the inclusion of any information, including personal information (written or verbal), provided by the User during the LiveLesson® session.

Connections or the School may also videotape, interview, and photograph students engaged in extracurricular programs, activities, and other school functions. Connexus® may include images of or text from student-submitted work, interviews, videos, and/or photographs obtained in connection with permission obtained from Caretakers where their children are minors. Connections and the School may use these videotapes, interviews, and photographs while the student is enrolled in the school and after the student's disenrollment from the program. If the User does not want any of these materials to be included in Connexus®, please provide instructions in the Permissions Manager section in the Student Information Form (SIF).

Links

Connexus® (including the Virtual Library, the WebMail system, and the Message Boards) may contain links to other websites or other resources that are provided for the User's convenience. Unless otherwise noted, these linked sites are not under the control of Connections and Connections is not responsible for the content available on third-party-linked sites. Connections makes no representations, warranties, or other commitments whatsoever about any third-party websites or third-party resources that may be referenced, accessible from, or linked to Connexus®. A link to a website does not mean that Connections endorses the content or use of such website or its owner. In addition, Connections is not a party to or responsible for any transactions the User may enter into with third parties, even if the User learns of such parties (or uses a link to such parties) from Connexus®. Accordingly, the User acknowledges and agrees that Connections is not responsible for the availability of such external sites or resources, except where specifically contracted for, and is not responsible or liable for any content, services, products, or other materials on or available from those sites or resources.

Changes in Corporate Structure

If all or part of Connections or any of its affiliates are sold, merged, or otherwise transferred to another entity, the personal information you have provided in Connexus® may be transferred as part of that transaction or process. However, Connections will take steps to ensure that the personal information is used in a manner consistent with the privacy policy under which it was collected and in accordance with the Family Educational Rights and Privacy Act (FERPA).

Export Control

Connections controls and operates Connexus® from its headquarters in the United States and makes no representation that the Content is appropriate or available for use in other locations. If you use the Connections Connexus® from other locations, you are responsible for compliance with applicable local laws, including, but not limited to, export and import regulations of other countries. In addition, no Content may be downloaded or otherwise exported or re-exported in violation of United States export control laws and regulations.

Warranty and Other Disclaimers

Connections is committed to ensuring the accuracy of all information included in Connexus®, subject to the following limitations:

- Connections will use reasonable efforts to keep the information current and to ensure the accuracy or completeness of materials available through Connexus®. However, materials available through Connexus® are not promised or guaranteed to be correct, current, or complete, and may contain inaccuracies or typographical errors.
- Connections and the School do not warrant that the functional aspects of Connexus® will be uninterrupted or error free, that defects will be corrected, or that Connexus® or the server that makes it available are free of viruses or other harmful components. This limitation applies to any damages or injury caused by any error, whether for breach of contract, tortious behavior, negligence, or under any other cause of action.
- The User acknowledges that neither Connections nor the School is liable for the conduct of any party using Connexus® or for any defamatory, offensive, infringing, or illegal materials contained on Connexus® or in any Communication Service, and Connections reserves the right to correct any errors or omissions and remove any materials from Connexus® at its sole discretion and without liability of any kind.

Disclaimer of Warranty

USE OF CONNEXUS® OR ANY COMMUNICATION SERVICE IS AT THE USER'S SOLE RISK. ALL MATERIALS, INFORMATION, PRODUCTS, SOFTWARE, PROGRAMS, AND SERVICES ARE PROVIDED "AS IS," WITH NO WARRANTIES OR GUARANTEES WHATSOEVER. CONNECTIONS EXPRESSLY DISCLAIMS TO THE FULLEST EXTENT PERMITTED BY LAW ALL EXPRESS, IMPLIED, STATUTORY, AND OTHER WARRANTIES, GUARANTEES, OR REPRESENTATIONS, INCLUDING, WITHOUT LIMITATION, THE WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF PROPRIETARY AND INTELLECTUAL PROPERTY RIGHTS. WITHOUT LIMITATION, CONNECTIONS MAKES NO WARRANTIES OR GUARANTEES THAT CONNEXUS® WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE. THE USER UNDERSTANDS AND AGREES THAT IF THE USER DOWNLOADS OR OTHERWISE OBTAINS

MATERIALS, INFORMATION, PRODUCTS, SOFTWARE, PROGRAMS, OR SERVICES, THE USER DOES SO AT THE USER'S OWN DISCRETION AND RISK AND THAT USER WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGES THAT MAY RESULT, INCLUDING LOSS OF DATA OR DAMAGE TO THE USER'S COMPUTER SYSTEM. SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OF WARRANTIES, SO THE ABOVE EXCLUSIONS MAY NOT APPLY TO THE USER.

Limitation of Liability

UNDER NO CIRCUMSTANCES WILL CONNECTIONS BE LIABLE FOR ANY DIRECT, INDIRECT, PUNITIVE, INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES THAT RESULT FROM THE USE OF OR INABILITY TO USE CONNEXUS® OR ANY COMMUNICATION SERVICE. THIS LIMITATION APPLIES WHETHER THE ALLEGED LIABILITY IS BASED ON CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, OR ANY OTHER BASIS, EVEN IF CONNECTIONS HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE. BECAUSE SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OR LIMITATION OF INCIDENTAL OR CONSEQUENTIAL DAMAGES, CONNECTIONS ACADEMY'S LIABILITY IN SUCH JURISDICTIONS SHALL BE LIMITED TO THE EXTENT PERMITTED BY LAW.

Release

THE USER HEREBY RELEASES AND FOREVER DISCHARGES CONNECTIONS, THE SCHOOL, ITS AFFILIATES, EMPLOYEES, CONTRACTORS, OFFICERS AND DIRECTORS, AGENTS, SUCESSORS, AND ASSIGNS ("RELEASED PARTIES"), FROM ALL ACTIONS, CAUSES OF ACTION, INJURIES, CLAIMS, DAMAGES, COSTS, OR EXPENSES OF ANY KIND GROWING OUT OF OR RELATED TO THE USER OR USER'S MINOR CHILD(REN)'S USE OF CONNEXUS® OR ANY COMMUNICATION SERVICE. THE USER UNDERSTANDS THAT THIS IS A FULL AND COMPLETE RELEASE TO THE MAXIMUM EXTENT ALLOWED BY LAW OF ALL CLAIMS AND DAMAGES TO WHICH YOU OR YOUR MINOR CHILD(REN) MAY HAVE AS A RESULT OF HIS OR HER USE OF CONNEXUS® REGARDLESS OF THE SPECIFIC CAUSE THEREOF. CALIFORNIA RESIDENTS WAIVE ANY RIGHTS THEY MAY HAVE UNDER §1542 OF THE CALIFORNIA CIVIL CODE, WHICH READS "A GENERAL RELEASE DOES NOT EXTEND TO CLAIMS WHICH THE CREDITOR DOES NOT KNOW OR SUSPECT TO EXIST IN HIS FAVOR AT THE TIME OF EXECUTING THE RELEASE, WHICH IF KNOWN BY HIM MUST HAVE MATERIALLY AFFECTED HIS SETTLEMENT WITH THE DEBTOR." THE USER AGREES TO RELEASE UNKNOWN CLAIMS AND WAIVE ALL AVAILABLE RIGHTS UNDER CALIFORNIA CIVIL CODE §1542 OR UNDER ANY OTHER STATUTE OR COMMON LAW PRINCIPLE OF SIMILAR EFFECT.

Indemnification

Upon request by Connections, the User agrees to defend, indemnify, and hold harmless the School, Connections and its affiliates, employees, contractors, officers, directors, third-party content providers and licensors from all liabilities, claims, and expenses, including attorney's fees, which arise from the User's use or misuse of Connexus®, Content, or any Communication Services. Connections reserves the right, at its own expense, to assume the exclusive defense and control of any matter otherwise subject to indemnification by the User, in which event the User will cooperate with Connections in asserting any available defenses.

Governing Law, Choice of Law, and Forum

The use of Connexus® shall be governed by and construed in accordance with the laws of the State of Maryland, excluding its conflicts of law rules. The User expressly agrees that the exclusive jurisdiction for any claim or action arising out of or relating to the User's use of Connexus® shall be filed only in the

state or federal courts located in the State of Maryland, and the User further agrees and submits to the exercise of personal jurisdiction of such courts for the purpose of litigating any such claim or action.

Severability and Integration

Except for other agreements signed by the User with Connections or the School, these terms constitute the entire agreement between the User and Connections with respect to use of Connexus®. If any part of these terms is held invalid or unenforceable, that portion shall be construed in a manner consistent with applicable law to reflect, as nearly as possible, the original intentions of the parties, and the remaining portions shall remain in full force and effect.

Termination of Use

If the User violates Connexus® Terms of Use, the User may be barred from future use of Connexus® and/or subject to legal action.

Appendix 3 – Privacy Policy

This Privacy Policy may be updated periodically. The most current version is always available from the login page of Connexus®. Any changes will be effective as soon as they are posted in Connexus®.

Last Reviewed and Updated: September 12, 2011.

Connections Education LLC (“Connections”) and the School respects your privacy and has established this Privacy Policy (“Privacy Policy”) to advise how Connections and the School collect, use, share, and protect information that we retain on an individual enrolling in the School. This Privacy Policy applies to information collected on the public website, information stored in the Connections Education Management System (Connexus®), and the information gathered as a result of a student and/or Caretaker’s use of Connexus®.

Connections reserves the right to change this Privacy Policy at any time. The most current version is always available by clicking on the Privacy Policy link located at the bottom of the log-in page of Connexus®. Any changes to our Privacy Policy will become effective upon posting of the revised Privacy Policy. You can tell when this policy was last revised by referring to the “Last updated” legend at the top of this Privacy Policy page.

By using Connexus®, you agree to the terms of this Privacy Policy in effect at the time of use. If you do not agree to the terms and conditions of this Privacy Policy, you are not authorized to use Connexus®.

Information We Collect The information gathered through Connexus® falls into two categories: (1) non-personally identifiable information that is routinely gathered as users navigate through Connexus®, and (2) personally identifiable information voluntarily supplied by users of Connexus®.

In order for a student to be enrolled in the School, Connections must collect and retain the student’s personal information. Connections will only use the student’s personal information for purposes directly related to enrollment in the School.

Connexus® includes this information that was provided during the enrollment process for a student enrolling in the School (submitted through the registration website, <http://www.connexus.com/registration.aspx>, or by phone, fax, or mail); data submitted by Users in connection with the educational activities of enrolled students; data used to provide educational services to students and their families, such as data to track student performance (test results, attendance, lessons completed, etc.); and data provided by other regulatory authorities and agencies, such as records from a previous school.

From time to time, Connections may collect and analyze student performance data and various measures of effectiveness. In addition, families may be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the Protection of Pupil Rights Amendment (“PPRA”) as revised by the No Child Left Behind Act. For more information on PPRA, click on the PPRA Notice link located at the bottom of the log-in page of Connexus®.

Use of Personal Information

Connections uses personal information voluntarily supplied through Connexus® to fulfill requests for information, deliver services, or carry out requested transactions. Connections may use personal information provided by Users of Connexus® to provide educational services to students and to otherwise support students, Caretakers, and staff in contacting Users for School-related issues such as academic progress, testing, attendance, or in the event of an emergency. Student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), and Connections is bound by its terms and will only retain and disclose educational records or provide access to Connexus® to third parties where in compliance with FERPA. For more information on FERPA, click on the FERPA Notice link located at the bottom of the log-in page of Connexus®.

Connexus® includes a School Directory. Caretakers may choose whether they want their students included in the School Directory. If a student is included in the School Directory, Caretakers or students who are over 18 or emancipated ("Eligible Students") may further indicate if the following information should appear: WebMail address (electronic mail using Connexus®), the student's city, and/or the student's grade level. Caretakers/Eligible Students may change their election regarding a student's inclusion in the School Directory at any time by indicating their preferences in the permissions section of the Student Information Form ("SIF"). However, please note that users who have **opted out** of being included in the School's Family Educational Rights and Privacy Act (FERPA) Directory Information **cannot** be included in the School Directory.

Connexus® contains information that is maintained and accessible by third parties (such as content partners or vendors). These third parties are provided with the minimum amount of information required to perform the tasks for which they have been engaged in order to provide their services to Users and as required by the contract entered into with them. Such third parties have agreed to be bound at a minimum by the same confidentiality clauses.

In the event that all or substantially all of the assets of Connections are sold or transferred to another party, personally identifiable information may be transferred to the acquiring entity without prior consent. However, Connections will take steps to assure that the personal information is conveyed lawfully and in a manner consistent with the privacy policy under which it was collected.

Finally, we may disclose personally identifiable information to third parties if we believe we are required to do so in order to comply with law (including court orders and subpoenas); to comply with lawful requests from law enforcement agencies or other governmental organizations; to enforce our Terms of Use or Acceptable Use Policy and/or to protect the rights, privacy, safety, or property of Connections, our employees, or other Users of Connexus®; and to permit us to pursue available remedies or limit the damages that we may sustain.

If a potential student is not enrolled in the School, all physical copies of school document submissions will be destroyed. If you want to remove all electronic information, then you must submit a request in writing to legal@connectionseducation.com. Connections and the School complies with all state records retention rules and regulations.

Children Under 13

Connections is concerned about the safety and privacy of children online and makes every effort to comply with the Children's Online Privacy Protection Act of 1998 ("COPPA"), a federal law, which, along with accompanying FTC regulations, protects the privacy of children using the Internet.

Connexus® is not intended to solicit information of any kind from children under the age of 13, and Connections does not and will not knowingly passively collect personal information from children under 13. There may be situations where Connections will require participation of a student for contests, pen pal activities, or other clubs and activities and will actively request information. A Caretaker must provide verifiable consent in order for any child under the age of 13 to provide personal information through Connexus® and for Connections to use that information for such activities. Connections agrees that it will not condition a student under the age of 13 for participation in an activity on the disclosure of more information that is reasonably necessary for that student to participate in the activity.

Any information obtained from students under 13 will not be provided to any third parties without consent of the Caretaker; and only where this is applicable, Connections will disclose the kinds of businesses in which the third parties are engaged, the general purposes for which the information is used, and whether the third parties have agreed to maintain the confidentiality and security of the information. The Caretaker has the option to agree to the collection and use of the student's information without consenting to the disclosure of the information to third parties.

It is possible that by fraud or deception by others, Connections or the School may receive information given to us or pertaining to students under 13. If we are notified of this, as soon as we verify the information, we will immediately obtain Caretaker consent or delete the information from our servers. If you want to notify us of any potential wrongful receipt of information pertaining to a student under 13, please e-mail us at legal@connectionseducation.com.

You can request to review, edit, or prohibit you or your student's personal information being used by Connections, its affiliates, Connections schools, and vendors acting on behalf of Connections by making a request in writing to legal@connectionseducation.com. Please note that if you make a request to prohibit you or your student's personal information being used by Connections, its affiliates, Connections schools, and vendors acting on behalf of Connections, you or your student can no longer continue to be enrolled in Connections or use Connexus® and this will terminate participation in the Connections program.

For information on COPPA please contact us at the following:

Connections LLC
1001 Fleet Street, 5th Floor
Baltimore, MD
Phone: 800-382-6010
E-mail: legal@connenctionseducation.com

Security

Connections seeks to safeguard the personally identifiable information you provide. As effective as our safeguards are, no security system is completely impenetrable, so we cannot guarantee the absolute security of our database, nor can we guarantee that personally identifiable information or credit card information you supply will not be intercepted while being transmitted to us over the Internet.

Links

Connexus® contains links to other websites, Message Boards, or other resources that are provided for your convenience. These sites are not under Connections' control, and any information you provide on other websites is governed by the privacy policies of the operators of those websites, which may differ from ours. Such links, unless explicitly stated, do not imply Connections' endorsement of material located from the link, and Connections disclaims all liability with regard to access to such links.

Contact Us

If you have any questions regarding this Privacy Policy, please contact us by e-mail at legal@connectionseducation.com.

Appendix 4 – Information about Malware and Nuisance

There has been a dramatic increase in the existence of malicious and nuisance software that is often inadvertently installed on computer equipment as a result of using the Internet. This software exists as adware, spyware, and freeware—generally classified as “malware”—and can greatly impact the usability of the computer once infected. Malware is prevalent all over the Internet today, but it is still mainly generated from applications or sites that provide software or services that can be categorized as generally one of four types:

- **Peer-to-peer sites:** These sites offer free software that allows a user to connect to other users with the same software and share files.
- **Gaming and freeware sites:** These sites offer free games and tools that easily attract kids and encourage them to install the software.
- **Inappropriate sites:** Most of the malicious applications that get installed on the computer without the knowledge of the end user generally come from sites that are inappropriate in nature, such as pornographic sites.
- **Legitimate applications that have bundled free software:** Most software comes with additional free software that asks if you want to install it at the same time as the desired application. Many people just click “yes” instead of choosing not to install the unneeded bundled software, which often also includes access to pop-up ads.

Installation of malware and other nuisance software causes considerable problems in system speed and can even make a computer completely unusable. Removal takes considerably more time than fixing viruses and worms, which generally can be stopped by the security software already included on School equipment.

It is essential that Users closely review the Terms and Conditions sections of all software, and particularly any free software. Many of them allow for the installation of other software or “tools” that can be a significant source of problems later on. Included below are common sets of terms that are clear warning signs that the User may be exposed to negative consequences. These are used by many of well-known software companies and service providers.

- **Example 1:** “[Company] values your anonymity and privacy. [Software name] does not contain or bundle malicious spyware. By clicking below, you will begin the installation of [Software name/description] software. By clicking below, you agree to the third-party end-user license agreement(s) set out below.”

Comment: This is designed to make the user feel comfortable but may expose the User to a variety of other unexpected consequences as a result of all of the other, often long and confusing license agreements.

- **Example 2:** “By installing the [Service], you understand and agree that the following changes may be made to your Internet Explorer browser and that the following functions may be performed by the [Service]: install a Search Toolbar in your browser that may, 1) block certain pop-up ads and pages; 2) display links to related websites and key words based on the information you view and the websites you visit; 3) store non-personally identifiable statistics of

the websites you have visited; 4) redirect certain URLs including your browser default address bar search, DNS error page and Search Button page to or through the Service; and 5) automatically update the Service and install added features or functionality conveniently without your input or interaction unless you have chosen to be notified of such update in advance.”

Comment: This also indicates that they can install additional software without your permission.

- **Example 3:** “The web changes constantly and no technique can ever index all pages accessible on the web. As a result, [Company name] cannot guarantee the completeness or accuracy of the websites or URLs to which [Company name] Service link or refer.”

Comment: By not screening their website, any content, including content from pornographic sites, can be input as links or other forms of referrals.

Fixing problems caused by this type of software is very time-consuming. The time spent dealing with repeat offenders takes time away from responsible users and results in longer delays in helping them.

Please remember that it is essential that the activities of students be supervised. Students must be provided with clear guidelines for proper use of the Internet, including the fact that they should never accept any software download from the Internet without specific authorization from the Connections Support Services team. The Support Services team can also provide assistance with security settings on your computer and can provide you with separate filtering software on request. Note that the hard disk drives of all school computers are completely erased prior to shipment to new families, and as a result, school computers do not come with any preinstalled malware or nuisance software. If any is found on a computer, it is a result of use by a student.

Appendix 5 – Protection of Pupil Rights Amendment (PPRA) Notification

This Protection of Pupil Rights Amendment (PPRA) Notification (“PPRA Notice”) may be updated periodically. The most current version is always available from the login page of the Connexus®. Any changes will be effective as soon as they are posted in Connexus®.

Last Reviewed and Updated: September 12, 2011.

Description of Intent

The School follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the School’s programs and strategies. From time to time, the School will collect and analyze student performance data and various measures of effectiveness. In addition, families may be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA, as revised by the *No Child Left Behind Act*. For example, the names of the student, Caretaker, and family members will not be revealed, and results will only be reported in the aggregate or by sub-groupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords emancipated minors and students of age eighteen (18) and older (Eligible Students) and Caretakers of minors certain rights regarding the School’s conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- The right to provide consent before students is required to submit to a survey that concerns one or more protected areas (“Protected Information Survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education. Protected areas include the following:
 1. political affiliations or beliefs of the student or student’s parent
 2. mental or psychological problems of the student or student’s family
 3. sex behavior or attitudes
 4. illegal, antisocial, self-incriminating, or demeaning behavior
 5. critical appraisals of others with whom respondents have close family relationships
 6. legally recognized privileged relationships, such as with lawyers, doctors, or clergy
 7. religious practices, affiliations, or beliefs of the student or Caretaker
 8. income, other than as required by law to determine program eligibility

- *The right to receive notice and an opportunity to opt a student out of the following:*
 1. any other Protected Information Survey, regardless of funding
 2. any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the School or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law

3. activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
- *The right to inspect, upon request and before administration or use, of the following:*
 1. protected Information Surveys of students
 2. instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
 3. instructional material used as part of the educational curriculum

These rights transfer from the Caretaker to the student if the student is eighteen (18) years old or is an emancipated minor under state law or by court order.

Notification Procedures

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

The School will directly notify Caretakers of these policies annually in this PPRA Notice or after any substantive changes. The School will also directly notify by U.S. mail, e-mail, or other reasonably available method Caretakers of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the Caretakers to opt students out of participation of the specific activity or survey. The School will make this notification to Caretakers near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, Caretakers will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. Caretakers will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

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

Where an Eligible Student is scheduled to participate in these activities, the Eligible Student will be notified as described above.

Reporting a Violation

Caretakers or Eligible Students who believe their rights have been violated may file a complaint to the following:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901



Appendix 6 – Acceptable Use Policy

Last Updated: November 28, 2011

Connections Education is a provider of virtual school products and services that encourages the use of technology to promote students' learning. Connections and the School agree to comply with all laws and regulations related to the safety of students, including the Protecting Children in the 21st Century Act. Compliance with this Acceptable Use Policy is necessary to ensure the safety and protection of children using online learning tools.

Statement of Objective

Any person who is provided a Connexus login and password (such as Caretakers, students, noncustodial parents as applicable, staff) are referred to as "User(s)". Users will access the School's Education Management System ("Connexus®"), computer equipment where provided by the School, and the Internet accessed through the School computer or a computer provided by the Users to participate in the School's educational program. This policy applies to all Users and outlines the basic rules and requirements with which all Users are required to comply when using the Technology. The Users, as well as the Caretakers of minor Users will be responsible for compliance with this policy.

This Acceptable Use Policy may be updated periodically. The most current version is always available from the log in page of Connexus®. Any changes will be effective upon posting of the revised policy. You can tell when this policy was last revised by referring to the "Last Updated" legend at the top of this Acceptable Use Policy page.

Acknowledgment

By signing the **Parent/Legal Guardian ("Caretaker") Acknowledgment (PLCA) or the Designated Caretaker Agreement ("DCA")**, the Caretaker and the non-custodial parent acknowledge that they have read, understood, and agree to abide by this policy. The Caretaker agrees to be fully responsible for explaining this policy to the student, ensuring that the student understands his or her obligations under this policy, and abides by it. Where the User is not a minor, the User agrees that he or she understands the obligations of this policy and agrees to be fully responsible for abiding by this policy.

Penalties for Improper Use

Any violation of this Acceptable Use Policy may result in warnings, usage restrictions including termination of access privileges to Connexus®, the loss of a computer provided to the User by the School, or the loss of an Internet subsidy (where such a subsidy is provided by the School), as well as other disciplinary actions or legal proceedings. The determination as to whether a User is in violation of this Acceptable Use Policy and the penalties imposed are in the sole discretion of the School, subject to the Parent Due Process section of the School-Specific Handbook Supplement.

User Account, Password, and Security

Users of Connexus® require a unique user name and password in order to access the system. The user name and password may be changed by a User after the initial log on. The unique user name is used to recognize the User in Connexus® and allows Connexus® to determine the User's access rights (i.e., what areas of Connexus® they are authorized to use).

To the extent that Users are provided with the ability to enter or change their or their student's personal information while using Connexus® (such as address, phone number, etc.), Users are responsible for supplying accurate information and keeping this information updated. If incorrect information is entered, the Users may be responsible for any costs incurred as a result of any ensuing errors (e.g., if a student's curriculum is shipped to the wrong address because the address was entered incorrectly, the Users may be responsible for shipping costs incurred for the initial shipment, to retract the shipment, and to reship the materials to the correct address). If Users delete required information, they may be required to reenter it in order to continue accessing Connexus®.

Users are solely responsible for maintaining the confidentiality of their user names and passwords. Furthermore, Users are solely responsible for any and all activities that occur under their accounts. Users must notify Connections immediately of any unauthorized use of their accounts or any other breach of security. Connections will not be liable for any loss that a User may incur as a result of someone else using his or her password or account either with or without the User's knowledge, and a User may be held liable for losses incurred by Connections or another party due to someone else using his or her account or password. Users may not use anyone else's account at any time for any reason.

Use of the Internet

Use of the Internet is required in order to access Connexus®. Connexus® is a secured system and every effort is made to ensure the quality and safety of its content. Users should be aware that some material accessible through the Internet may contain items that are illegal, obscene, defamatory, inaccurate, or potentially offensive to some people. Some of this material may be harmful if accessed by minors. In addition, it is possible to purchase certain goods and services via the Internet, which could result in unwanted financial obligations for which a student's Caretaker would be liable. We believe that the benefits gained from having access to the Internet, in the form of information resources and opportunities for Users' collaboration, exceed the disadvantages. However, all Users must understand and practice acceptable and ethical use. Further, the School strongly recommends that Caretakers, and non-custodial parents, where applicable, monitor their minor student's Internet time. To that end, the School will support and respect each Caretaker's right to decide how to manage access including providing Internet filtering software where requested.

Notices Regarding School Computer Equipment

Some programs in the School provide computers for enrolled students. All Users should be aware that School computers are installed with software that permits computer use to be monitored or shut down remotely. This software uses technology that blocks and/ or filters access to inappropriate information in the Internet. Personal information is not collected or maintained by the School in connection with such monitoring. However, the School has the right to monitor school-issued computers in the event of such use, or if the computers are not returned upon request.

All Users should be aware that School computers are shipped with only School software installed. Users will not be provided with administrator rights over the system configuration. Installation of ANY software—including malware (e.g., adware, spyware, and freeware)— without specific permission by the School is strictly prohibited and may result in charges for any required repairs and additional penalties for improper use.

Users are not permitted to install Microsoft® Outlook®, Outlook Express®, or any other e-mail program (“Unauthorized email”) directly onto a School computer. By using unauthorized e-mail, Users could risk contaminating the School computer with a virus, which could result in charges for the computer repair and additional penalties for breach of the policy. By using unauthorized e-mail, Users also run the risk of losing any email permanently if the School computer has to be restored, reimaged, or returned for repair. The School will not be responsible for the loss of any such information.

Use of the Technology

All use of Technology supplied by the School must comply with the following:

- Except where permitted by Connections, the Technology is to be used only for School purposes and must comply with this Acceptable Use Policy.
- Any use of the Technology for the following purposes is strictly prohibited. By using Technology provided by the School, Users agree that they will NOT
 - display pornographic, obscene, sexually explicit material, or any material harmful to minors;
 - use School-sponsored chat rooms, LiveLesson® forum, WebMail, or other School sponsored electronic means of communication to disseminate pornographic material, including hyperlinks to websites that disseminate pornographic materials;
 - impersonate any person or entity (through the use of their password or other means), including any employee or representative of Connections
 - copy or distribute content included in Connexus® (including postings on the Message Boards, WebMail messages, or curriculum materials, including answer keys) without the owner’s permission;
 - solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications;
 - use the School-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk e-mail, spamming, or any duplicative or unsolicited messages (commercial or otherwise);
 - upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another’s computer or property;
 - solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified Caretaker consent;
 - display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language;
 - display racist, prejudiced, or discriminatory messages or pictures, including imbedding in electronic communications hyperlinks to websites that disseminate such messages or materials;
 - violate any state or federal law;
 - reveal the User’s or a minor’s personal address, phone number, or similar information to others;
 - violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual without the owner’s

permission—this includes providing links to and including other copyrighted or trademarked material from third parties in Connexus® (including posting on the Message Boards or in WebMail messages) without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission;

- trespass in another's folders, work, or files;
- promote commercial activities;
- advertise products or engages in political lobbying;
- defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted WebMail messages or e-mail.

Appendix 7 – Honor Code

Nexus Academy, a school dedicated to student achievement at the highest level, expects academic honesty to be a core value for all its students, Caretakers, and staff. By making the choice to enroll in an alternative, study-at-home program, our students (and/or their Caretakers) have taken charge of their education and demonstrated a genuine desire to fulfill their academic potential.

Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities—they cheat themselves of the opportunity to fully develop their intellectual abilities. Our Honor Code serves to reinforce our students’ commitment to academic excellence, and all students in grades six and above must sign this Honor Code as part of the Nexus Academy enrollment process.

As a Nexus Academy student, I know that academic honesty is critical to my own success, as well as to the mission of my School. I also understand that an Honor Code is, by its nature, limited not only to those situations spelled out in the code, but includes the spirit of honesty and ethics implied by the written code. I agree that I will uphold not only the letter of this code but also its implied intent of ongoing commitment to full academic honesty.

I agree that I will adhere to the following:

- Never submit work of any kind that is not my own, nor ever give my work to other students to submit as their own.
- Never post exam or quiz answers on the Internet or in other public places, nor use answers from posted exams or quizzes.
- Never provide a forged document or signature to the School.
- Never plagiarize in written, oral, or creative work.
- Be well-informed about plagiarism and not use “lack of knowledge” as a reason for engaging in plagiarism.
- Take assessments only after I have completed the lessons leading up to that test or quiz.
- Never give or receive unauthorized assistance on assignments and/or assessments. I understand that all assessments are “closed-book” and that my Caretaker shall not provide assistance in determining answers on assessments.
- Read and understand the contents of both the *Nexus Academy Student Handbook* and my *Nexus Academy Handbook Supplement*.
- Adhere to all Nexus Academy Student Conduct guidelines for proper use of the Internet and of all Connections’ equipment or materials provided to me.
- Accept the consequences, including disciplinary action, of breaking this Honor Code. (More information on Discipline and Due Process for Students can be found in the *Handbook Supplement*).

My signature below confirms that I have read, and agree to abide by, the Honor Code.

Student Signature

Date



DRAFT
Management
Agreement

**EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT
BETWEEN CONNECTIONS EDUCATION LLC AND NEXUS ACADEMY OF DC, INC.**

(_____ 2012)

This **EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT** (“Agreement”), is made and entered into by and between **CONNECTIONS EDUCATION LLC**, a Delaware limited liability company (“Connections”) and **NEXUS ACADEMY OF DC, INC.**, a non-profit education corporation (the “Charter School”) (individually “Party” and collectively the “Parties”).

RECITALS

WHEREAS, the Charter School has requested or secured authorization from the Authorizer to operate a charter school pursuant to the Charter School Law.

WHEREAS, Connections has a proven record of providing innovative educational products and services outside the traditional classroom and successfully managing the day-to-day operation of charter schools, including but not limited to providing the “Educational Products and Services” as defined in Section 1.12 below.

WHEREAS, the Charter School desires to contract with Connections to receive such Educational Products and Services from Connections, and Connections desires to contract with the Charter School to provide such Educational Products and Services; and

WHEREAS, the Charter School and Connections are entering into this Agreement to set forth the obligations and duties of each Party with respect to the provision and management of Educational Products and Services by Connections on behalf of the Charter School.

NOW THEREFORE, in consideration of the foregoing, of the covenants and agreements contained in this Agreement, and for other good and valuable consideration, the sufficiency of which is acknowledged, the Parties agree as follows:

1. Definitions.

1.1 “**Academic Year**” shall mean July 1 through June 30.

1.2 “**Administrative Staff**” shall include the employees working at the School holding the positions described in Section 3.6.

1.3 “**Authorizer**” shall mean the District of Columbia Public School Board.

1.4 “**Blended Learning**” shall mean an educational model that combines online curriculum, technology-facilitated instruction, and face-to-face instruction, and tracks all educational

activities with school management software to ensure personalized learning and to optimize academic performance for each Student.

1.5 **“Budget”** shall mean the operating budget for the Charter School, as approved by the Charter School Board according to the provisions of Section 10.

1.6 **“Charter”** shall mean the authorization to operate a Charter School granted by the Authorizer that specifies the Charter School’s mission, program, goals, students served, methods of assessment, ways to measure success, or any such other provisions allowed or required by the Charter School Law.

1.7 **“Charter School Board”** shall mean the Board of Trustees of the Charter School.

1.8 **“Charter School Law”** shall refer to the District of Columbia School Reform Act of 1995 and any other applicable laws.

1.9 **“Confidential Information”** shall have the meaning set forth in Section 11 of this Agreement.

1.10 **“Course(s)”** shall be comprised of a set of lessons and assessments including both Tangible Instructional Materials and Intangible Instructional Materials (as defined in Sections 2.1 and 2.3, respectively) that shall meet the educational content or other standards established by the District of Columbia in order to be recognized for high school credit in grades 6-12.

1.11 **“Date of Termination”** shall be the last day of the Academic Year or such other date established by the notice of Termination or by the Authorizer or DOE action.

1.12 **“Educational Products and Services”** shall mean, collectively, the Educational Products described in Section 2 and the Educational Services described in Section 3 below. All Educational Products and Services shall be included in the fees set forth in Section 9 below unless otherwise expressly provided.

1.13 **“Effective Date”** shall be the date first written above.

1.14 **“Eligible Students”** shall have the meaning set forth in Section 5 of this Agreement.

1.15 **“Enrolled”** shall apply to a Student (as hereinafter defined) (a) for whom the enrollment requirements of the Charter School have been met; (b) who has completed all of the requirements for admission to the Charter School; (c) has been notified of their acceptance in the Charter School; (d) has not been expelled from the Charter School; (e) has not been withdrawn from the Charter School by the parents or guardians or by the Student themselves if they are legally permitted to do so; (f) has not been withdrawn from the Charter School for lack of attendance or participation; and (g) has not enrolled in another full-time public or private school.

- 1.16 **“Fee Schedule”** shall have the meaning defined in Section 9.1 (a).
- 1.17 **“Instructional Materials”** shall mean, collectively, the Tangible Instructional Materials, described in Section 2.2, and the Intangible Instructional Materials, described in Section 2.3 below.
- 1.18 **“Intellectual Property”** shall mean 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 and similar rights, and shall in all cases include marketing data and materials and other related collateral developed by Connections, regardless of whether such data, materials and collateral are developed specifically for the Charter School.
- 1.19 **“On-Site Teachers”** are Teachers delivering the Educational Products and Services at the School Facility in accordance with the terms of the Charter and this Agreement.
- 1.20 **“Parent/Guardian”** shall mean a parent or legal guardian of the Student or another adult specifically designated by the Student’s parent or legal guardian, or the Student where over 18 or emancipated, who will perform the responsibilities as defined in the School Handbook.
- 1.21 **“Personalized Learning Plan”** or **“PLP”** shall have the meaning set forth in Section 3.3 of this Agreement
- 1.22 **“Program Assistants”** shall mean the individuals who perform the responsibilities described in Section 3.6(e).
- 1.23 **“Performance Review”** shall mean a review of Connections’ performance under this Agreement, conducted at the Charter School Board’s discretion; the design, performance criteria and the methodology which shall be developed by the Charter School Board in consultation with Connections. A model Performance Review used to evaluate Connections’ performance by other charter schools it manages is attached as “Exhibit C”.
- 1.24 **“Program Guide”** shall mean the description of the curriculum and instructional program offered by Connections that is published annually.
- 1.25 **“School”** shall mean the Facility from which the Educational Products and Services are delivered.
- 1.26 **“School Calendar”** shall be the days when the Educational Services under this Agreement will be delivered to Students and Teachers, as defined by the School Handbook. Connections will operate on the 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 District of Columbia law. The School Calendar for each Academic

Year is subject to prior approval by the Charter School Board and shall meet any regulatory requirements for days and hours of instruction required by law or regulation.

1.27 **“School Facility” and “Facility”** means the spaces located at _____.

1.28 **“School Handbook”** shall mean the set of policies, rules and guideline that are to be followed by Students and their Parents/Guardians. The initial School Handbook and any material changes thereto shall be subject to the approval of the Charter School Board.

1.29 **“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 (“IDEIA”), or Section 504 of the Federal Rehabilitation Act of 1973.

1.30 **“Student”** shall mean a child who is Enrolled in the Charter School.

1.31 **“Student Records”** shall mean those “educational records,” as defined in the Family Education Rights and Privacy Act (“FERPA”), 20 USC 1232g (a)(4)(A), which the Charter School or Connections is required to retain in accordance with District of Columbia law.

1.32 **“Teachers”** are the individuals who provide educational instruction to Students pursuant to the terms of the Charter and this Agreement.

1.33 **“Term”** shall have the meaning set forth in Section 7 of this Agreement.

1.34 **“Virtual Teachers”** are the individuals delivering the Educational Products and Services from a location other than the School Facility pursuant to the terms of the Charter and this Agreement.

2. Educational Products to be Provided by Connections.

2.1 During the Term, Connections shall provide or cause to be provided to the Charter School the following Educational Products at the prices set forth in Section 10, which may be adjusted from time to time at the mutual agreement of both Parties.

2.2 **Tangible Instructional Materials.** A non-exclusive, non-transferable, royalty-free sub-license to use tangible educational materials, which may include items such as textbooks, novels, science kits, and other tangible educational materials provided during each applicable Academic Year during the Term of this Agreement (“Tangible Instructional Materials”). The Tangible Instructional Materials shall be reviewed and approved annually by the Charter School Board. The Charter School acknowledges and agrees that Connections, its Affiliates (entity controlling, controlled by or under common control with Connections), and/or their vendors, or both, are the sole owners of the Tangible Instructional Materials and that any payments to Connections for the use of the Tangible Instructional Materials shall be solely for the applicable Academic Year for

each Student and/or Teacher who receives Tangible Instructional Materials in connection with the provision by Connections of the Educational Products and Services under this Agreement. This Agreement does not constitute a transfer of title or ownership rights by Connections to the Charter School, the Authorizer, the Students, or Teachers of the Tangible Instructional Materials. All right, title, and interest in and to the Tangible Instructional Materials and any content contained in the Tangible Instructional Materials, including, but not limited to, copyright, patent, trade secret, and trademark rights will remain with Connections, its Affiliates, an/or their vendors, or both, as the case may be. Connections shall have the right to recover any reusable Tangible Instructional Materials at the conclusion of each Academic Year or when the Student is no longer Enrolled, whichever is sooner. Connections may invoice Students for any Tangible Instructional Materials that are not returned, unless prohibited by applicable law. Connections and the Charter School shall cooperate to ensure that Tangible Instructional Materials are, to the extent possible, recovered, and that no Student, or Parent/Guardian retains or obtains ownership of any such Tangible Instructional Materials. To the extent that any Tangible Instructional Materials are listed in the Charter School's Program Guide as being available in both physical and electronic form, Connections may provide either version.

2.3 Intangible Instructional Materials. Intangible Instructional Materials include a non-exclusive, non-transferable, royalty-free, sub-license to use intangible educational materials that may include items such as online lesson content, lesson plans, Teachlet[®] tutorials and other intangible educational materials included in any Courses listed in the Charter School's Program Guide during each applicable Academic Year during the Term of this Agreement ("Intangible Instructional Materials"). The Intangible Instructional Materials shall be reviewed and approved annually by the Charter School Board which may occur in conjunction with the approval of the Budget and the Fee Schedule. The Charter School acknowledges and agrees that Connections, its Affiliates and/or their vendors are the sole owners of the Intangible Instructional Materials and that any payments to Connections for the use of the Intangible Instructional Materials shall be solely for the applicable Academic Year for each Student or Teacher who receives Intangible Instructional Materials in connection with the provision by Connections of the Educational Products and Services under this Agreement. This Agreement does not constitute a transfer of title or ownership by Connections to the Charter School, the Authorizer, the Students or Teachers of the Intangible Instructional Materials. All right, title, and interest in and to the Intangible Instructional Materials and any content contained in the Intangible Instructional Materials, including, but not limited to, copyright, patent, trade secret, and trademark rights will remain with Connections, its vendors, or both, as the case may be.

2.4 Development of Blended Learning Curriculum. No Charter School funds shall be used in the development or procurement of any Tangible or Intangible Materials, or any aspect of the curriculum or educational materials ("Curriculum Materials") used in connection with the Blended Learning Model Connections employs in furtherance of its obligations set forth in this Agreement. Charter School funds paid to Connections for services rendered in accordance with

the terms of this Agreement and used in the development or procurement of such Curriculum Materials shall not be deemed Charter School funds once such payment is received by Connections.

2.5 Charter School Provided Materials. Educational materials provided to Students directly by the Charter School using Charter School funds, shall remain the property of the Charter School and the Charter School shall remain solely responsible for the management, including storage, replacement, and repair, of such materials.

2.6 Computer Hardware and Software. The Charter School may lease from Connections: (a) such computer hardware, software, or both, that shall meet or exceed any specifications in the Charter or required by law, for each Student who Enrolls, and (b) any hardware, software, or both, required by Administrative Staff or Teachers (collectively “Hardware and/or Software”). Any Hardware and/or Software provided by Connections will be the exclusive property of Connections or its contractors and will be returned upon the termination of this Agreement or when the Student is no longer enrolled, whichever is sooner. The Hardware and/or Software may be updated from time to time with the approval of the Charter School Board. To the extent that such Hardware and/or Software is not recovered, Connections may invoice Students unless prohibited by law, for any Hardware and/or Software not returned. Connections and the Charter School shall cooperate to ensure that Hardware and/or Software are, to the extent possible, recovered, and that no Student, Parent/Guardian, Administrative Staff, or Teachers obtain ownership of any such Hardware and/or Software. The Charter School may also elect to lease or purchase its own Hardware and/or Software, and contract with Connections to manage such Hardware and/or Software. If the Charter School elects to purchase or lease Hardware and/or Software for use by Students, Administrative Staff, or Teachers, it agrees that such Hardware and/or Software will meet or exceed the same specifications as that offered to the Charter School for lease by Connections.

2.7 Office Products and Supplies. The Charter School may engage Connections to provide office supplies, and office related products that are not purchased by the Charter School (“Office Products and Supplies”), which shall be owned by the Charter School. The Charter School acknowledges and agrees that until such time as payment is received in full from the Charter School, Connections, its Affiliates and/or their vendors are the sole owners of any such Office Products and Supplies and this Agreement does not constitute a transfer by Connections to the Charter School of such Office Products and Supplies provided under this Agreement. Upon receipt of such full payment, sole ownership of the Office Products and Supplies shall transfer to the Charter School. If the Charter School does not contract with Connections to provide such Office Products and Supplies as described in this Section, then the Charter School shall be responsible for providing them at its own cost.

2.8 Education Management System. Connections will provide to the Charter School a non-exclusive, nontransferable, royalty-free, limited sub-license during the Term for the right of access to and use of Connexus[®], the Education Management System (“EMS”) used by Administrative Staff, Teachers, Students, Parents/Guardians and other individuals required, or otherwise authorized, to access the system in order to provide or receive the Educational Services specified in this Agreement. The EMS will include features and functions required to meet the requirements of the Charter including: Assignment Management and Tracking, Communication Tools and Reporting. Connections may update the features and functions of the EMS from time to time. The Charter School acknowledges and agrees that Connections or its licensor is the sole owner of its EMS through which certain of the Educational Services are delivered, and any content contained in the EMS is owned by Connections and its vendors, except for student records, which shall be owned by the Charter School. This Agreement does not constitute a transfer by Connections to the Charter School, Administrative Staff, Teachers, Students, or Parents/Guardians of any Intellectual Property rights in its EMS or any content contained in the EMS. All right, title, and interest in and to the EMS and any content contained in the EMS, including, but not limited to, copyright, patent, trade secret, and trademark rights will remain with Connections and its vendors, except for student records, which shall be owned by the Charter School.

3. Educational Services to be provided by Connections.

During the Term, Connections shall provide or cause to be provided to the Charter School the following Educational Services for the fees set forth in Section 10, which may be adjusted from time to time at the mutual agreement of both Parties.

3.1 Relationship Manager. One or more employees of Connections shall act as the relationship manager, with responsibility for working with the Charter School to evaluate instructional and programmatic offerings and activities, identify and resolve problems, issues and challenges that arise, and make recommendations regarding more effective coordination and collaboration.

3.2 A Blended Learning Model. A An educational model combining online curriculum, technology-facilitated instruction, and face-to-face instruction, as detailed by Connections and approved by the Charter School Board.

3.3 Personalized Learning Plan Protocol. Support for Teachers in the development of a Personalized Learning Plan (“PLP”) for each Student, as required to meet or exceed any educational standards established by the District of Columbia or required by the Charter.

3.4 Assessments. A series of assessments administered to Students to gauge mastery of core concepts and readiness for the District of Columbia’s standardized tests including but not limited to: (a) a placement evaluation; (b) an additional skills assessment, designed to measure a

Student's level against District of Columbia standards, which will generally be administered to Students enrolled during the first two (2) months of the Academic Year and those enrolled during the last two (2) months of the Academic Year; (c) other quantitative and qualitative assessments that will vary based on the grade and the Student's progress, as shall be mutually agreed upon by the Charter School Board and Connections; (d) Progress Reports that shall be prepared for each Student at least quarterly, and (e) any methods of pupil assessment required by the Charter.

3.5 Standardized Tests. All Students shall be required to participate in the District of Columbia's standardized tests to the same extent as students enrolled in any other District of Columbia public school. Connections shall establish and administer the procedures necessary for the delivery of such tests and shall provide to the Charter School Board information concerning the percentage of Students participating in the testing program to the extent that their participation is legally required.

3.6 Administrative Staff.

(a) Chief Administrative Officer. The Connections shall employ one or more persons who shall be designated as the "Principal" of the Charter School. The selection of the Principal by Connections shall be approved by the Charter School Board. The Principal, if there is only one such position, or a Teacher, if acting as the Chief Administrative Officer if there is no Principal, shall be sometimes hereinafter referred to as the "Chief Administrative Officer".

(b) Responsibility. The Chief Administrative Officer shall aim to build consensus among all stakeholders, and hence shall have responsibilities that shall include, but not be limited to, reporting regularly to the Charter School Board, supervising administrative personnel, inspiring Teachers to teach and Students to learn. The On-Site Teachers shall report to the Chief Administrative Officer or such individual as shall have been designated by him or her, and the Chief Administrative Officer shall work under the direction of Connections School Management. The Chief Administrative Officer shall comply with Connections practices and protocols in the delivery of the Educational Services and shall report to Connections as to the operation of the Charter School.

(c) Replacement of Chief Administrative Officer. Connections shall consult with the Charter School Board in the process of Connections' evaluation of the Principal. The Charter School Board shall have the right to request that Connections replace the Chief Administrative Officer, in the event that the Charter School Board is dissatisfied with his or her performance, and so notifies Connections in writing. Upon such written request, Connections shall promptly take steps to replace the Chief Administrative Officer. In addition, Connections may replace the Chief Administrative Officer at any time; provided that the Principal's replacement shall be

reviewed and approved by the Charter School Board. Any replacement of the Chief Administrative Officer will be done so as to minimize the disruption to Students.

(d) Other Administrative Staff. Connections may also employ one or more persons who shall be designated as Assistant Principals. Such staff shall report to the Chief Administrative Officer or his or her designee. Other Administrative Staff shall be employed in the same manner as Teachers and may also act as Teachers, to the extent qualified to do so, in addition to their other responsibilities.

(e) Program Assistants: Connections may also employ one or more individuals as Program Assistants. Program Assistants shall be responsible for non-instructional aspects that contribute to a Student's success, including but not limited to monitoring Student attendance, monitoring Student progress, encouraging Students to complete assignments and turn in work, communicating with parents and notifying Teachers when Students are struggling or experience academic or personal issues that might inhibit academic achievement, mentoring and tutoring Students under the supervision of Teachers and the Chief Administrative Officer.

(f) Other Clerical or Support Administrative Positions. Connections may also employ one or more individuals in clerical or support positions as may be required to support school operations.

3.7 Teaching Staff.

(a) Employment of Teachers. Connections will employ one or more persons designated as On-Site Teachers who will work face-to-face with students at the Charter School. In addition, Connections shall employ Virtual Teachers who will be responsible for providing on-line instruction to Students. Connections retains the authority and responsibility for the day to day selection, supervision, oversight, discipline and dismissal of the Teachers.

(i) Connections shall have the responsibility for recruiting, training and assigning Teachers.

(ii) Connections shall have responsibility for hiring, supervising, evaluating, disciplining, including making recommendations related to dismissal, of Teachers. Connections shall keep the Charter School Board informed of all Teaching Staff related actions and decisions on a regular basis.

(iii) All Teachers shall hold the requisite teaching certificate in accordance with applicable law and as permitted by the Charter School Board.

(b) Teacher Performance and Conduct. The Charter School Board may, at any time, request that the Chief Administrative Officer promptly investigate and take action to address any complaints or concerns regarding the performance or conduct of any Teacher. The Chief

Administrative Officer shall provide a prompt report to the Charter School Board and Connections on any and all actions taken in response to such a request. In the event the Chief Administrative Officer fails to take timely action to respond to the complaints or concerns raised and make a report, or in the event the actions taken by the Chief Administrative Officer are deemed inadequate, the Charter School Board may require the removal or replacement of a Teacher within sixty (60) days of any written request or immediately upon written notice in the event the Charter School Board believes there is a risk of any illegal conduct, or a risk to the health or safety of any Student, and so notifies Connections in writing.

3.8 Contracted Services. Connections shall provide human resources services including, but not limited to, recruiting, payroll, (including, but not limited to, paying the Administrative Staff and Teaching Staff directly, and collecting and remitting taxes), benefits administration, supervision and liability insurance. Connections agrees to require sufficient background checks, including fingerprinting, as specified by law, for each employee or prospective employee, and to otherwise meet any other applicable regulatory requirements.

3.9 Educational Resource Center. Connections shall provide access to additional educational support staff in the areas of tutoring, special education, gifted education and curriculum services, with such staff being available to Teachers, and Students, according to the terms of the School Handbook and other policies and procedures established by Connections. Such resources will be available via email and toll-free telephone during School Calendar days, during the hours of 9 a.m. to 6 p.m. Eastern Time.

3.10 Instructional Staff Support and Development. All Teachers will receive access to all Instructional Materials supplied to Students, as necessary to conduct their teaching responsibilities. Teachers and Administrative Staff will be trained in the Connections protocols. In addition, continuing professional development will be provided as required to support the delivery of the Educational Services and shall be sufficient to allow Teachers to comply with District of Columbia statutes and regulations that specify professional development requirements.

3.11 Internet Access. Each Student shall have access to the Internet for a sufficient amount of time to complete on-line components of the instructional program (including assignments, online communication and collaboration, research and access to supplemental online resources)the Blended Learning Model program. At a minimum access will include one computer connected to the Internet at the School Facility for each Student.

3.12 Technical Support and Maintenance. Connections shall provide technical support and maintenance for Hardware and/or Software provided by it to Students, On-Site Teachers and Administrative Staff via email and toll-free telephone during the School Calendar days, during the hours of 9 a.m.to 6 p.m. Eastern Time. Connections will only be responsible for providing repairs according to the policies outlined in the School Handbook, as approved by the Charter

School Board. For Students using computer hardware and software not supplied by Connections, Connections shall provide initial technical support for non-Connections supplied hardware and software to make sure that Students have the minimum requirements necessary to participate in the Educational Services, and then shall continue to provide technical support as necessary for the Students' use of the EMS. Connections may contract with outside vendors for the provision of all or any portion of the technical support and maintenance as required herein.

3.13 Student Records. Connections shall provide maintenance of Student Records in accordance with local and federal requirements. Connections shall maintain the confidentiality of all Students' records in compliance with applicable local and federal laws and regulations, and pursuant to the confidentiality provisions set out in Section 11 of this Agreement. Connections shall maintain such records as are required to comply with all attendance rules and apportionment requirements specified by applicable law or regulations. All Student Record information shall remain the property of the Charter School and, to the extent not immediately available to the Charter School, shall be provided to the Charter School within five (5) business days of the Charter School's written request for such information. Connections may retain a copy of such records subject to the confidentiality requirements of this Section.

3.14 Services to Special Needs Students. Connections and the Charter School shall work together to ensure compliance with applicable laws and regulations concerning services to Special Needs Students. Connections shall provide the necessary special education programs and services, including development of IEPs, handling administrative proceedings and specialized services, submitting District of Columbia or federal reports, applying for and administering supplemental funding, and all other administrative services associated with the delivery of services to Special Needs Students. All such services will be provided in a manner that complies with District of Columbia and federal rules, regulations and policies.

3.15 Blended School Facilities and Services.

(a) The Charter School may contract with Connections to provide or maintain in good working order one or more blended school facilities, which may include learning spaces for Students and, offices. In the event Connections is the provider of the blended school facility, the Charter School Board shall enter into a sublease(s) with Connections in a form substantially similar to Exhibit B, subject to negotiation with the landlord(s) for the Facility and the Charter School. The terms and conditions of the Sublease shall govern the relationship between the Charter School and Connections with respect to the Facility. Termination or expiration of this Agreement shall not result in the termination of said sublease(s).

(i) Any facility provided or managed by Connections shall meet all legal requirements for school facilities. The locations, lease terms, and capital purchases required for all facilities provided under this Agreement will be subject to the approval of the Charter School Board. Connections and the Charter School agree that Connections will be named on any lease

as the tenant and will have the right to collect from the Charter School all rental and other costs incurred in connection with its role as tenant on such lease, but will otherwise have no beneficial financial interest in any approved lease.

(ii) Any use of the Facility during hours when the Charter School is not in session will be subject to the approval of the Charter School Board.

(iii) Upon written request from the Charter School Board, Connections shall request landlord's consent to assign the lease to the Charter School. However, the Charter School shall have no recourse against Connections in the event the landlord refuses to consent to the assignment and the Charter School shall remain fully obligated under the terms of the sublease for duration of the sublease term.

(iv) In the event that this Agreement is terminated prior to its expiration, if Connections has entered into a facility lease for the Charter School, (A) Connections shall have the unilateral option to assign any lease obtained on behalf of the Charter School to the Charter School, inclusive of all rights and obligations set forth therein, and the Charter School Board shall accept any such assignment, subject to landlord approval if such approval is required, and (B) any capital equipment or furniture and fixtures owned by Connections and located in the facility may be purchased by the Charter School at the then-current tax records book value.

(v) Until such time as landlord's consent to assign is received, or in the event such landlord's consent is denied, the Charter School shall remain fully responsible for all obligations under the lease, as more specifically set forth in the sublease agreement between Connections and the Charter School. Further, the Charter School shall remain obligated to reimburse Connections for any unpaid rental owed Connections under the sublease and shall require, as a contractual obligation, any successor EMO to effect such reimbursement from the funding received to operate the Charter School. If landlord refuses to consent to an assignment of the lease to the Charter School, the Charter School shall require any successor EMO, to guarantee the Charter School's subtenant obligations.

(vi) If the Charter School does not elect to contract with Connections to provide or manage its facilities and capital equipment, furniture and fixtures ("FFE"), then the Charter School shall be responsible for providing them at its own cost, and shall ensure that access to any facility that it maintains shall be ADA-compliant. Further, liability insurance for any facility leased directly or managed by the Charter School, and for any capital equipment or furniture and fixtures owned by the Charter School will be the responsibility of the Charter School. Technology based equipment, including computers, smart boards, projectors, and other technology based equipment with an industry standard useful life of three years or less are not considered capital equipment for purposes of this subsection.

(vii) If the Charter School does elect to contract with Connections to provide the FFE that are not purchased by the Charter School, then the Parties agree that the Charter School has the right to purchase the FFE from Connections at any time at a price determined by the following formula: Connections Cost of Acquisition (including sales tax and delivery) times {1 (one) minus [the number of months the FFE was placed in service times (1/60) plus 0.05]}. The 0.05 may be viewed as a 5% incentive for the Charter School to purchase the FFE from Connections.

The following example illustrates this calculation: Connections purchases student workstations at a cost of \$50,000 (includes delivery and sales tax) and places the items in service on September 1, 2012. On April 1, 2014, the Charter School exercises its rights to acquire these workstations. The price Connections would sell the workstations to the Charter School would be calculated as follows:

$$\$50,000 \times \{1 - [19 \text{ months} \times (1/60) + 0.05]\} =$$

$$\$50,000 \times \{1 - [0.3167 + 0.05]\} =$$

$$\$50,000 \times \{1 - [0.3667]\} =$$

$$\$50,000 \times \{0.6333\} =$$

\$31,665 – Price Charter School Pays to Acquire the Workstations from Connections

(b) The Charter School may contract with Connections to provide telephone service, data lines, including Internet access, and such other similar services used by personnel who are engaged in providing Educational Services under this Agreement.

3.16 Financial and Other Reporting. Connections will provide treasury and accounting reports for all Connections activities under this Agreement, and for any other Charter School activities as may be reasonably requested by the Charter School. Connections will be responsible for providing to the Charter School Board any such reports as are required by law, regulation, or the Charter, including a report of budgeted and actual expenses, and will assist in providing any information required by the Authorizer, Charter School, the District of Columbia Department of Education or its auditors. Information on the performance of the Charter School and its Students shall be provided to the Charter School Board, as required by this Agreement or upon request after reasonable advance notice to enable the Charter School Board to monitor Connections' performance. Connections specifically acknowledges its responsibility to make information concerning the operation and management of the Charter School available to the Charter School Board in order to enable it to fully satisfy its obligations under the Charter. Financial and other data will be available to the Charter School Board separately from Connections' operations or any other schools managed by Connections.

3.17 Management of Hardware and/or Software. In the event that the Charter School uses any Hardware and/or Software provided by Connections, Connections shall provide for the management of such Hardware and/or Software. In the event that the Charter School does not procure the Hardware and/or Software from Connections, it shall separately contract with Connections for the management of such Hardware and/or Software, unless the Charter School agrees in writing to provide management services comparable to those provided by Connections and to assume all liability related to any failure by the Charter School to provide such management services.

3.18 Management of Instructional Materials. Connections will provide for the management of the Instructional Materials, which shall involve procurement, contracting, storage, fulfillment, and other services required to obtain and deliver such Instructional Materials.

3.19 Other Management Services. Connections will provide the administrative support necessary to deliver the Educational Products and Services (as described in Sections 2 and 3, respectively) for which it will be entitled to a management fee as defined in Section 10. Administrative support shall include, but not be limited to, such services as the posting of required public notices, preparation and delivery of Charter School Board materials and preparation of minutes accurately reflecting the Charter School Board meetings. Connections will have the right to add applicable charges for any new or additional services agreed upon by the Parties but not previously provided for under this Agreement to the Fee Schedule described in Section 10.

3.20 Non-delegable Duties. Notwithstanding anything to the contrary in this Agreement, if any service, responsibility, duty, power or authority delegated by the Charter School Board to Connections pursuant to this Agreement may not be so delegated under applicable law, such delegation shall be null and void and the Parties shall adjust the financial terms of this Agreement accordingly.

3.21 Other. Connections will be responsible to provide such other services not specifically described herein but which are required by the Charter. Connections will have the right to add applicable charges for any new or additional services agreed upon by the Parties but not previously provided for under this Agreement or the Fee Schedule described in Section 10. To the extent that any of the terms, conditions, or provisions of the Charter conflict or are inconsistent with the provisions of any other paragraph or section of this Agreement, whether or not such inconsistency is expressed or noted herein, the provisions of such other section or paragraph of such Charter shall in all instances prevail over the provisions of this Agreement, subject to adjustment of the Fee Schedule to account for any new or additional services not covered by the Fee Schedule.

4. Obligations of the Charter School.

4.1 Compliance with Law and Regulation. The Charter School and the Charter School Board shall conduct all such oversight activities as are required by the Charter School Law or other applicable law and regulation, including meeting any requirements in the Charter, conducting all required Charter School Board meetings in accordance with any applicable open meeting laws or regulations, and acting in compliance with its Charter and the Charter School's bylaws.

4.2 Other Services. To the extent that the Charter School elects not to contract with Connections for any of the products or services provided for in this Agreement, the Charter School shall provide such products or services consistent with any requirements of Charter School Law or other applicable law and regulation and any requirements in the Charter.

4.3 Insurance. The Charter School shall comply with any insurance provisions as set forth in Section 15.

5. Performance Review. During year three (3), but prior to the close of year three (3), of the Initial Term, Connections shall undergo a Performance Review to ascertain its performance strengths and shortcomings in managing the Charter School and providing the Educational Products and Services provided for under this Agreement, as measured against the performance metrics specified in the Performance Review. Based on the outcome of the Performance Review, Connections shall work with the Charter School Board to develop a performance improvement plan to address any shortcomings identified in the Performance Review. The performance improvement plan shall include measurable milestones against which the Connections' performance may be measured at the close of each Academic Year following such Performance Review. The Charter School Board in its sole discretion may initiate subsequent Performance Reviews as it deems necessary.

6. Eligible Students.

6.1 Admission Requirements. Any child qualified under the laws of District of Columbia for admission to a public charter school in grades 9 through 12 is eligible to become a Student under this Agreement subject to any applicable limitations established by law or regulation, or otherwise determined by the Charter School Board to the extent not prohibited by such law or regulation, and subject to verification of their residency or other requirements established by law or regulation. No tuition will be charged. No fees will be charged unless approved by the Charter School Board.

6.2 Number. The Charter School Board may establish a maximum number of Students to be enrolled during each Academic Year and Connections shall not exceed that number without specific approval from the Charter School Board and the Authorizer, if applicable. In addition, Connections may limit the number of Students in each grade served under this Agreement to

conform to the Budget and admissions and enrollment policies approved by the Charter School Board.

6.3 Priority. Connections agrees to follow the admissions and enrollment policy adopted by the Charter School Board, including any policy or procedures for conducting a lottery. Any limit on the number of Students who may enroll shall be communicated to interested parents and students prior to their enrollment, including any procedure for conducting a lottery. Once enrolled, Students will not be required to reapply in subsequent Academic Years, but will need to complete information confirming their intent to return, in accordance with the terms of the School Handbook.

6.4 Recruiting and Community Education. Connections will be responsible for recruiting and informing the community about the Charter School. All such recruiting and community education activities shall be reported to the Charter School Board in a timely fashion.

6.5 Public Website. Connections will maintain a public web site on behalf of the Charter School that will contain any information required by the Charter School Law and any other information requested by the Charter School Board.

6.6 Enrollment. The Charter School delegates to Connections responsibility for enrolling Students into the Charter School in accordance with the rules and procedures established by law, the Office of the State Secretary of Education (OSSE) , and the Charter School Board. However, the Charter School has no responsibility to pay Connections for any Students it enrolls for whom payment is not received from OSSE or are otherwise not eligible to be enrolled. Connections shall maintain a list of the Enrolled Students on behalf of the Charter School and shall provide such list to the Charter School Board promptly upon request.

6.7 Full-time Status. Dual or part-time enrollment will not be permitted except by prior written agreement by Connections and the Charter School.

6.8 Withdrawal. A Student may withdraw from the Charter School at any time during the Academic Year. Students shall be automatically withdrawn as required by Charter School Law. Connections, to the extent known, shall provide to a Student's next school of attendance all information required by law. Connections will report on the status of withdrawals to the Charter School Board at each regularly scheduled Charter School Board meeting or whenever requested by the Charter School Board. Connections will be responsible for reimbursing any District of Columbia and federal funds that it has received to the extent funding is disallowed as a result of a Student's withdrawal.

7. Term and Termination.

7.1 Initial Term. The term of this Agreement shall commence upon the Effective Date and shall expire on the later of June 30 following the fifth (5th) anniversary of the effective date of the Agreement or the expiration of the initial term of the Charter (the “Initial Term”).

7.2 Renewal. Upon expiration of the Initial Term, this Agreement shall renew annually automatically, unless either party provides the other party with written notice of its intent not to renew no later than six (6) months prior to the Term expiration date. The Initial Term, and any renewals or extensions thereof, are collectively herein referred to as the “Term”.

7.3 Early Termination. Except as specifically provided for herein, this Agreement can only be terminated before its expiration as follows:

(a) By both Parties if they agree in writing to the termination;

(b) By either Party, if one Party materially breaches this Agreement and fails to cure such breach within thirty (30) days following written notification of such breach from the other Party, or, in the event objectively ascertainable reasonable efforts have been made to effect such cure and the breach at issue does not objectively lend itself to cure within such 30 day period, then such additional time as necessary to complete said cure, but in no event longer than 60 days following written notification of such breach;

(c) By Connections, if the payments to which Connections is entitled under Section 10 of this Agreement are materially reduced as a result of a change in funding provided to the Charter School and such funding reduction is not caused by a breach of this Agreement by Connections, or applicable law or regulations impose requirements that are materially different from those previously provided under this Agreement and Connections is unwilling or unable to make the required changes;

(d) By either Party, if the Charter is terminated, or if the Charter School is no longer authorized by the Authorizer as required by applicable District of Columbia law and regulation and such termination or withdrawal of authorization results in the defunding of the Charter School prior to the close of the Academic Year;

(e) By the Charter School, if the Charter School Board determines at the end of an Academic Year that the Educational Products and Services do not meet the requirements for a computer-based blended or charter school, as defined by applicable laws and regulations, but only if Connections is unable to cure such deficiency after being given reasonable notice thereof and the opportunity to cure any alleged failure to meet such requirements;

(f) By the Charter School, if the Charter School Board determines after a Performance Review , in the Charter School’s sole reasonable discretion, that Connections has failed to

satisfactorily address any shortcomings identified in the Performance Review through the implementation of the performance improvement plan referenced in Section 5 above. Termination under this subsection may not occur prior to the close of year four (4) of the Initial Term in order to provide Connections the opportunity to implement the aforementioned performance improvement plan. Notice of said termination must be made on or before April 1 and shall not take effect until the close of the Academic Year in which said notice is given unless the Parties agree otherwise in writing;

(g) By either Party in the event that the Parties fail to agree on a Budget including the Fee Schedule in accordance with Section 10;

(h) By either Party in the event the other Party files for bankruptcy or has a bankruptcy suit filed against it which is not dismissed within ninety (90) days, is insolvent, ceases its operations, admits in writing its inability to pay its debts when they become due or appoints a receiver for the benefit of its creditors; or

(i) By Connections, if Connections determines there are irreconcilable differences with respect to the manner in which Connections and/or the Charter School carries out its responsibilities under the terms of this Agreement.

7.4 Notice of Termination. In the event of termination of this Agreement prior to its expiration, written notice by certified or registered mail, return receipt requested, no later than April 1 of the then current Academic Year shall be provided and shall list the reason(s) for termination and the effective date of the termination. Termination shall only occur at the end of an Academic Year, except if such termination is the result of Sections 6.3(b), (c), (d), or (f).

7.5 Obligations on Termination. In the event this Agreement is terminated by either Party for any reason prior to the end of the Agreement's term:

(a) Connections shall assist and cooperate with the Charter School in the closure of the Charter School or provide the Charter School Board reasonable assistance for up to ninety (90) days for the transition of the provision of Educational Products and Services from Connections to the Charter School, or another service provider, so as to minimize the disruption to the Students, it being the intention that the Charter School shall remain open and operating in its normal course;

(b) Each Party will promptly (not later than thirty (30) days after the 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 the EMS and other Educational Products and Services shall be discontinued as of the Date of Termination;

(d) Connections shall provide to the Charter School all Student Records not otherwise in the Charter School's possession at no additional cost; and

(e) The Charter School shall pay Connections all amounts due under this Agreement upon the earlier of either their due dates or thirty (30) days after the Date of Termination.

(f) To the extent sums due Connections at termination comprise advances in the form of startup funding and/or deficit protection credits (together "Advances"), and the Charter School terminates pursuant to Section 7.13 (b), (e), (f) and/or (h), all sums owed to Connections that comprise Advances shall be forgiven as of the date of said termination.

8. Representation Regarding Non-discrimination.

Connections, the Charter School and the Charter School Board will not discriminate against any person on the basis of race, creed, color, sex, national origin, religion, ancestry, sexual orientation or disability, language spoken, intellectual or athletic ability, measures of achievement or aptitude, status as a student with special needs, or any other basis prohibited by federal or District of Columbia law.

9. Health and Safety.

9.1 Connections specifically acknowledges that it shall not do anything to interfere with and shall assist the Charter School in its responsibility to adhere to the following standards regarding health and safety:

(a) Reporting child abuse or neglect of which it has reasonable suspicion, as required by District of Columbia law;

(b) Adopting policies prohibiting the use of drugs, alcohol, weapons and tobacco on school grounds or at school events; and

(c) Complying with all District of Columbia immunization laws.

10. Financial Terms.

10.1 Payments. The following shall represent the financial responsibilities between the Parties.

(a) As compensation for the Educational Products and Services provided by Connections under this Agreement, Connections and the Charter School shall negotiate in good faith a schedule of fees for services (the "Fee Schedule") for each year of the Term that shall apply to the following Academic Year. Upon the approval of such Fee Schedule by the Charter School Board, the Parties acknowledge and agree that the amounts are reasonable, necessary and fair

market value compensation for the services rendered under this Agreement. To the extent that the Fee Schedule includes any fees that are based on a “percentage of revenue,” and as permitted by law, such fees shall be assessed against funds received by the Charter School from all governmental sources received by the Charter School from whatever source, whether from local or federal government agencies, including but not limited to Title I funds, grants, income, or other funding sources (the “Revenues” and together with all Revenues in a given Academic Year, collectively “Total Revenues”). Total Revenues shall not include Charter School raised funds that are raised without more than negligible assistance from Connections.

(b) Any costs required by the Charter not specifically included in this Agreement shall be paid by the Charter School.

(c) As approved by the Charter School Board, Parties may agree to have Connections act as its payment agent for various other expenditures not included in the Fee Schedule. Connections will be entitled to reimbursement for these expenses on a monthly basis as they are incurred upon the submission of appropriate documentation.

(d) Connections will invoice the Charter School monthly according to the Fee Schedule. Payment will be due within five (5) business days of action by the Charter School Board which shall use its best efforts to review and approve invoices within thirty (30) days of receipt. Connections may charge interest at lesser of the rate of one and one half percent (1.5%) per month or the maximum interest rate permitted by District of Columbia law, for any invoices unpaid more than sixty (60) days unless such failure to pay is the result of funds being withheld from the Charter School due to a failure by Connections to perform under the terms of this Agreement, or if the Charter School has insufficient funds to pay the invoice as the result of outstanding receivables, deferred payment by the District of Columbia or Charter Authority of funding due, or if the Charter School is disputing any charges. The Charter School shall notify Connections of the basis for any dispute within five (5) days of determination of such dispute and shall work to resolve the dispute within thirty (30) days. All amounts other than any amount in dispute shall be paid according to the terms herein. Funds shall also be subject to adjustment based on any adjustments to Student counts as a result of an audit by the District of Columbia. Any differences in amounts that were previously paid under this Agreement as a result of such audits shall only be applied to or against the next payment or payments otherwise due under this Section, or if no payment is due, Connections shall refund such amount to the Charter School.

(e) To the extent that any adjustments as a result of a District audit are the result of Connections failure to adequately perform its responsibilities under this Agreement or the Charter, Connections will be required to either: (i) return any required funds to the Charter School in the amount determined by the District of Columbia funding authority, or (ii) to the extent that funds are withheld from future funding of the Charter School, reduce the fees invoiced the Charter School by the amount that funding is withheld.

(f) The Parties agree to negotiate in good faith to reach an agreement for the provision of one or more performance incentives for Connections.

10.2 Budgets. The parties will make good faith efforts to begin discussions related to developing the budget by no later than April 1, and will be presented to the Charter School Board for review and approval 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, Connections agrees that it will present to the Charter School a proposed budget that is balanced (i.e., not resulting in a cumulative net asset deficit for the following fiscal year). The Budget shall be in reasonable detail, shall meet all regulatory reporting requirements and shall be based on the applicable Fee Schedule. In the event that the Charter School Board and Connections do not agree with the proposed balanced Budget, the Parties agree to work together in good faith to resolve any disagreements by June 30 or such date as is agreed to by the Parties or otherwise required in any regulatory requirement or the Charter for budget submission.

10.3 Protection Against Deficits. In the event that, as of June 30 of any year during the Term, Total Revenues are less than the Charter School's expenditures, including payments to Connections as well as those incurred and paid by the Charter School, but excluding any payments for capital expenditures (the "Total Expenditures"), and in the event that the Charter 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 an amended budget, Connections shall issue a non-interest bearing credit or make a cash payment to the Charter School to the extent required to maintain positive Net Assets at least equal to \$10,000 as of each June 30 during the Term of this Agreement. To the extent that the Net Assets at the end of any June 30 exceeds \$10,000 and in the event that credits have previously been issued and not repaid, Connections shall be entitled to the repayment of any such credits

10.4 Receipts and Expenditures for Title Funding, Special Education, Gifted Education, Grants etc. To the extent that the School is eligible to receive additional revenue over and above the District or Federal Aid amounts, Connections will be responsible for collecting such funds on behalf of the Charter School and will make any required disbursements in accordance with its responsibilities as required under this Agreement or by law.

10.5 Breakdown of Charges. No later than September 30 of each year during the Term, Connections, for information purposes only, will provide to the Charter School a breakdown of its charges including a breakdown between Tangible and Intangible Instructional Materials, and amounts charged for staff compensation, a sublicense to the EMS, Computer Hardware and Software, etc. This shall not change the amounts due to Connections by the Charter School, but

shall provide the Charter School with support for the charges for the products and services provided by Connections.

10.6 Sales Tax. The Charter School shall provide Connections with support that it is tax exempt. To the extent that the Charter School is not tax exempt, the Charter School shall be responsible for federal or local taxes assessed, if any, based on the Educational Products and Services provided to the Charter School under this Agreement. If any sales and use taxes are assessed against the Charter School on products and services provided by Connections under the terms of this Agreement, Connections will provide a credit to the Charter School equal to the amount of the sales or use taxes paid by the Charter School.

11. Confidential Information.

11.1 Confidential Information Defined. As used in this Agreement, “Confidential Information” means all information and any idea in whatever form, tangible or intangible, pertaining in any manner to the business of a disclosing Party (or any of its Affiliates) or to a disclosing Party’s or its Affiliates’ customers or business partners unless it must be disclosed by applicable law. It is acknowledged that the following information will be included, without limitation, in the definition of Confidential Information, whether in written or verbal form, and including electronic data recorded or retrieved by any means: (1) educational content, curricula, teaching outlines, lesson plans, testing processes, and procedures; (2) Student Records and other student-related or Parent/Legal Guardian personal information; (3) information regarding business strategy and operations such as business plans, 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; (4) information regarding product development such as product designs and concepts, development methods, computer software, inventions and other work product; (5) financial information such as budget and expense information, economic models, pricing, cost and sales data, operating and other financial reports and analysis; (6) human resource information such as compensation policies and schedules, employee recruiting and retention plans, organization charts, disciplinary records and other personnel data; (7) the terms of this Agreement; and (8) other similar non-public information that may provide the disclosing Party with a strategic advantage or could harm the disclosing Party if publicly disclosed.

Confidential Information does not include information that has been proven to be at the time of disclosure (a) publicly available through no act or omission of the receiving Party; (b) disclosed to a third Party by the owning Party without restriction on disclosure; (c) disclosed to the non-owning Party by a third Party without restriction on disclosure and without breach of a nondisclosure obligation; (d) independently developed by the other Party without the use of any Confidential Information; or (e) previously known to the other Party without nondisclosure obligations.

11.2 Obligation to Protect. To the extent permitted by law, each Party shall maintain the confidentiality of the other Party's Confidential Information. Receiving Party agrees to use and disclose Confidential Information only as required in performing its obligations under this Agreement and for no other purpose and to hold all such Confidential Information in the strictest confidence, and except with the prior written authorization of the disclosing Party, not to (a) disclose it to any person, firm or corporation, or (b) use it for the benefit of anyone other than for the disclosing Party. Notwithstanding the foregoing, the Charter School shall be permitted to make such disclosures and retain such materials as is required for the Charter School to comply with applicable laws and regulations, and in accordance with Section 3.14. Connections shall make such information and facilities available to authorized Charter School personnel, Authorizer, District of Columbia regulatory authorities, and any other person, as required to comply with applicable laws and regulations, and in accordance with Section 3.14.

11.3 Protection of Student Records. The Parties acknowledge and agree that under District of Columbia Law and 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA") including any regulations promulgated thereunder, each Party has certain obligations with regard to maintaining the security, integrity and confidentiality of "education records", as that term is defined by FERPA. The Parties agree that they shall perform their obligations under this Agreement in compliance with FERPA and any regulations promulgated thereunder. The Parties designate the staff, employees and volunteers who are providing educational or administrative services to the Student as agents of the Charter School having a legitimate educational interest and thus entitled to access to educational records under FERPA. The Parties shall also maintain Student Records in accordance with any other applicable local and federal laws and regulations.

11.4 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, to such injunctive or equitable relief as may be deemed proper by a court of competent jurisdiction.

12. Ownership of Intellectual Property and Tangible Personal Property Supplied by Connections.

12.1 Intellectual Property. Charter School agrees that Connections or its licensor is the sole owner of the EMS and Connections, its Affiliates, and/or its contracted vendors are the owners of any Intellectual Property, Intangible Instructional Materials and other content contained in the EMS ("Content") made available pursuant to Section 2.3. Further, the Charter School will acquire no rights in trademarks, patents, copyrights or trade secrets or other Intellectual Property related to the EMS, the Intangible Instructional Materials, or the Content by reason of the Charter School's use of the same in connection with this Agreement. The Charter School grants, and agrees to cause its employees and agents to grant, to Connections and its successors and

assigns, a non-exclusive perpetual, irrevocable, worldwide and royalty-free license to use (including to provide Educational Products and Services), modify, market and create derivative works based upon any instructional or other copyrightable materials created by employees and agents of the Charter School, without identifying or seeking the consent of the Charter School or any of its employees or agents. Any such derivative works created shall be the sole property of Connections and its transferees.

12.2 Tangible Personal Property. This Agreement does not constitute a sale or other transfer to the Charter School of any Educational Products supplied by Connections pursuant to Section 2. All right, title, and interest in and to such Educational Products will remain with Connections

12.3 Trademarks. Connections and its Affiliates are the owner of various trademarks, service marks, logos, or trade names used in its business of providing Educational Products and Services, which can be found at

<http://www.connectionsacademy.com/Libraries/PDFs/CACCommonLawTrademarks.sflb.ashx>

(collectively, the “Licensed Marks”). Connections grants to the Charter 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 Connections. The Charter School agrees to make reasonable efforts to use the Licensed Marks in accordance with any trademark usage guidelines provided by Connections, the most up to date version of which can be found at

<http://www.connectionsacademy.com/terms-of-use/trademark-guidelines.aspx>. Connections retains all right, title and interest in and to the Licensed Marks and any related proprietary rights not expressly granted to the Charter School hereunder. All goodwill attributable to the Licensed Marks will inure exclusively to the benefit of Connections. In the event of a termination of this Agreement, the Charter School agrees to terminate use of the Licensed Marks and amend any publicly recorded and unrecorded documents to remove the name “Connections Academy”, the Connections Academy logo and any other Licensed Marks that may be contained therein (including, if applicable, the Charter School name) within sixty (60) days after the Date of Termination, unless otherwise agreed to by the Parties.

13. Indemnification.

13.1 Indemnification by Connections of the Charter School Board. To the extent not covered by insurance or not barred by any District of Columbia legislation, Connections shall defend, indemnify and hold the Charter School Board and their respective agents and employees harmless against and from all costs, expenses, damages, injury or loss (including reasonable attorney’s fees) to which the Charter School Board and their respective agents and employees may be subject by reason of any wrongdoing, misconduct, negligence, or default by Connections, its agents, employees, or assigns in the execution or performance of this Agreement. This indemnification shall not apply to any liability claims or demands resulting

from the gross negligence or willful act or omission of any Charter School Board director, officer, agent, or employee. This indemnification, defense and hold harmless obligation on behalf of Connections shall survive the termination of this Agreement. The Charter School shall have the right, at its own expense, to participate in the defense of any suit, without relieving Connections of any of its obligations hereunder.

13.2 Indemnification by the Charter School. To the extent not covered by insurance or not barred by any District of Columbia legislation, the Charter School shall defend, indemnify and hold Connections and their respective agents and employees harmless against and from all costs, expenses, damages, injury or loss (including reasonable attorney's fees) to which Connections and their respective agents and employees may be subject by reason of any wrongdoing, misconduct, negligence, or default by the Charter School, its agents, employees, or assigns in the execution or performance of this Agreement. This indemnification shall not apply to any liability claims or demands resulting from the gross negligence or willful act or omission of any Connections officer, agent, or employee. This indemnification, defense and hold harmless obligation on behalf of the Charter School shall survive the termination of this Agreement. Connections shall have the right, at its own expense, to participate in the defense of any suit, without relieving the Charter School of any of its obligations hereunder.

13.3 Indemnification Procedure. The indemnified Party will: (a) promptly notify the indemnifying Party in writing of any third (3rd) party claim (including any claim related to or arising out of the provision of services to Special Needs Students, as provided for in subsection 3.14) of loss, damages, liabilities and costs, or other 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.

14. Limitation of Liabilities.

14.1 In no event will the Charter School, or its directors, officers, employees, or agents, be responsible or liable for the debts, acts or omissions of Connections, its directors, officers, employees, or agents.

14.2 In no event will Connections and their respective employees or agents be responsible or liable for the debts, acts or omissions of the Charter School, its directors, officers, employees, or agents.

Attention: President
1001 Fleet St, 5th Floor
Baltimore, MD 21202

CC: Connections Education LLC
Attention: General Counsel
1001 Fleet St, 5th Floor
Baltimore, MD 21202

17. Miscellaneous.

17.1 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 or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

17.2 Successors and Assigns. The terms and provisions of this Agreement shall be assignable by either Party only with the prior written consent of the other, which consent shall not be unreasonably withheld; provided that a change in control of Connections or its managing member, notice of which shall be provided by Connections to Charter School Board, shall not be deemed a violation of this Agreement.

17.3 Complete Agreement; Modification and Waiver. This Agreement 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. 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.

17.4 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.

17.5 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.

17.6 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.

17.7 Governing Law. This Agreement shall be governed and controlled by the laws of the District of Columbia. Any legal actions prosecuted or instituted by any Party under this Agreement shall be brought in a court of competent jurisdiction located in the District of Columbia, and each Party hereby consents to the jurisdiction and venue of any such courts for such purposes.

17.8 501(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 from the IRS that the Charter School is a tax exempt organization under Internal Revenue Code Section 501(c)(3).

17.9 Counterparts. This Agreement may be signed in counterparts, which shall together constitute the signed original agreement.

17.10 Compliance with laws, policies, procedures, and rules. Each Party will comply with all applicable federal and local laws and regulations including all of the specific requirements of the Charter, applicable local ordinances and the Charter School's policies whether or not specifically listed in this Agreement.

17.11 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.

17.12 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.

17.13 Attendance at Meetings. During the Term, Connections will have the right to designate an individual or such individuals who shall have attendance rights at all Charter School Board meetings. Such rights are limited exclusively to attendance and provide no rights to participate

without the express permission of the Charter School Board. The designated individuals shall also have the right to attend closed or executive sessions unless explicitly excused by the Charter School Board so that Connections may be discussed or to avoid the inadvertent waiver of the attorney client privilege, or where such attendance is not prohibited by applicable law

17.14 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. Each Party acknowledges and agrees 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 facsimile copy of this Agreement and related documents on the basis that it lacks an original handwritten signature. Facsimile 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.

17.15 Survival. The rights and responsibilities of Sections 7.5, 10, 11, 12, 13, 14, 15, 16, 17.1, 17.2, 17.3, 16.4, 17.6, 17.7, 17.10, 17.11, 17.12, 17.14, 17.15 and 16.16 shall survive the termination of this Agreement.

17.16 Status and Relationship of the Parties. Connections is a limited liability company organized under the laws of the District of Columbia, and is not a division or a part of the Charter School. The Charter School is a District of Columbia not-for-profit education corporation authorized by the Charter School Law and is not a division or part of Connections. The Parties intend that the relationship created by this Agreement is that of an independent contractor and not employer-employee. Except as expressly provided in this Agreement, no agent or employee of Connections shall be deemed to be an agent or employee of the Charter School. Connections shall be solely responsible for its acts and the acts of its agents, employees and subcontractors and the Charter School shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between Connections and the Charter School is based solely on the terms of this Agreement, and the terms and conditions of any other written agreement executed by Connections and the Charter School.

(Signature Page to Follow)

IN WITNESS WHEREOF, the Parties agree to the terms of this Agreement and have executed this Agreement by their authorized representatives to be effective as of the Effective Date written above.

NEXUS ACADEMY OF DC, INC.	CONNECTIONS EDUCATION LLC
By: _____	By: _____
Title: _____	Title: _____
Date: _____	Date: _____

Exhibit A – Certificate of Insurance Requirements

Exhibit B – Sublease Sample

Exhibit C – Model Performance Review



Financial
Audits
(3 Years)

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Blank**

Connections Education, Inc. and Subsidiaries

Consolidated Financial Statements as of and
for the Years Ended June 30, 2011 and 2010,
and Independent Auditors' Report

Connections Education, Inc. and Subsidiaries
Consolidated Financial Statements

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INDEPENDENT AUDITORS' REPORT

The Board of Directors and Stockholders of
Connections Education, Inc.:
Baltimore, Maryland

We have audited the accompanying consolidated balance sheets of Connections Education, Inc. and subsidiaries (formerly CA Holding I, Inc.) (the "Company") as of June 30, 2011 and 2010, and the related consolidated statements of income, stockholders' equity, and cash flows for the years then ended. These consolidated financial statements are the responsibility of the Company's management. Our responsibility is to express an opinion on these consolidated financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, such consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Company as of June 30, 2011 and 2010, and the results of its operations and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Deloitte & Touche LLP

September 12, 2011

Connections Education, Inc. and Subsidiaries

Consolidated Balance Sheets
(in thousands, except per-share amount)

Assets	June 30,	
	2011	2010
Current assets		
Cash	\$ 18,285	\$ 17,370
Accounts receivable, net of allowance for doubtful accounts of \$8 — 2011; and \$13 — 2010	21,667	15,334
Prepaid expenses and other current assets.....	<u>8,790</u>	<u>6,282</u>
Total current assets	48,742	38,986
Property and equipment, net	10,660	4,828
Curriculum materials, net	5,848	6,899
Capitalized curriculum development costs, net	4,771	4,179
Goodwill	1,788	1,788
Intangible assets, net	243	306
Other assets	<u>828</u>	<u>637</u>
Total assets	<u>\$ 72,880</u>	<u>\$ 57,623</u>
Liabilities and Stockholders' Equity		
Current liabilities		
Accounts payable	\$ 6,938	\$ 7,283
Accrued expenses.....	2,194	2,403
Accrued compensation and benefits.....	8,844	6,444
Current portion of capital lease obligations	<u>2,335</u>	<u>1,436</u>
Total current liabilities	20,311	17,566
Long-term debt and capital lease obligations, net of current portion	3,094	1,771
Noncurrent deferred tax liabilities	3,413	1,737
Other liabilities	<u>309</u>	<u>194</u>
Total liabilities.....	<u>27,127</u>	<u>21,268</u>
Commitments and contingent liabilities (note 6)		
Stockholders' equity		
Common stock, \$0.01 par value; 10,000 shares authorized; 8,575 shares issued and outstanding — 2011; and 8,573 shares issued and outstanding — 2010	86	86
Additional paid-in capital.....	22,222	22,048
Retained earnings.....	<u>23,445</u>	<u>14,221</u>
Total stockholders' equity	<u>45,753</u>	<u>36,355</u>
Total liabilities and stockholders' equity	<u>\$ 72,880</u>	<u>\$ 57,623</u>

The accompanying notes are an integral part of these consolidated financial statements.

Connections Education, Inc. and Subsidiaries

Consolidated Statements of Income

(in thousands)

	<u>Years Ended June 30,</u>	
	<u>2011</u>	<u>2010</u>
Revenues	<u>\$ 159,171</u>	<u>\$ 122,463</u>
Operating expenses		
Cost of educational services.....	98,903	74,538
Selling, general and administrative.....	39,849	28,631
Product development.....	3,509	4,239
Goodwill impairment charge.....	—	120
Amortization of intangible assets.....	<u>63</u>	<u>64</u>
	<u>142,324</u>	<u>107,592</u>
Operating income	<u>16,847</u>	<u>14,871</u>
Other income (expense)		
Interest income.....	9	—
Interest expense.....	<u>(376)</u>	<u>(305)</u>
	<u>(367)</u>	<u>(305)</u>
Income before income tax provision	16,480	14,566
Income tax provision	<u>7,256</u>	<u>6,791</u>
Net income	<u>\$ 9,224</u>	<u>\$ 7,775</u>

The accompanying notes are an integral part of these consolidated financial statements.

Connections Education, Inc. and Subsidiaries
Consolidated Statements of Stockholders' Equity
(in thousands)

	<u>Common Stock</u>		<u>Additional</u>	<u>Retained</u>	<u>Total</u>
	<u>Shares</u>	<u>Amount</u>	<u>Paid-in</u> <u>Capital</u>	<u>Earnings</u>	
Balance, June 30, 2009	8,566	\$ 86	\$ 21,913	\$ 6,446	\$ 28,445
Issuance of common stock in connection with the exercise of options, including income tax benefit of \$4	7	—	31	—	31
Share-based compensation.....	—	—	104	—	104
Net income	—	—	—	7,775	7,775
Balance, June 30, 2010	8,573	86	22,048	14,221	36,355
Issuance of common stock in connection with the exercise of options, including income tax benefit of \$4	2	—	10	—	10
Share-based compensation.....	—	—	164	—	164
Net income	—	—	—	9,224	9,224
Balance, June 30, 2011	<u>8,575</u>	<u>\$ 86</u>	<u>\$ 22,222</u>	<u>\$ 23,445</u>	<u>\$ 45,753</u>

The accompanying notes are an integral part of these consolidated financial statements.

Connections Education, Inc. and Subsidiaries

Consolidated Statements of Cash Flows

(in thousands)

	Years Ended June 30,	
	2011	2010
Cash flows from operating activities		
Net income.....	\$ 9,224	\$ 7,775
Adjustments to reconcile net income to net cash provided by operating activities:		
Depreciation and amortization.....	4,434	3,067
Depreciation of curriculum materials.....	3,565	2,972
Amortization of capitalized curriculum development costs.....	1,913	1,251
Provision for doubtful accounts.....	31	20
Goodwill impairment charge.....	—	120
Amortization of intangible assets.....	63	64
Deferred income taxes.....	1,648	(402)
Reserve for computer shrinkage.....	293	284
Other.....	262	207
Changes in operating assets and liabilities:		
Accounts receivable.....	(6,364)	(7,082)
Prepaid expenses and other assets.....	(812)	(1,618)
Accounts payable, accrued expenses and other.....	(565)	2,387
Income taxes.....	(1,900)	181
Accrued compensation and benefits.....	2,400	1,987
Net cash provided by operating activities.....	<u>14,192</u>	<u>11,213</u>
Cash flows from investing activities		
Purchases of curriculum materials.....	(2,467)	(3,698)
Capitalized curriculum development costs.....	(2,513)	(1,767)
Purchases of property and equipment.....	(3,302)	(1,516)
Capitalized internal-use software development costs.....	(2,447)	(582)
Net cash used in investing activities.....	<u>(10,729)</u>	<u>(7,563)</u>
Cash flows from financing activities		
Payments of capital lease obligations.....	(2,558)	(1,914)
Borrowings under secured credit facility.....	7,000	9,000
Principal payments on secured credit facility.....	(7,000)	(8,000)
Payment of note payable due to former owners of acquired business.....	—	(250)
Stock option exercises.....	10	31
Net cash used in financing activities.....	<u>(2,548)</u>	<u>(1,133)</u>
Net increase in cash.....	915	2,517
Cash, beginning of year.....	<u>17,370</u>	<u>14,853</u>
Cash, end of year.....	<u>\$18,285</u>	<u>\$17,370</u>

The accompanying notes are an integral part of these consolidated financial statements.

CA Holding I, Inc. and Subsidiaries
Consolidated Financial Statements

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors and Stockholders of
CA Holding I, Inc.
Baltimore, Maryland

We have audited the accompanying consolidated balance sheets of CA Holding I, Inc. and subsidiaries (the "Company") as of June 30, 2010 and 2009, and the related consolidated statements of income, stockholders' equity, and cash flows for the years then ended. These consolidated financial statements are the responsibility of the Company's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, such consolidated financial statements present fairly, in all material respects, the financial position of the Company as of June 30, 2010 and 2009, and the results of its operations and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Deloitte & Touche LLP

November 30, 2010

CA Holding I, Inc. and Subsidiaries
Consolidated Balance Sheets
(in thousands, except per-share amount)

	As of June 30,	
	2010	2009
Assets		
Current assets		
Cash and cash equivalents	\$ 17,370	\$ 14,853
Accounts receivable, net of allowance for doubtful accounts of \$13 — 2010; and \$15 — 2009	15,334	8,272
Prepaid expenses and other current assets.....	<u>6,282</u>	<u>4,864</u>
Total current assets	38,986	27,989
Property and equipment, net	4,828	5,758
Curriculum materials, net	6,899	6,343
Capitalized curriculum development costs, net	4,179	3,663
Goodwill	1,788	1,912
Intangible assets, net	306	370
Other assets	<u>637</u>	<u>402</u>
Total assets	<u>\$ 57,623</u>	<u>\$ 46,437</u>
Liabilities and Stockholders' Equity		
Current liabilities		
Accounts payable	\$ 7,283	\$ 5,283
Accrued expenses.....	2,403	2,140
Accrued compensation and benefits.....	6,444	4,457
Current portion of capital lease obligations	<u>1,436</u>	<u>1,780</u>
Total current liabilities	17,566	13,660
Long-term debt and capital lease obligations, net of current portion	1,771	2,179
Noncurrent deferred tax liabilities	1,737	2,083
Other liabilities	<u>194</u>	<u>70</u>
Total liabilities	<u>21,268</u>	<u>17,992</u>
Commitments and contingent liabilities (notes 6, 7 and 11)		
Stockholders' equity		
Common stock, \$0.01 par value; 10,000 shares authorized; 8,573 shares issued and outstanding — 2010; and 8,566 shares issued and outstanding — 2009	86	86
Additional paid-in capital.....	22,048	21,913
Retained earnings.....	<u>14,221</u>	<u>6,446</u>
Total stockholders' equity	<u>36,355</u>	<u>28,445</u>
Total liabilities and stockholders' equity	<u>\$ 57,623</u>	<u>\$ 46,437</u>

The accompanying notes are an integral part of these consolidated financial statements.

CA Holding I, Inc. and Subsidiaries
Consolidated Statements of Income
(in thousands)

	<u>Year Ended June 30,</u>	
	<u>2010</u>	<u>2009</u>
Revenues	\$ 122,463	\$ 89,302
Operating expenses		
Cost of educational services.....	74,538	57,511
Selling, general and administrative.....	28,631	20,469
Product development	4,239	2,251
Goodwill impairment charge	120	—
Amortization of intangible assets.....	<u>64</u>	<u>16</u>
	<u>107,592</u>	<u>80,247</u>
Operating income	<u>14,871</u>	<u>9,055</u>
Other income (expense)		
Interest income.....	—	60
Interest expense.....	<u>(305)</u>	<u>(266)</u>
	<u>(305)</u>	<u>(206)</u>
Income before income tax provision	14,566	8,849
Income tax provision	<u>6,791</u>	<u>3,927</u>
Net income	<u>\$ 7,775</u>	<u>\$ 4,922</u>

The accompanying notes are an integral part of these consolidated financial statements.

CA Holding I, Inc. and Subsidiaries
Consolidated Statements of Stockholders' Equity
(in thousands)

	<u>Common Stock</u>		Additional	Retained	<u>Total</u>
	<u>Shares</u>	<u>Amount</u>	<u>Capital</u>	<u>Earnings</u>	
Balance, June 30, 2008	8,468	\$ 85	\$ 20,843	\$ 1,524	\$ 22,452
Issuance of common stock in connection with the:					
Exercise of options, including income tax benefit of \$0.....	6	—	18	—	18
Business combination.....	92	1	1,046	—	1,047
Share-based compensation.....	—	—	6	—	6
Net income	<u>—</u>	<u>—</u>	<u>—</u>	<u>4,922</u>	<u>4,922</u>
Balance, June 30, 2009	8,566	86	21,913	6,446	28,445
Issuance of common stock in connection with the exercise of options, including income tax benefit of \$4	7	—	31	—	31
Share-based compensation.....	—	—	104	—	104
Net income	<u>—</u>	<u>—</u>	<u>—</u>	<u>7,775</u>	<u>7,775</u>
Balance, June 30, 2010	<u>8,573</u>	<u>\$ 86</u>	<u>\$ 22,048</u>	<u>\$ 14,221</u>	<u>\$ 36,355</u>

The accompanying notes are an integral part of these consolidated financial statements.

CA Holding I, Inc. and Subsidiaries
Consolidated Statements of Cash Flows
(in thousands)

	Year Ended June 30,	
	2010	2009
Cash flows from operating activities		
Net income	\$ 7,775	\$ 4,922
Adjustments to reconcile net income to net cash provided by operating activities:		
Depreciation and amortization.....	3,067	2,475
Depreciation of curriculum materials	2,972	1,915
Amortization of capitalized curriculum development costs.....	1,251	887
Provision for doubtful accounts.....	20	15
Goodwill impairment charge	120	—
Amortization of intangible assets	64	16
Deferred income taxes	(402)	1,470
Reserve for computer shrinkage	284	198
Other.....	207	(12)
Changes in operating assets and liabilities:		
Accounts receivable.....	(7,082)	(4,084)
Prepaid expenses and other assets.....	(1,618)	(2,426)
Accounts payable, accrued expenses and other	2,387	2,891
Income taxes	181	608
Accrued compensation and benefits	<u>1,987</u>	<u>1,537</u>
Net cash provided by operating activities	<u>11,213</u>	<u>10,412</u>
Cash flows from investing activities		
Purchases of curriculum materials	(3,698)	(4,848)
Capitalized curriculum development costs	(1,767)	(2,572)
Purchases of property and equipment	(1,516)	(1,369)
Capitalized internal-use software development costs	(582)	(439)
Payments for acquisition of business, net of cash acquired	—	(848)
Proceeds from sales of property and equipment	<u>—</u>	<u>1,092</u>
Net cash used in investing activities	<u>(7,563)</u>	<u>(8,984)</u>
Cash flows from financing activities		
Payments of capital lease obligations	(1,914)	(2,676)
Borrowings under secured credit facility	9,000	—
Principal payments on secured credit facility	(8,000)	—
Payment of note payable due to former owners of acquired business.....	(250)	—
Stock option exercises.....	<u>31</u>	<u>18</u>
Net cash used in financing activities.....	<u>(1,133)</u>	<u>(2,658)</u>
Net increase (decrease) in cash and cash equivalents	2,517	(1,230)
Cash and cash equivalents, beginning of year	<u>14,853</u>	<u>16,083</u>
Cash and cash equivalents, end of year.....	<u>\$17,370</u>	<u>\$14,853</u>

The accompanying notes are an integral part of these consolidated financial statements.

Press Release

29 July 2011

PEARSON 2011 INTERIM RESULTS (unaudited)

Pearson sales up 6% to £2.4bn and profits up 20% to £208m*

- Education sales up 9% and profits up 31%:
 - Good sales growth in International (up 26%) and Professional (up 35%).
 - In North America, sales 3% lower with tough first-half comparables; full-year growth expected with easing H2 comparables and further market share gains.
- FT Group sales up 7% and profits up 10%, enhanced by digital subscriptions.
- Penguin sales 4% lower (underlying sales level); profits sustained with rapid digital growth.

Strong growth in digital, developing markets and newly-acquired businesses

- Education digital platform and service registrations up 15%; FT.com subscriptions up more than 30%; Penguin ebook revenues up almost 130%.
- Sales up approximately 40% in developing markets (headline growth).
- Strong growth from recent acquisitions including Wall Street Institute, SEB (Brazil), TutorVista, CTI (South Africa) and Melorio (now known as Pearson in Practice).

Full year outlook upgraded

- Pearson expects sales and margin growth for the full year, based on good trading momentum - especially in digital businesses and developing markets - and easing comparatives.
- Pearson expects to achieve adjusted EPS of approximately 80p for the full year (2010: 77.5p). This guidance is struck at current exchange rates (£1: \$1.63).

Interim dividend raised by 8% to 14.0p.

Marjorie Scardino, chief executive, said: *"Though market conditions are anything but easy, we are sufficiently encouraged by our start to the year to raise both our guidance and our dividend. Structural changes in our industries are gathering pace, but we are confident that we have the strategy, the competitive positions, the investment capacity and the culture to sustain our strong record of performance."*

£ millions	Half year 2011	Half year 2010	Headline growth	CER growth	Underlying growth	Full year 2010
Business performance						
Sales	2,416	2,342	3%	6%	0%	5,663
Adjusted operating profit	208	178	17%	20%	3%	857
Adjusted earnings per share	16.8p	16.6p	1%			77.5p
Free cash flow	(172)	(165)	(4)%			904
Net debt	1,275	1,746	27%			430
Statutory results						
Sales	2,416	2,342	3%			5,663
Operating profit	132	128	3%			743
Profit before tax	82	94	(13)%			670
Basic earnings per share	7.5p	11.5p	(35)%			161.9p
Cash generated from operations	(43)	(32)	(34)%			1,169
Dividend per share	14.0p	13.0p	8%			38.7p

*Throughout this announcement:

a) Growth rates are stated on a constant exchange rate (CER) basis unless otherwise stated. Where quoted, underlying growth rates exclude both currency movements and portfolio changes. Sales and operating profit are stated on a continuing basis.

b) The 'business performance' measures are non-GAAP measures and reconciliations to the equivalent statutory heading under IFRS are included in notes to the attached condensed consolidated financial statements 2, 3, 4, 5, 7 and 15.

OUTLOOK

Pearson began 2011 expecting weak market conditions in some developed economies, but confident about our strong competitive positions and clear strategic direction. The trends we have seen in the early part of the year are consistent with our previous guidance:

1. Strong and durable competitive performances, even in tough markets, with rapid growth in digital and services businesses, and in developing economies;
2. Weak market conditions, particularly for businesses that rely on government spending and traditional print publishing business models;
3. Tough comparatives in the first half (which ease as the year goes on).

We believe that the structural changes in our industries are accelerating and that the divergence of growth prospects between our pure print products and our newer digital/ services businesses is increasing. Given Pearson's sustained investment in transforming the business, we are well positioned to lead and benefit from these structural industry changes.

At this stage in the year (we generate most of our sales and profits in the second half), we expect to achieve continued sales, margin and adjusted EPS growth for the full year. We expect some of our markets to remain tough in the second half but even so, we now expect to achieve adjusted EPS of approximately 80p for the full year. This guidance is struck at current exchange rates (£1:\$1.63) and includes further integration costs on acquisitions made in 2010 and 2011 (which are always expensed).

Our divisional guidance for the year is:

In **Education**, we expect continued growth in 2011. While we face tougher comparatives in International and Professional in the second half of the year, we expect our North American Education business to report full-year growth based on business won in the year to date and less challenging comparables in the second half. Our education business faces continued pressure from state budget weakness and slower enrolment rates in North America, and a generally weak public spending environment in many developed parts of the world. We are confident that rapid growth in our digital and services businesses – which help boost student performance and institutional efficiency - and in emerging economies can continue.

At the **FT Group**, the changes we have made to the business model and mix mean we are well placed to grow even in tough markets for print circulation and advertising. We expect digital subscriptions, now the engine of the FT Group's growth, to continue to build steadily.

Penguin is working through a period of significant industry change characterised by a rapid shift towards digital sales channels and digital books and intense pressure on physical book retailers, demonstrated most recently by the bankruptcy of Borders in the US. Penguin has performed well through these industry changes and, after a particularly strong competitive performance and financial results in 2010, we expect it to perform in line with the overall consumer publishing industry this year.

Interest and tax. In 2011, our lower net debt level and a pension finance credit will result in a lower interest charge to adjusted earnings than in 2010. We expect our P&L tax charge against adjusted earnings to be in the 24-26% range and our cash tax rate to be in the 15-20% range.

Exchange rates. Pearson generates approximately 60% of its sales in the US. A 5 cent move in the average £:\$ exchange rate for the full year (which in 2010 was £1:\$1.54) has an impact of approximately 1.3p on adjusted earnings per share. The average rate during the first half of 2011 was £1:\$1.61 (£1:\$1.52 in H1 2010) and the closing rate at the end of June was £1:\$1.61 (£1:\$1.50 at the end of June 2010).

For more information:

Luke Swanson / Simon Mays-Smith / Charles Goldsmith

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Pearson's results presentation for investors and analysts will be audiocast live today from 0900 (BST) and available for replay from 1200 (BST) via www.pearson.com. High resolution photographs for the media are available from our website www.pearson.com.

OVERVIEW

In the first half of 2011, Pearson's sales increased by 3% in headline terms to £2.4bn and adjusted operating profit by 17% to £208m.

The headline growth rates include a negative impact from currency movements and a benefit from acquisitions:

- Currency movements – primarily the weakening of the US dollar against sterling – reduced sales by £70m and operating profit by £6m. At constant exchange rates (ie stripping out the impact of those currency movements), our sales and operating profit grew 6% and 20% respectively.
- Acquisitions, primarily in our education company, contributed £148m to sales and £31m to operating profit. This includes integration costs and investments related to our newly-acquired companies, which are expensed. In underlying terms (ie stripping out the impact of both portfolio changes and currency movements), sales were level and operating profit up 3%.

Our statutory results show an increase in operating profit to £132m (£128m in 2010). Statutory profit before tax was £82m (£94m in 2010). Statutory earnings for the period show a £32m reduction in profit to £60m (£92m in 2010) due to the disposal of Interactive Data, higher intangible amortisation costs related to acquisitions and currency fluctuations on US dollar-denominated cash and debt.

Our net debt, which reaches a seasonal peak around the half-year and is mainly dollar-denominated, was £1,275m (£1,746m in 2010) at 30 June. The year-on-year decrease reflects improved cash flow and proceeds from the disposal of Interactive Data.

The board has declared an interim dividend of 14p per share, an 8% increase on 2010.

DIVISIONAL ANALYSIS*

£ millions	Half year 2011	Half year 2010	Headline growth	CER growth	Underlying growth	Full year 2010
Sales						
North American Education	940	1,017	(8)%	(3)%	(4)%	2,640
International Education	639	504	27%	26%	6%	1,234
Professional	177	136	30%	35%	1%	333
Education	1,756	1,657	6%	9%	(1)%	4,207
FT Group	203	192	6%	7%	6%	403
Penguin	457	493	(7)%	(4)%	0%	1,053
Total continuing	2,416	2,342	3%	6%	0%	5,663
Adjusted operating profit						
North American Education	46	51	(10)%	(4)%	(19)%	469
International Education	63	36	75%	68%	23%	171
Professional	26	17	53%	59%	0%	51
Education	135	104	30%	31%	(1)%	691
FT Group	31	30	3%	10%	3%	60
Penguin	42	44	(5)%	0%	13%	106
Total continuing	208	178	17%	20%	3%	857

* During the course of 2010, a number of minor changes to management responsibilities in certain countries were made which have affected reported segmental numbers in Penguin, North American Education and International Education. (see segmental analysis in the financial review for more details).

NORTH AMERICAN EDUCATION

£ millions	Half year 2011	Half year 2010	Headline growth	CER growth	Underlying growth	Full year 2010
Sales	940	1,017	(8)%	(3)%	(4)%	2,640
Adjusted operating profit	46	51	(10)%	(4)%	(19)%	469

North American Education is Pearson's largest business, with 2010 sales of £2.6bn and operating profit of £469m. Sales and profits declined by 3% and 4% respectively in the first half of 2011, the result of the expected slower year for the US education publishing industry and tough comparables against an exceptionally strong first half of 2010 (when sales increased by 10% over the previous year). Key highlights in the first half of 2011 include:

Higher Education

- After a very strong performance in the first half of 2010, the US Higher Education publishing market declined 12% in the first half of the year, according to the Association of American Publishers. The industry has been affected by tough comparables and weaker enrolment, especially in for-profit colleges, as well as the impact of the stocking patterns of textbook rental schemes.
- Our higher education business grew, performing well ahead of the rest of the industry with significant market share gains in publishing and strong growth from digital products and services.
- Pearson's pioneering 'MyLab' digital learning, homework and assessment programmes again grew strongly with student registrations up 25% to 3.9 million in North America. Evaluation studies show that the use of the MyLab programmes can significantly improve student test scores and institutional productivity (<http://bit.ly/fWPic0>).
- We collaborated with the State of Kentucky to create a digital learning repository aligned to the Common Core State Standards to allow educators to browse, search, upload, download, update, rate and reuse more than 85,000 standards-based digital items.
- eCollege increased fully online enrolments by 32% to more than three million. Renewal rates remain high at 87% by value and usage grew strongly.

Assessment and Information

- We achieved good growth in assessment and information services, in spite of the difficult funding environment and uncertainty relating to the transition to the Common Core State Standards, now adopted by almost all US states.
- We continued to produce strong growth in secure online testing, an important market for the future. In the year-to-date we have delivered more than nine million secure online tests.
- Pearson was awarded a new contract with Kentucky, to build and implement testing programmes for English Language Arts and Math in grades 3-8; and a two-year extension on the California Standardized Testing and Reporting contract.
- We continued to achieve strong growth with AIMSWEB, our progress monitoring service which enables early intervention and remediation for struggling students.
- Pearson has partnered with Stanford University to provide scoring services to support Stanford's Teacher Performance Assessment. This is a new system adopted by a consortium of more than 20 states to link instruction in teachers' colleges more closely with practice in K-12 schools.

- On 31 May we completed the acquisition of SchoolNet, a profitable, fast-growing and innovative education technology company that aligns assessment, curriculum and other services to help individualize instruction and improve teacher effectiveness.

School Curriculum

- After a very strong performance in the first half of 2010, the US School publishing market declined 22% in the first half of the year, according to the Association of American Publishers. Tough comparisons with significant shipments to Texas and Florida in June 2010 combined with state budget pressure and a smaller new adoption opportunity to produce a weak school publishing market.
- Our school curriculum revenues declined in the first half but we gained share in these tough markets boosted by a very strong adoption performance, which benefited from the strength of our blended print-and-digital programmes including Writing Coach, Prentice Hall Math and enVisionMATH. We took an estimated 37% of new adoptions competed for (or 29% of the total new adoption market). Easier comparables and the benefits of our strong adoption performance will boost our second half revenue growth.
- We initiated investments to update our major Literacy and Mathematics programmes to ensure alignment with the Common Core State Standards. Our curriculum resources, coupled with our school services of other kinds, offer our customers a full suite of support to implement the Common Core.
- The Pearson Foundation partnered with the Bill & Melinda Gates Foundation to create a series of digital instructional resources in math and reading/English language arts which will give teachers and students access to the latest and most effective digital learning technologies as they prepare to meet the goals of the Common Core Standards.

INTERNATIONAL EDUCATION

£ millions	Half year 2011	Half year 2010	Headline growth	CER growth	Underlying growth	Full year 2010
Sales	639	504	27%	26%	6%	1,234
Adjusted operating profit	63	36	75%	68%	23%	171

Our International Education business is active in more than 70 countries. It is a major focus of our strategy, and sales and profits have doubled since 2006. In the first half of 2011 sales increased by a further 26% and profits by 68%, as good underlying growth combined with the contribution of newly-acquired companies. Key highlights include:

Global

- 'MyLab' digital learning, homework and assessment programmes were used outside the US by more than 390,000 students, up more than 30% on 2010, and are now sold worldwide.
- Wall Street English, Pearson's worldwide chain of English language centres for professionals, increased student numbers by 9% to almost 190,000. We opened 23 new centres around the world, bringing the total number close to 450.

Developing markets

- In China, student enrolments at our Wall Street English centres increased 25%, boosted by strong underlying demand and the launch of seven new centres. Our publishing business there also achieved strong growth as we expanded the range of Pearson products. In Hong Kong, we performed strongly in new school adoptions, helped by the strength of our English Language Teaching products.
- In Africa, we completed the acquisition of a 75% stake in CTI, one of South Africa's leading private higher education institutions which serves more than 9,000 students on 12 campuses. Since the acquisition, we have attained accreditation for a CTI Masters degree programme. We have also delivered half a million secondary textbooks for Physics, Biology and History to all Government secondary schools in Uganda, and one million Junior African Writer readers to the Ministry of Education in Sierra Leone.
- In India, we increased our stake in TutorVista to 76%. TutorVista provides online tutoring worldwide and K12 school solutions and education services in India. Since the acquisition, we have integrated its tutoring services with Pearson learning platforms across the US, UK, Australia and Canada. Inside India we launched the Pearson brand in schools and are now fully managing 22 schools, up from 11 in January 2011.
- In Latin America, we completed the acquisition of SEB's *sistema*, or school learning systems business, and started its integration with Pearson while investing in new products and services. Since the acquisition, we have launched a digital content pilot for approximately 1,000 secondary students and provided English Language Teaching materials to an estimated 30,000 *sistema* students.
- In the Middle East, we deployed a customised Arabic language Student Information System, eSIS, to 59 private schools in Abu Dhabi.

United Kingdom

- We launched a new UK school improvement service which will pilot its whole-school approach with five UK secondary schools. In higher education we created a groundbreaking partnership with Royal Holloway University of London, which will validate Pearson degrees from September 2012.

- We marked more than 5.1 million GCSE, A/AS Level and other examinations using onscreen technology. We marked more than 3.8 million test scripts for over half a million pupils taking National Curriculum Tests at Key Stage Two in 2011 and have been selected to mark tests in 2012, subject to contract.
- Registrations for our BTEC qualification continued to grow to 1.4 million, up 17% versus 2010. BTEC Apprenticeships received 40,000 registrations, 95% through employers and training providers.
- We acquired EDI plc, a leading provider of education and training qualifications and assessment services, with a strong reputation for the use of information technology to administer learning programmes and deliver on-screen assessments.

Rest of World

- In Australia, we formed a strategic partnership with the University of New England to expand distance learning capacity and access to higher education, and to improve the online learning experience. Our platform delivers improved monitoring and analysis of academic trends to boost student performance and improve student retention and satisfaction.
- The Australian Department of Immigration & Citizenship (DIAC) placed the Pearson Test of Academic English (PTE) on its approved list of English language proficiency tests for Australian visas. We saw strong increases in demand for PTE across the globe.
- We launched the Australian edition of our pioneering US digital maths curriculum, enVisionMATH (<http://www.pearsonplaces.com.au/envision.aspx>) and have more local versions in development to bring high quality digital curriculum to new markets across the globe.
- In Italy, our new digital curriculum using our US eText platform to deliver ebooks and Interactive White Board content helped us gain significant share in lower secondary adoptions.
- In Japan, we faced major disruption following the March tsunami. Our people responded magnificently, maintaining operations and achieving notable successes, particularly with the Versant Test of Communicative English aimed at helping Japanese companies to sustain a globally competitive workforce.

PROFESSIONAL

£ millions	Half year 2011	Half year 2010	Headline growth	CER growth	Underlying growth	Full year 2010
Sales	177	136	30%	35%	1%	333
Adjusted operating profit	26	17	53%	59%	0%	51

Our Professional education business is focused on publishing, training, testing and certification for professionals. This business grew operating profit from £17m in 2006 to £51m in 2010 and has increased it further in the first half of 2011 as we integrated the Melorio business. Key highlights include:

Professional testing

- We continued to see good revenue and profit growth at Pearson VUE, which administered more than four million tests in the first half of the year, benefiting from sales of additional services to customers and contractual fee increases.
- We formed a joint venture with the American Council on Education to develop an online General Educational Development (GED) test aligned with new Common Core standards. The GED test measures an adults' high school level knowledge and skills in math, reading, writing, science and social science.
- We launched a new touch-screen theory driving test for the Roads and Transport Authority for Dubai. The test is delivered in Arabic, English and Urdu, and is expected to assess more than 500,000 candidates in the first year. The new test follows the opening last year of a new Pearson VUE office in Dubai to meet the Middle East's demand for computer-based testing.

Professional publishing

- Our resilient performance in the US benefited from the breadth of our publishing and range of revenue streams, from online retail through digital subscriptions. As a result, digital products and services now account for approximately 30% of our professional publishing revenues in the US. In some International markets such as Japan, professional publishers continued to face very challenging trading conditions.

Professional training

- At Pearson in Practice (formerly known as Melorio), we successfully graduated our largest IT cohort and launched or enhanced several new apprenticeship programmes in logistics, construction, management and customer service, business and health.

FINANCIAL TIMES GROUP

£ millions	Half year 2011	Half year 2010	Headline growth	CER growth	Underlying growth	Full year 2010
Sales	203	192	6%	7%	6%	403
Adjusted operating profit	31	30	3%	10%	3%	60

In recent years, the FT Group has made significant changes to its business model and business mix. In the first half of 2011, digital and services accounted for 46% of FT Group revenues and content revenues accounted for 57%. The FT Group achieved good sales and profit growth in turbulent markets in the first half of 2011 and invested in a significant number of new product launches, with key highlights including:

Financial Times

- The FT's digital readership continues to grow strongly. Digital subscriptions increased by 34% to almost 230,000 and registered users by 49% to 3.7 million. Mobile devices now account for 22% of FT.com traffic and more than 15% of our new subscriptions. The FT now has more than 1,500 direct corporate licenses. Across print and online, the FT's total paid circulation was more than 585,000, up 4% on 2010, reaching an average daily audience of 2.1 million.
- We saw modest overall advertising growth, with a strong performance in luxury and online, but demand remains volatile and visibility poor.
- We continued to invest in new products and innovation including the launch of a new web app (attracting more than 230,000 users in June), the FT Non Executive Certificate (in partnership with Pearson Learning Studio and Edexcel), Brazil Confidential (premium news and analysis on Brazil), MandateWire Analysis (market insights for fund managers) and a growing suite of data analytics tools.

Mergermarket

- Mergermarket continued to benefit from an improvement in market conditions, supporting strong renewal rates and growth in new business revenues. An increase in global merger and acquisition activity benefited mergermarket and dealReporter; continued volatility in debt markets helped sustain the strong performance of DebtWire. MergerID continued to benefit from a broadening network of users and strong growth in transaction matches.
- We launched a large number of new products, extending our reach into new geographies (US Wealth Monitor, Xtract Asia, ABS Europe), new strategies (multi-strategy products) and new coverage areas (municipal bonds, dividend arbitrage).

Joint ventures and associates

- The Economist, in which Pearson owns a 50% stake, increased global weekly circulation by 3.7% to 1.47 million (for the July-December 2010 ABC period); total annual online visits were 140 million for the 12 months to 30 June 2011, a year-on-year-increase of 33%.
- FTSE, our 50% owned joint-venture with the London Stock Exchange, saw headline revenue growth of 38% driven by new sales of benchmark data, licensed sales to asset management companies and the acquisition of the remaining 50% of FXI, FTSE's JV with Xinhua Finance in China.

PENGUIN

£ millions	Half year 2011	Half year 2010	Headline growth	CER growth	Underlying growth	Full year 2010
Sales	457	493	(7)%	(4)%	0%	1,053
Adjusted operating profit	42	44	(5)%	0%	13%	106

Over the past five years Penguin profits have increased at an annual average rate of 8%, even as we have reshaped the business against the backdrop of a fast-changing consumer publishing industry. Penguin made a strong and competitive start to 2011 in spite of significant retail disruption in its major markets. Sales were level in underlying terms – against a strong first half of 2010 – while profits show an underlying increase of 13% to £42m, the result of an increased emphasis on product and channel profitability, the widespread adoption of digital technologies and the continuing benefit of a restructuring programme undertaken in 2009. During the course of 2010, we made a number of minor changes to management responsibilities in certain countries which have affected the reported segmental numbers and reduced Penguin's revenue growth rate at CER by approximately 4% percentage points.

First half highlights include:

Global

- The US business continued to perform strongly and to lead Penguin in its adaptation to dramatic industry shifts. It extended its successful eBook programme, developed new digital platforms and pursued new sources of revenue to mitigate challenges faced by physical retailing and, in particular, the disruption caused by the bankruptcy of Borders, the second largest book chain in the US.
- In the UK and Australia we saw good market share gains in markets that were generally weak, compounded in Australia by the collapse of the REDgroup, the country's largest book retailer, in February.
- DK had an excellent first half, posting good sales growth on top of a successful 2010. The LEGO® publishing programme continued to drive sales with core reference and pre-school titles also performing well. The travel market remains challenging.
- India had an excellent first half driven by a creative publishing programme, a strong direct sales business (selling approximately 600,000 copies in the first six months of the year) and helped by an underlying improvement in the economy. It also launched its first app in March.
- The global roll-out of Penguin-branded merchandise in the first half was designed to offer retailers book-related product and to raise awareness of the Penguin brand around the world.

Digital

- eBook sales grew 128% and now represent 14% of Penguin revenues worldwide.
- Penguin announced a number of direct-to-consumer initiatives in the first half including Book Country, a community of writers helping writers, and Bookish and aNobii, new digital platforms for readers in the US and UK respectively.
- Penguin continued to invest in digital innovation, launching a second BabyTouch app, an amplified edition of Jack Kerouac's *On the Road* and DK's Miriam Stoppard's Pregnancy app.
- The Penguin eSpecials programme comprising short works in digital form tripled in size in the first half of the year. Tyler Cowen's *The Great Stagnation* was a stand-out success hitting the *New York Times* bestseller list in March and prompting a hardcover publication in June.

Publishing performance

- Penguin US had a strong start to the year, publishing a record 157 bestsellers, including some of the biggest selling books by authors such as Charlaine Harris and Nora Roberts, both of whom have now sold more than a million eBooks, as has Kathryn Stockett's *The Help*. Ron Chernow's *Washington: A Life* won the Pulitzer Prize and Peter Bognanni's *House of Tomorrow* won the *Los Angeles Times* First Fiction Award.
- In the UK, Penguin published 46 bestsellers including paperback titles from its Christmas bestsellers such as Stephen Fry, Dawn French and Michael McIntyre, as well as Jamie Oliver's *30 Minute Meals* and Marian Keyes' *The Brightest Star in the Sky*, the top and third bestselling titles across the industry in the first half. The children's division, crowned Publisher of the Year earlier in the year, continued its remarkable growth driven by the continued success of the Wimpy Kid series as well as Moshi Monsters titles.
- In Australia, Penguin had two of the top five industry bestsellers with Jamie Oliver's *30 Minute Meals* taking the top spot and Jeff Kinney's *The Ugly Truth* at number five.
- DK's bestseller success continued in the first half with LEGO® *Harry Potter: Building the Magical World* hitting number one on the New York Times bestseller list and LEGO® *Star Wars: The Visual Dictionary* staying on the list for 76 weeks.
- A strong second half publishing list is led by major new books in the US, including titles by Patricia Cornwell, Sue Grafton, Eric Carle, Niall Ferguson and Bill Maher. Penguin UK's list includes new titles by Jeremy Paxman, Jamie Oliver, Michael Lewis, Claire Tomalin, Rob Brydon, Lee Evans, Jeremy Clarkson, Jeff Kinney and Charlie Higson. DK will launch LEGO® Ideas Book, Masterchef Kitchen Bible, Alien Robot Kit and the app of The Human Body.

FINANCIAL REVIEW

Operating result

On a headline basis, sales from continuing operations for the six months to 30 June 2011 increased by £74m or 3% from £2,342m for the first six months of 2010 to £2,416m for the equivalent period in 2011. Adjusted operating profit from continuing operations increased by £30m or 17% from £178m in the first six months of 2010 to £208m in 2011.

On an underlying basis, sales were flat in 2011 compared to 2010 and adjusted operating profit from continuing operations grew by 3%. Our underlying measures exclude the effects of exchange and portfolio changes. In 2011, currency movements decreased sales by £70m (3%) and adjusted operating profit by £6m (3%) while portfolio changes increased sales by £148m (6%) and adjusted operating profit by £31m (17%).

Adjusted operating profit excludes amortisation of acquired intangibles, acquisition costs and gains and losses on business disposals. Statutory operating profit (from continuing operations) increased by £4m or 3% from £128m in 2010 to £132m in 2011. Statutory operating profit includes intangible amortisation, acquisition costs and other gains and losses arising from acquisitions and disposals and does not include the contribution from discontinued operations.

Discontinued operations

On 29 July 2010, Pearson's 61% share in Interactive Data Corporation was sold to Silver Lake and Warburg Pincus for \$2bn. The results of Interactive Data for 2010 have been included as discontinued operations in these financial statements. Interactive Data's adjusted operating profit for the six months to 30 June 2010 was £70m. The gain on sale of Interactive Data of £1,037m and the attributable tax charge of £306m was recorded in the second half of 2010. The total profit from discontinued operations after taking account of the above items, intangible amortisation, interest and related tax was £35m in the first half of 2010. There were no discontinued operations in 2011.

Segmental analysis

During the second half of 2010, a number of minor changes to management responsibilities in certain countries were made which affected reported full year 2010 and half year 2011 segmental numbers in Penguin, North American Education and International Education. The amounts concerned have no impact on the group as a whole and have been treated as portfolio changes for the purposes of calculating growth rates. The 2010 half year figures have not been restated as the amounts are not considered to be significant. If these changes had been made in the 2010 half year numbers the effect would have been to reduce the sales and profits at Penguin by £20m and £5m respectively, to increase sales and profits at International Education by £22m and £2m respectively and to reduce sales by £2m and increase profits by £3m in the North American Education segment.

Net finance costs

Net finance costs reported in our adjusted earnings comprise net interest payable and net finance costs relating to retirement benefits. Net interest payable to 30 June 2011 was £32m, down from £39m in 2010. This fall is mainly due to lower average levels of net debt following the receipt of proceeds from the sale of Interactive Data. Finance income relating to retirement benefits was £2m in the first half of 2011 compared to a charge of £6m in the prior period.

Also included in the statutory definition of net finance costs are finance costs on put options associated with acquisitions, foreign exchange and other gains and losses. Finance costs for put options are excluded from adjusted earnings as they relate to future potential acquisitions and don't reflect cash expended. Foreign exchange and other gains and losses are excluded from adjusted earnings as they represent short-term fluctuations in market value and are subject

to significant volatility. These other gains and losses may not be realised in due course as it is normally the intention to hold the related instruments to maturity. In the period to 30 June 2011, the total of these items excluded from adjusted earnings was a loss of £20m compared to a profit of £11m in the period to 30 June 2010. The majority of the loss in 2011 relates to foreign exchange differences on a proportion of the unhedged US dollar proceeds from the Interactive Data sale. In 2010 the gain arose largely from foreign exchange on US dollar denominated debt.

Taxation

Taxes on income in the period are accrued using the tax rates that would be applicable to expected annual earnings. The reported tax charge on statutory earnings for the six months to 30 June 2011 was £23m (28.0%) compared to a charge of £25m (26.6%) in the period to 30 June 2010. The charge reflects the overall mix of profits projected for the full year and the tax rates expected to apply to those statutory profits.

The effective tax rate on adjusted earnings for the six months to 30 June 2011 is 25.0%. This rate is lower than the statutory rate as it includes the benefit of tax deductions attributable to amortisation of goodwill and other intangibles. The benefit more accurately aligns the adjusted tax charge with the expected medium-term rate of cash tax payment.

Other comprehensive income

Included in other comprehensive income are the net exchange differences on translation of foreign operations. The loss on translation of £53m at 30 June 2011 compares to a gain at 30 June 2010 of £270m and is principally due to movements in the US dollar. A significant proportion of the group's operations are based in the US and the US dollar strengthened in 2010 from an opening rate of £1:\$1.61 to a closing rate at the end of June 2010 of £1:\$1.50. At the end of June 2011 the US dollar had weakened slightly in comparison to the opening rate moving from £1:\$1.57 to £1:\$1.61.

Also included in other comprehensive income in 2011 is an actuarial loss of £19m in relation to post retirement plans. This loss largely arises from lower asset returns than expected for the UK group pension plan and compares to an actuarial loss at 30 June 2010 of £122m. The 2010 loss arose as the assumptions relating to inflation and the discount rate used in the actuarial valuation contributed to an increase in the value of liabilities whilst investment returns in the first six months of 2010 were less than expected.

Non-controlling interest

The non-controlling interest in the income statement in 2010 comprises mainly the publicly-held share of Interactive Data for the period to disposal in July 2010. There are also non-controlling interests in the group's businesses in South Africa, China and India although none of these are material to the group numbers.

Pensions

Pearson operates a variety of pension plans. Our UK group plan has by far the largest defined benefit section. We have some smaller defined benefit sections in the US and Canada but, outside the UK, most of our companies operate defined contribution plans.

The charge to profit in respect of worldwide pensions and retirement benefits amounted to £46m in the period to 30 June 2011 (30 June 2010: £53m) of which a charge of £48m (30 June 2010: £47m) was reported in operating profit and the net finance income of £2m (30 June 2010: cost £(6)m) was reported against net finance costs.

The overall deficit on the UK group plan of £5m at the end of 2010 has become a surplus of £7m at 30 June 2011. The surplus has arisen principally due to an increased level of contributions in the year together with a favourable movement in the discount rate used to value the liabilities. In total, our worldwide deficit in respect of pensions and other post retirement benefits fell slightly from a deficit of £148m at the end of 2010 to a net deficit of £141m at the end of June 2011.

Dividends

The dividend accounted for in the six months to 30 June 2011 is the final dividend in respect of 2010 of 25.7p. An interim dividend for 2011 of 14.0p was approved by the Board in July 2011 and will be accounted for in the second half of 2011.

Principal risks and uncertainties

We conduct regular reviews to identify risk factors which may affect our business or financial performance. Our internal audit function facilitates risk reviews with each business, shared service operations and corporate functions, identifying measures to mitigate these risks. The principal risks and uncertainties have not changed from those detailed in the 2010 Annual Report and are summarised below:

Our education, business information and book publishing businesses will be impacted by the rate of and state of technological change, including the digital evolution and other disruptive technologies.

Investment returns outside our traditional core US and UK markets may be lower than anticipated.

Our US educational solutions and assessment businesses may be adversely affected by changes in state and local educational funding resulting from either general economic conditions, changes in government educational funding, programmes, policy decisions, legislation at both the federal and state level and/or changes in the state procurement processes.

A control breakdown or service failure in our school assessment businesses could result in financial loss and reputational damage.

Our reported earnings and cash flows may be adversely affected by changes in our pension costs and funding requirements.

Our intellectual property and proprietary rights may not be adequately protected under current laws in some jurisdictions and that may adversely affect our results and our ability to grow.

A major data privacy breach may cause reputational damage to our brands and financial loss.

Operational disruption to our business caused by our third party providers, a major disaster and/or external threats could restrict our ability to supply products and services to our customers.

ENDS

Except for the historical information contained herein, the matters discussed in this press release include forward-looking statements that involve risk and uncertainties that could cause actual results to differ materially from those predicted by such forward-looking statements. These risks and uncertainties include international, national and local conditions, as well as competition. They also include other risks detailed from time to time in the company's publicly-filed documents, including the company's Annual Report. The company undertakes no obligation to update publicly any forward looking statement, whether as a result of new information, future events or otherwise.

CONDENSED CONSOLIDATED INCOME STATEMENT

for the period ended 30 June 2011

<i>all figures in £ millions</i>	note	2011 half year	2010 half year	2010 full year
Continuing operations				
Sales	2	2,416	2,342	5,663
Cost of goods sold		(1,109)	(1,112)	(2,588)
Gross profit		1,307	1,230	3,075
Operating expenses		(1,188)	(1,117)	(2,373)
Share of results of joint ventures and associates		13	15	41
Operating profit	2	132	128	743
Finance costs	3	(75)	(54)	(109)
Finance income	3	25	20	36
Profit before tax	4	82	94	670
Income tax	5	(23)	(25)	(146)
Profit for the period from continuing operations		59	69	524
Discontinued operations				
Profit for the period from discontinued operations	8	-	35	776
Profit for the period		59	104	1,300
Attributable to:				
Equity holders of the company		60	92	1,297
Non-controlling interest		(1)	12	3

Earnings per share from continuing and discontinued operations (in pence per share)

Basic	6	7.5p	11.5p	161.9p
Diluted	6	7.5p	11.4p	161.5p

Earnings per share from continuing operations (in pence per share)

Basic	6	7.5p	9.0p	66.0p
Diluted	6	7.5p	9.0p	65.9p

The accompanying notes to the condensed consolidated financial statements form an integral part of the financial information.

CONDENSED CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME

for the period ended 30 June 2011

<i>all figures in £ millions</i>	2011 half year	2010 half year	2010 full year
Profit for the period	59	104	1,300
Net exchange differences on translation of foreign operations	(53)	270	173
Currency translation adjustment disposed	-	-	13
Actuarial (losses) / gains on retirement benefit obligations	(19)	(122)	71
Taxation on items recognised in other comprehensive income	2	38	(41)
Other comprehensive (expense) / income for the period	(70)	186	216
Total comprehensive (expense) / income for the period	(11)	290	1,516
Attributable to:			
Equity holders of the company	(7)	258	1,502
Non-controlling interest	(4)	32	14

CONDENSED CONSOLIDATED BALANCE SHEET

as at 30 June 2011

<i>all figures in £ millions</i>	note	2011 half year	2010 half year	2010 full year
Property, plant and equipment		353	353	366
Intangible assets	11	5,760	5,242	5,467
Investments in joint ventures and associates		58	34	71
Deferred income tax assets		266	474	276
Financial assets – Derivative financial instruments		149	156	134
Retirement benefit assets		7	-	-
Other financial assets		62	65	58
Trade and other receivables		131	133	129
Non-current assets		6,786	6,457	6,501
Intangible assets – Pre-publication		654	701	647
Inventories		488	532	429
Trade and other receivables		1,247	1,240	1,337
Financial assets – Derivative financial instruments		-	13	6
Financial assets – Marketable securities		8	5	12
Cash and cash equivalents (excluding overdrafts)		541	468	1,736
Current assets		2,938	2,959	4,167
Assets classified as held for sale		-	678	-
Total assets		9,724	10,094	10,668
Financial liabilities – Borrowings		(1,902)	(2,004)	(1,908)
Financial liabilities – Derivative financial instruments		(4)	(2)	(6)
Deferred income tax liabilities		(442)	(461)	(471)
Retirement benefit obligations		(148)	(449)	(148)
Provisions for other liabilities and charges		(18)	(40)	(42)
Other liabilities	12	(284)	(121)	(246)
Non-current liabilities		(2,798)	(3,077)	(2,821)
Trade and other liabilities	12	(1,375)	(1,309)	(1,605)
Financial liabilities – Borrowings		(67)	(612)	(404)
Financial liabilities – Derivative financial instruments		-	(2)	-
Current income tax liabilities		(203)	(159)	(215)
Provisions for other liabilities and charges		(56)	(38)	(18)
Current liabilities		(1,701)	(2,120)	(2,242)
Liabilities directly associated with assets held for sale		-	(181)	-
Total liabilities		(4,499)	(5,378)	(5,063)
Net assets		5,225	4,716	5,605
Share capital		203	203	203
Share premium		2,529	2,517	2,524
Treasury shares		(130)	(123)	(137)
Reserves		2,590	1,795	2,948
Total equity attributable to equity holders of the company		5,192	4,392	5,538
Non-controlling interest		33	324	67
Total equity		5,225	4,716	5,605

The condensed consolidated financial statements were approved by the Board on 28 July 2011.

CONDENSED CONSOLIDATED STATEMENT OF CHANGES IN EQUITY
for the period ended 30 June 2011

	Equity attributable to the equity holders of the company					Total	Non-controlling interest	Total equity
	Share capital	Share premium	Treasury shares	Translation reserve	Retained earnings			
<i>all figures in £ millions</i>								
2011 half year								
At 1 January 2011	203	2,524	(137)	402	2,546	5,538	67	5,605
Total comprehensive income	-	-	-	(51)	44	(7)	(4)	(11)
Equity-settled transactions	-	-	-	-	18	18	-	18
Tax on equity-settled transactions	-	-	-	-	-	-	-	-
Issue of ordinary shares under share option schemes	-	5	-	-	-	5	-	5
Purchase of treasury shares	-	-	(12)	-	-	(12)	-	(12)
Release of treasury shares	-	-	19	-	(19)	-	-	-
Put options over non-controlling interest	-	-	-	-	(72)	(72)	-	(72)
Changes in non-controlling interest	-	-	-	-	(72)	(72)	(30)	(102)
Dividends	-	-	-	-	(206)	(206)	-	(206)
At 30 June 2011	203	2,529	(130)	351	2,239	5,192	33	5,225
2010 half year								
At 1 January 2010	203	2,512	(226)	227	1,629	4,345	291	4,636
Total comprehensive income	-	-	-	250	8	258	32	290
Equity-settled transactions	-	-	-	-	20	20	-	20
Tax on equity-settled transactions	-	-	-	-	-	-	-	-
Issue of ordinary shares under share option schemes	-	5	-	-	-	5	-	5
Purchase of treasury shares	-	-	(49)	-	-	(49)	-	(49)
Release / cancellation of treasury shares	-	-	152	-	(152)	-	-	-
Changes in non-controlling interest	-	-	-	-	-	-	8	8
Dividends	-	-	-	-	(187)	(187)	(7)	(194)
At 30 June 2010	203	2,517	(123)	477	1,318	4,392	324	4,716

CONDENSED CONSOLIDATED STATEMENT OF CHANGES IN EQUITY *continued*
for the period ended 30 June 2011

	Equity attributable to the equity holders of the company					Total	Non-controlling interest	Total equity
	Share capital	Share premium	Treasury shares	Translation reserve	Retained earnings			
<i>all figures in £ millions</i>								
2010 full year								
At 1 January 2010	203	2,512	(226)	227	1,629	4,345	291	4,636
Total comprehensive income	-	-	-	175	1,327	1,502	14	1,516
Equity-settled transactions	-	-	-	-	50	50	-	50
Tax on equity-settled transactions	-	-	-	-	4	4	-	4
Issue of ordinary shares under share option schemes	-	12	-	-	-	12	-	12
Purchase of treasury shares	-	-	(77)	-	-	(77)	-	(77)
Release / cancellation of treasury shares	-	-	166	-	(166)	-	-	-
Changes in non-controlling interest	-	-	-	-	(6)	(6)	(231)	(237)
Dividends	-	-	-	-	(292)	(292)	(7)	(299)
At 31 December 2010	203	2,524	(137)	402	2,546	5,538	67	5,605

CONDENSED CONSOLIDATED CASH FLOW STATEMENT

for the period ended 30 June 2011

<i>all figures in £ millions</i>	note	2011 half year	2010 half year	2010 full year
Cash flows from operating activities				
Net cash (used in) / generated from operations	15	(43)	(32)	1,169
Interest paid		(27)	(30)	(78)
Tax paid		(52)	(46)	(85)
Net cash (used in) / generated from operating activities		(122)	(108)	1,006
Cash flows from investing activities				
Acquisition of subsidiaries, net of cash acquired		(347)	(149)	(535)
Acquisition of joint ventures and associates		(2)	(4)	(22)
Purchase of investments		(5)	(3)	(7)
Purchase of property, plant and equipment		(30)	(52)	(76)
Proceeds from sale of property, plant and equipment		8	-	-
Purchase of intangible assets		(32)	(16)	(56)
Disposal of subsidiaries, net of cash disposed		(7)	-	984
Tax paid on disposal of subsidiaries		-	-	(250)
Interest received		5	3	10
Dividends received from joint ventures and associates		3	11	23
Net cash (used in) / generated from investing activities		(407)	(210)	71
Cash flows from financing activities				
Proceeds from issue of ordinary shares		5	5	12
Purchase of treasury shares		(12)	(39)	(77)
Proceeds from borrowings		15	414	241
Liquid resources disposed		4	62	53
Repayment of borrowings		(310)	-	(13)
Finance lease principal payments		(4)	(3)	(3)
Dividends paid to company's shareholders		(206)	(187)	(292)
Dividends paid to non-controlling interests		-	(7)	(6)
Transactions with non-controlling interests		(108)	16	(7)
Net cash (used in) / generated from financing activities		(616)	261	(92)
Effects of exchange rate changes on cash and cash equivalents		(24)	(3)	(1)
Net (decrease) / increase in cash and cash equivalents		(1,169)	(60)	984
Cash and cash equivalents at beginning of period		1,664	680	680
Cash and cash equivalents at end of period		495	620	1,664

For the purposes of the cash flow statement, cash and cash equivalents are presented net of overdrafts repayable on demand. These overdrafts are excluded from cash and cash equivalents disclosed on the balance sheet. Included in the figures above are net cash generated from / (used in) discontinued operations as follows: operating activities £nil (2010 half year: £67m, 2010 full year: £85m); investing activities excluding net cash on disposal £nil (2010 half year: £(18)m, 2010 full year: £(35)m); financing activities £nil (2010 half year: £51m, 2010 full year: £49m).

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS

for the period ended 30 June 2011

1. Basis of preparation

The condensed consolidated financial statements have been prepared in accordance with the Disclosure and Transparency Rules of the Financial Services Authority and with IAS 34 'Interim Financial Reporting' as adopted by the European Union (EU). The condensed consolidated financial statements should be read in conjunction with the annual financial statements for the year ended 31 December 2010 which have been prepared in accordance with International Financial Reporting Standards (IFRS) and International Financial Reporting Interpretations Committee (IFRIC) interpretations as adopted by the European Union (EU). In respect of accounting standards applicable to the group there is no difference between EU-adopted IFRS and International Accounting Standards Board (IASB)-adopted IFRS.

The condensed consolidated financial statements have also been prepared in accordance with the accounting policies set out in the 2010 Annual Report and have been prepared under the historical cost convention as modified by the revaluation of financial assets and liabilities (including derivative financial instruments) at fair value. The 2010 Annual Report refers to other new standards effective from 1 January 2011. None of these standards have had a material impact in these financial statements.

The group's forecasts and projections, taking account of reasonably possible changes in trading performance, seasonal working capital requirements and potential acquisition activity, show that the group should be able to operate within the level of its current committed borrowing facilities. The directors have confirmed that they have a reasonable expectation that the group has adequate resources to continue in operational existence for the foreseeable future. The condensed consolidated financial statements have therefore been prepared on a going concern basis.

The preparation of condensed consolidated financial statements requires the use of certain critical accounting assumptions. It also requires management to exercise its judgement in the process of applying the group's accounting policies. The areas requiring a higher degree of judgement or complexity, or areas where assumptions and estimates are significant to the condensed consolidated financial statements have been set out in the 2010 Annual Report.

The financial information for the year ended 31 December 2010 does not constitute statutory accounts as defined in section 434 of the Companies Act 2006. A copy of the statutory accounts for that year has been delivered to the Registrar of Companies. The Auditors' report on the full financial statements for the year ended 31 December 2010 was unqualified and did not contain an emphasis of matter paragraph or any statement under section 498 of the Companies Act 2006.

The condensed consolidated financial statements for the six months to 30 June 2011 have been reviewed by the auditors and their review opinion is included at the end of these statements.

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

2. Segment information

The group is organised into five segments: North American Education; International Education; Professional; Financial Times Group (FT Group); and Penguin. The results of the Interactive Data segment have been shown as discontinued.

<i>all figures in £ millions</i>	2011 half year	2010 half year	2010 full year
Sales			
North American Education	940	1,017	2,640
International Education	639	504	1,234
Professional	177	136	333
Pearson Education	1,756	1,657	4,207
FT Group	203	192	403
Penguin	457	493	1,053
Sales – continuing operations	2,416	2,342	5,663
Sales – discontinued operations	-	256	296
Total sales	2,416	2,598	5,959
Adjusted operating profit			
North American Education	46	51	469
International Education	63	36	171
Professional	26	17	51
Pearson Education	135	104	691
FT Group	31	30	60
Penguin	42	44	106
Adjusted operating profit – continuing operations	208	178	857
Adjusted operating profit – discontinued operations	-	70	81
Total adjusted operating profit	208	248	938

In addition to the external sales above, Penguin made inter-segment sales to the Education businesses of £1m (2010 half year: £13m, 2010 full year: £3m) and the Professional business made inter-segment sales to the other education businesses of £3m (2010 half year: £3m, 2010 full year: £5m). Penguin's inter-segment sales were restated at the end of 2010 following the change in segmental analysis referred to in the financial review.

Adjusted operating profit is one of Pearson's key business performance measures; it includes the operating profit from the total business including the results of discontinued operations. Other net gains and losses that represent profits and losses on the sale of subsidiaries, joint ventures, associates and other financial assets are excluded from adjusted operating profit as they distort the performance of the group. In 2011 we have excluded a net loss of £5m comprising a loss on disposal and a gain on the stepped acquisition of subsidiaries in the International Education business. In the second half of 2010 we have excluded a profit of £1,037m relating to Interactive Data, which is disclosed in discontinued operations (note 8), a profit of £12m relating to a gain in fair values on a stepped acquisition by an associate and a loss of £10m relating to the part disposal of an interest in a subsidiary. In the first half of 2010 other gains and losses relate to disposal costs incurred in advance of the disposal of Interactive Data.

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

2. Segment information *continued*

Amortisation of acquired intangibles, acquisition costs and movements in contingent acquisition consideration are also excluded from adjusted operating profit as these items are not considered to be fully reflective of the underlying performance of the group.

The following table reconciles adjusted operating profit from continuing operations to operating profit for each segment.

all figures in £ millions

	North American Education	International Education	Professional	FT Group	Penguin	Total
2011 half year						
Adjusted operating profit – continuing	46	63	26	31	42	208
Other net gains and losses	-	(5)	-	-	-	(5)
Acquisition costs	-	(6)	-	-	-	(6)
Amortisation of acquired intangibles	(28)	(28)	(5)	(4)	-	(65)
Operating profit	18	24	21	27	42	132
2010 half year						
Adjusted operating profit – continuing	51	36	17	30	44	178
Acquisition costs	-	-	(2)	(1)	-	(3)
Amortisation of acquired intangibles	(27)	(15)	(1)	(4)	-	(47)
Operating profit	24	21	14	25	44	128
2010 full year						
Adjusted operating profit – continuing	469	171	51	60	106	857
Other net gains and losses	-	(10)	-	12	-	2
Acquisition costs	(1)	(7)	(2)	(1)	-	(11)
Amortisation of acquired intangibles	(53)	(35)	(7)	(9)	(1)	(105)
Operating profit	415	119	42	62	105	743

Corporate costs are allocated to business segments on an appropriate basis depending on the nature of the cost and therefore the total segment result is equal to the group operating profit.

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

3. Net finance costs

<i>all figures in £ millions</i>	2011 half year	2010 half year	2010 full year
Net interest payable	(32)	(39)	(73)
Finance income / (costs) in respect of retirement benefits	2	(6)	(12)
Finance cost of put options associated with acquisitions	(4)	-	-
Net foreign exchange (losses) / gains	(13)	7	9
Other gains / (losses) on financial instruments in a hedging relationship:			
- fair value hedges	-	(1)	-
Other gains / (losses) on financial instruments not in a hedging relationship:			
- amortisation of transitional adjustment on bonds	1	1	2
- derivatives	(4)	4	1
Net finance costs	(50)	(34)	(73)
Analysed as:			
Finance costs	(75)	(54)	(109)
Finance income	25	20	36
Net finance costs	(50)	(34)	(73)
Analysed as:			
Net interest payable	(32)	(39)	(73)
Finance income / (costs) in respect of retirement benefits	2	(6)	(12)
Net finance costs reflected in adjusted earnings	(30)	(45)	(85)
Other net finance (costs) / income	(20)	11	12
Net finance costs	(50)	(34)	(73)

For the purposes of calculating adjusted earnings, we have excluded the finance costs of put options as they relate to future potential acquisitions and don't reflect cash expended.

Foreign exchange and other gains and losses are excluded from adjusted earnings as they represent short-term fluctuations in market value and are subject to significant volatility. These other gains and losses may not be realised in due course as it is normally the intention to hold the related instruments to maturity.

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

4. Profit before tax

<i>all figures in £ millions</i>	note	2011 half year	2010 half year	2010 full year
Profit before tax – continuing operations		82	94	670
Add back: amortisation of acquired intangibles	2	65	47	105
Add back: acquisition costs	2	6	3	11
Add back: other gains and losses	2	5	-	(2)
Add back: other net finance costs / (income)	3	20	(11)	(12)
Adjusted profit before tax - continuing operations		178	133	772
Adjusted profit before tax - discontinued operations		-	70	81
Total adjusted profit before tax		178	203	853

5. Income tax

<i>all figures in £ millions</i>	2011 half year	2010 half year	2010 full year
Income tax charge – continuing operations	(23)	(25)	(146)
Add back: tax benefit on amortisation of acquired intangibles	(22)	(17)	(35)
Add back: tax benefit on acquisition costs	(2)	(1)	(4)
Add back: tax benefit on other gains and losses	-	-	(1)
Add back: tax (benefit) / charge on other net finance income	(6)	3	3
Add back: tax benefit on recognition of pre-acquisition and capital losses	-	-	(37)
Tax amortisation benefit on goodwill and intangibles	8	8	36
Adjusted income tax charge - continuing operations	(45)	(32)	(184)
Adjusted income tax charge - discontinued operations	-	(21)	(31)
Total adjusted income tax charge	(45)	(53)	(215)
Tax rate reflected in adjusted earnings	25.0%	26.0%	25.2%

The adjusted income tax charge excludes the tax benefit or charge on items that are excluded from profit before tax (see note 4). Also excluded from the adjusted income tax charge in the full year 2010, is the tax benefit from recognition of pre-acquisition and capital losses as these do not relate to the group's previous operating activities.

The tax benefit from tax deductible goodwill and intangibles is added to the adjusted income tax charge as this benefit more accurately aligns the adjusted tax charge with the expected medium-term rate of cash tax payments.

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

6. Earnings per share

Basic earnings per share is calculated by dividing the profit attributable to equity shareholders of the Company (earnings) by the weighted average number of ordinary shares in issue during the period, excluding ordinary shares purchased by the Company and held as treasury shares. Diluted earnings per share is calculated by adjusting the weighted average number of ordinary shares to take account of all dilutive potential ordinary shares and adjusting the profit attributable, if applicable, to account for any tax consequences that might arise from conversion of those shares.

<i>all figures in £ millions</i>	2011 half year	2010 half year	2010 full year
Profit for the period from continuing operations	59	69	524
Non-controlling interest	1	3	5
Earnings from continuing operations	60	72	529
Profit for the period from discontinued operations	-	35	776
Non-controlling interest	-	(15)	(8)
Earnings	60	92	1,297
Weighted average number of shares (millions)	799.9	802.3	801.2
Effect of dilutive share options (millions)	2.0	1.8	1.8
Weighted average number of shares (millions) for diluted earnings	801.9	804.1	803.0
Earnings per share from continuing and discontinued operations			
Basic	7.5p	11.5p	161.9p
Diluted	7.5p	11.4p	161.5p
Earnings per share from continuing operations			
Basic	7.5p	9.0p	66.0p
Diluted	7.5p	9.0p	65.9p

7. Adjusted earnings per share

In order to show results from operating activities on a consistent basis, an adjusted earnings per share is presented which excludes certain items as set out below.

The adjusted earnings per share includes both continuing and discontinued businesses on an undiluted basis. The Company's definition of adjusted earnings per share may not be comparable to other similarly titled measures reported by other companies.

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

7. Adjusted earnings per share *continued*

<i>all figures in £ millions</i>	note	Statutory income statement	Re-analyse discontinued operations	Other net gains and losses	Acquisition costs	Amortisation of acquired intangibles	Other net finance income / costs	Tax amortisation benefit	Adjusted income statement
2011 half year									
Operating profit	2	132	-	5	6	65	-	-	208
Net finance costs	3	(50)	-	-	-	-	20	-	(30)
Profit before tax	4	82	-	5	6	65	20	-	178
Income tax	5	(23)	-	-	(2)	(22)	(6)	8	(45)
Profit for the period – continuing		59	-	5	4	43	14	8	133
Profit for the period – discontinued	8	-	-	-	-	-	-	-	-
Profit for the period		59	-	5	4	43	14	8	133
Non-controlling interest		1	-	-	-	-	-	-	1
Earnings		60	-	5	4	43	14	8	134
Weighted average number of shares (millions)									799.9
Adjusted earnings per share									16.8p

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

7. Adjusted earnings per share *continued*

<i>all figures in £ millions</i>	note	Statutory income statement	Re-analyse discontinued operations	Other net gains and losses	Acquisition costs	Amortisation of acquired intangibles	Other net finance income / costs	Tax amortisation benefit	Adjusted income statement
2010 half year									
Operating profit	2	128	70	-	3	47	-	-	248
Net finance costs	3	(34)	-	-	-	-	(11)	-	(45)
Profit before tax	4	94	70	-	3	47	(11)	-	203
Income tax	5	(25)	(21)	-	(1)	(17)	3	8	(53)
Profit for the period – continuing		69	49	-	2	30	(8)	8	150
Profit for the period – discontinued	8	35	(49)	7	-	5	-	2	-
Profit for the period		104	-	7	2	35	(8)	10	150
Non-controlling interest		(12)	-	(2)	-	(2)	-	(1)	(17)
Earnings		92	-	5	2	33	(8)	9	133
Weighted average number of shares (millions)									802.3
Adjusted earnings per share									16.6p

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

7. Adjusted earnings per share *continued*

<i>all figures in £ millions</i>	note	Statutory income statement	Re-analyse discontinued operations	Other net gains and losses	Acquisition costs	Amortisation of acquired intangibles	Other net finance income / costs	Tax amortisation benefit	Adjusted income statement
2010 full year									
Operating profit	2	743	81	(2)	11	105	-	-	938
Net finance costs	3	(73)	-	-	-	-	(12)	-	(85)
Profit before tax	4	670	81	(2)	11	105	(12)	-	853
Income tax	5	(146)	(31)	(38)	(4)	(35)	3	36	(215)
Profit for the period – continuing		524	50	(40)	7	70	(9)	36	638
Profit for the period – discontinued	8	776	(50)	(731)	-	5	-	-	-
Profit for the period		1,300	-	(771)	7	75	(9)	36	638
Non-controlling interest		(3)	-	(12)	-	(2)	-	-	(17)
Earnings		1,297	-	(783)	7	73	(9)	36	621
Weighted average number of shares (millions)									801.2
Adjusted earnings per share									77.5p

Other net gains and losses in the table above includes the tax benefit from recognition of pre-acquisition and capital losses (see note 5).

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

8. Discontinued operations

On 29 July 2010, Pearson's 61% share in Interactive Data Corporation was sold to Silver Lake and Warburg Pincus for \$2bn. The results of Interactive Data are included as discontinued operations in 2010. There are no discontinued operations in 2011.

The sales and profit for the period on discontinued operations are analysed below.

<i>all figures in £ millions</i>	2011 half year	2010 half year	2010 full year
Sales by discontinued operations	-	256	296
Operating profit before intangible amortisation	-	70	81
Intangible amortisation	-	(7)	(8)
Finance income	-	-	-
Attributable tax expense	-	(21)	(28)
Profit after tax before sale of discontinued operations	-	42	45
Profit / (loss) before tax on sale of discontinued operations	-	(10)	1,037
Attributable tax (expense) / benefit	-	3	(306)
Profit / (loss) after tax on sale of discontinued operations	-	(7)	731
Profit for the period from discontinued operations	-	35	776
Profit before tax	-	53	1,110
Attributable tax expense	-	(18)	(334)
Profit for the period from discontinued operations	-	35	776
Operating profit included in adjusted earnings	-	70	81
Finance income	-	-	-
Attributable tax expense	-	(21)	(31)
Profit for the period included in adjusted earnings	-	49	50
Intangible amortisation	-	(7)	(8)
Attributable tax benefit	-	2	3
Profit / (loss) before tax on sale of discontinued operations	-	(10)	1,037
Attributable tax (expense) / benefit	-	3	(306)
Less: Tax amortisation benefit on goodwill and intangibles	-	(2)	-
Profit for the period from discontinued operations	-	35	776

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

8. Discontinued operations *continued*

The profit on sale of discontinued operations is analysed below:

<i>all figures in £ millions</i>	2011 half year	2010 half year	2010 full year
Proceeds received	-	-	1,234
Costs	-	(10)	(43)
Net assets disposed	-	-	(141)
Profit / (loss) on sale before cumulative translation adjustment	-	(10)	1,050
Cumulative translation adjustment	-	-	(13)
Profit / (loss) on sale before tax	-	(10)	1,037
Attributable tax benefit / (expense)	-	3	(306)
Profit / (loss) on sale after tax	-	(7)	731

9. Dividends

<i>all figures in £ millions</i>	2011 half year	2010 half year	2010 full year
Amounts recognised as distributions to equity shareholders in the period	206	187	292

The directors are proposing an interim dividend of 14.0p per equity share, payable on 16 September 2011 to shareholders on the register at the close of business on 19 August 2011. This interim dividend, which will absorb an estimated £112m of shareholders' funds, has not been included as a liability as at 30 June 2011.

10. Exchange rates

Pearson earns a significant proportion of its sales and profits in overseas currencies, the most important being the US dollar. The relevant rates are as follows:

	2011 half year	2010 half year	2010 full year
Average rate for profits	1.61	1.52	1.54
Period end rate	1.61	1.50	1.57

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

11. Intangible assets

<i>all figures in £ millions</i>	2011 half year	2010 half year	2010 full year
Goodwill	4,855	4,544	4,568
Other intangibles	905	698	899
Total intangibles	5,760	5,242	5,467

12. Trade and other liabilities

<i>all figures in £ millions</i>	2011 half year	2010 half year	2010 full year
Trade payables	(315)	(309)	(470)
Accruals	(473)	(445)	(581)
Deferred income	(536)	(448)	(559)
Other liabilities	(335)	(228)	(241)
Trade and other liabilities	(1,659)	(1,430)	(1,851)
Analysed as:			
Trade and other liabilities – current	(1,375)	(1,309)	(1,605)
Other liabilities – non-current	(284)	(121)	(246)
Total trade and other liabilities	(1,659)	(1,430)	(1,851)

The deferred income balance comprises principally multi year obligations to deliver workbooks to adoption customers in school businesses; advance payments in assessment and testing businesses; subscription income in school and newspaper businesses; and obligations to deliver digital content in future periods.

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

13. Business combinations

On 31 May 2011 the North American Education business acquired Schoolnet Inc., a leading provider of data-driven education software for students and teachers. On 10 June 2011, the group completed the acquisition of EDI plc, a UK listed education services company operating primarily in the work based learning sector. In the period to 30 June 2011, the group also completed the acquisitions of CTI Education in South Africa, Tutorvista in India and various other smaller acquisitions.

Provisional values for the assets and liabilities arising from acquisitions completed in the period together with adjustments to prior period acquisitions are set out below.

<i>all figures in £ millions</i>	Schoolnet	EDI	Other	Total
Property, plant and equipment	1	3	2	6
Intangible assets	-	2	68	70
Intangible assets – Pre-publication	-	-	4	4
Inventories	-	-	7	7
Trade and other receivables	3	6	1	10
Cash and cash equivalents	2	10	25	37
Financial liabilities – Borrowings	-	-	(1)	(1)
Trade and other liabilities	(8)	(3)	(41)	(52)
Current income tax liabilities	-	(1)	(1)	(2)
Net deferred income tax liabilities	-	-	(10)	(10)
Provisions for other liabilities and charges	-	-	(2)	(2)
Retirement benefit obligations	-	(1)	-	(1)
Non-controlling interest	-	-	(14)	(14)
Net assets / (liabilities) acquired at fair value	(2)	16	38	52
Goodwill	147	100	97	344
Total	145	116	135	396
Satisfied by:				
Cash	(145)	(101)	(131)	(377)
Deferred consideration	-	(15)	-	(15)
Net prior year adjustments	-	-	(4)	(4)
Total consideration	(145)	(116)	(135)	(396)

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

13. Business combinations *continued*

The net cash outflow on acquisitions in the period is shown in the table below:

	Total
<i>all figures in £ millions</i>	
Cash – Current period acquisitions	(377)
Deferred payments for prior period acquisitions and other items	(3)
Cash and cash equivalents acquired	37
Acquisition costs paid	(4)
Net cash outflow on acquisitions	(347)

In total, acquisitions completed in the period contributed an additional £35m of sales and £6m of operating profit before acquisition costs and intangible amortisation. If the acquisitions had completed on 1 January 2011 then we estimate that sales for the period would have been £2,446m and profit before tax would have been £87m.

14. Net debt

	2011 half year	2010 half year	2010 full year
<i>all figures in £ millions</i>			
Non-current assets			
Derivative financial instruments	149	156	134
Current assets			
Derivative financial instruments	-	13	6
Marketable securities	8	5	12
Cash and cash equivalents (excluding overdrafts)	541	468	1,736
Non-current liabilities			
Borrowings	(1,902)	(2,004)	(1,908)
Derivative financial instruments	(4)	(2)	(6)
Current liabilities			
Borrowings	(67)	(612)	(404)
Derivative financial instruments	-	(2)	-
Net debt – continuing operations	(1,275)	(1,978)	(430)
Net cash classified as held for sale	-	232	-
Total net debt	(1,275)	(1,746)	(430)

Pearson repaid its \$500m 7.0% Global Dollar Bonds on maturity in June 2011.

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

15. Cash flows

<i>all figures in £ millions</i>	note	2011 half year	2010 half year	2010 full year
Reconciliation of profit for the period to net cash (used in) / generated from operations				
Profit for the period		59	104	1,300
Income tax		23	43	480
Depreciation and amortisation charges		120	119	246
Loss on sale of property, plant and equipment (PPE)		3	3	3
Loss / (profit) on sale of businesses		5	10	(1,027)
Acquisition costs		6	3	11
Net finance costs		50	34	73
Share of results of joint ventures and associates		(13)	(15)	(41)
Share-based payment costs		18	20	39
Net foreign exchange adjustment		1	4	(3)
Pre-publication		(17)	(9)	29
Inventories		(63)	(66)	37
Trade and other receivables		92	10	(82)
Trade and other liabilities		(304)	(260)	165
Retirement benefit obligations		(22)	(31)	(64)
Provisions		(1)	(1)	3
Net cash (used in) / generated from operations		(43)	(32)	1,169
Dividends from joint ventures and associates		3	11	23
Net purchase of PPE including finance lease principal payments		(26)	(55)	(79)
Purchase of intangible assets		(32)	(16)	(56)
Operating cash flow		(98)	(92)	1,057
Operating tax paid		(52)	(46)	(85)
Net operating finance costs paid		(22)	(27)	(68)
Free cash flow		(172)	(165)	904
Dividends paid (including to non-controlling interests)		(206)	(194)	(298)
Net movement of funds from operations		(378)	(359)	606
Acquisitions and disposals (net of tax)		(469)	(149)	150
Purchase of treasury shares		(12)	(39)	(77)
New equity		5	5	12
Other movements on financial instruments		(15)	(5)	2
Net movement of funds		(869)	(547)	693
Exchange movements on net debt		24	(107)	(31)
Total movement in net debt		(845)	(654)	662
Opening net debt		(430)	(1,092)	(1,092)
Closing net debt	14	(1,275)	(1,746)	(430)

Operating cash flow, operating free cash flow and total free cash flow are non-GAAP measures and have been disclosed as they are part of Pearson's corporate and operating measures.

NOTES TO THE CONDENSED CONSOLIDATED FINANCIAL STATEMENTS *continued*
for the period ended 30 June 2011

16. Contingencies

There are contingent group liabilities that arise in the normal course of business in respect of indemnities, warranties and guarantees in relation to former subsidiaries and in respect of guarantees in relation to subsidiaries, joint ventures and associates. In addition there are contingent liabilities of the group in respect of legal claims, contract disputes, royalties, copyright fees, permissions and other rights. None of these claims are expected to result in a material gain or loss to the group.

17. Related parties

Apart from transactions with the group's associates and joint ventures, there were no other material related party transactions and no guarantees have been provided to related parties in the period.

18. Events after the balance sheet date

A reduction in the UK corporation tax rate to 25% from 1 April 2012 was proposed in the Finance (No.3) Bill 2010-11 but had not been substantially enacted at 30 June 2011 and has therefore not been reflected in these financial statements. The Bill was substantively enacted on 5 July 2011 but we do not believe that this change in rate will have a material effect on the UK deferred tax balances at 30 June 2011.

STATEMENT OF DIRECTORS' RESPONSIBILITIES

The directors confirm that the condensed consolidated financial information has been prepared in accordance with IAS 34 as adopted by the European Union and that the interim management report includes a fair review of the information required by sections 4.2.7 and 4.2.8 of the Disclosure and Transparency Rules of the Financial Services Authority.

The directors of Pearson plc are listed in the 2010 Annual Report.

By order of the Board

Marjorie Scardino
Chief Executive
28 July 2011

Robin Freestone
Chief Financial Officer
28 July 2011

INDEPENDENT REVIEW REPORT TO PEARSON PLC

Introduction

We have been engaged by Pearson plc (the "Company") to review the condensed set of financial statements in the half-yearly financial report for the six months ended 30 June 2011, which comprises the condensed consolidated income statement, condensed consolidated statement of comprehensive income, condensed consolidated statement of changes in equity, condensed consolidated balance sheet, condensed consolidated cash flow statement and related notes. We have read the other information contained in the half-yearly financial report and considered whether it contains any apparent misstatements or material inconsistencies with the information in the condensed set of financial statements.

Directors' responsibilities

The half-yearly financial report is the responsibility of, and has been approved by, the directors. The directors are responsible for preparing the half-yearly financial report in accordance with the Disclosure and Transparency Rules of the United Kingdom's Financial Services Authority.

As disclosed in note 1, the annual financial statements of the group are prepared in accordance with International Financial Reporting Standards as adopted by the European Union. The condensed set of financial statements included in this half-yearly financial report has been prepared in accordance with International Accounting Standard 34, "Interim Financial Reporting", as adopted by the European Union.

Our responsibility

Our responsibility is to express to the Company a conclusion on the condensed set of financial statements in the half-yearly financial report based on our review. This report, including the conclusion, has been prepared for and only for the company for the purpose of the Disclosure and Transparency Rules of the Financial Services Authority and for no other purpose. We do not, in producing this report, accept or assume responsibility for any other purpose or to any other person to whom this report is shown or into whose hands it may come save where expressly agreed by our prior consent in writing.

Scope of review

We conducted our review in accordance with International Standard on Review Engagements (UK and Ireland) 2410, "Review of Interim Financial Information Performed by the Independent Auditor of the Entity", issued by the Auditing Practices Board for use in the United Kingdom. A review of interim financial information consists of making enquiries, primarily of persons responsible for financial and accounting matters, and applying analytical and other review procedures. A review is substantially less in scope than an audit conducted in accordance with International Standards on Auditing (UK and Ireland) and consequently does not enable us to obtain assurance that we would become aware of all significant matters that might be identified in an audit. Accordingly, we do not express an audit opinion.

Conclusion

Based on our review, nothing has come to our attention that causes us to believe that the condensed set of financial statements in the half-yearly financial report for the six months ended 30 June 2011 is not prepared, in all material respects, in accordance with International Accounting Standard 34 as adopted by the European Union and the Disclosure and Transparency Rules of the United Kingdom's Financial Services Authority.



**Annual
Report
EXCERPT**

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OUR STRATEGY

To find out more about our business strategy go to [page 10](#)

OUR PERFORMANCE

For an in-depth analysis of how we performed in 2010 go to [page 15](#)

OUR IMPACT ON SOCIETY

For an explanation of our approach to corporate responsibility go to [page 38](#)



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PEARSON ANNUAL REPORT AND ACCOUNTS 2010

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Notes

Reliance on this document

Our Business Review on pages 10 to 47 has been prepared in accordance with the Directors' Report Business Review Requirements of section 417 of the Companies Act 2006. It also incorporates much of the guidance set out in the Accounting Standards Board's Reporting Statement on the Operating and Financial Review.

The intention of this document is to provide information to shareholders and is not designed to be relied upon by any other party or for any other purpose.

Forward-looking statements

This document contains forward-looking statements which are made by the directors in good faith based on information available to them at the time of approval of this report. In particular, all statements that express forecasts, expectations and projections with respect to future matters, including

trends in results of operations, margins, growth rates, overall market trends, the impact of interest or exchange rates, the availability of financing, anticipated costs savings and synergies and the execution of Pearson's strategy, are forward-looking statements. By their nature, forward-looking statements involve risks and uncertainties because they relate to events and depend on circumstances that will occur in the future. There are a number of factors which could cause actual results and developments to differ materially from those expressed or implied by these forward-looking statements, including a number of factors outside Pearson's control. Any forward-looking statements speak only as of the date they are made, and Pearson gives no undertaking to update forward-looking statements to reflect any changes in its expectations with regard thereto or any changes to events, conditions or circumstances on which any such statement is based.

What's inside this report?

Directors' report	Business review	1 Introduction A summary of who we are and what we do, including highlights of the operating and financial performance for the year.	02 Pearson at a glance 04 Financial highlights 06 Chairman's statement	INTRODUCTION
		2 Our strategy An analysis of our business strategy and the key areas of investment and focus.	10 Chief Executive's strategic overview	OUR STRATEGY
		3 Our performance An in-depth analysis of how we performed in 2010. Also looks at the outlook for 2011 and the principal risks and uncertainties affecting our businesses.	15 Our performance 17 2011 Outlook 18 Education: North America, International, Professional 26 Business Information: FT Group 28 Consumer Publishing: Penguin 31 Other financial information 35 Principal risks and uncertainties	OUR PERFORMANCE
		4 Our impact on society Explains Pearson's approach to corporate responsibility, giving a summary of our work in 2010 and our plans for 2011.	38 Introduction 39 Raising literacy levels 41 Improving learning outcomes 42 Contributing to competitiveness 43 Responsible business practice 46 Progress and plans	OUR IMPACT ON SOCIETY
		5 Governance Provides details of the board, its policies and procedures and the report on directors' remuneration.	48 Board of directors 50 Board governance 63 Report on directors' remuneration	GOVERNANCE
		6 Financial statements Detailed financial statements for both the Group and the parent company, including an analysis of the key measures used by the Group in its management of the business.	88 Group accounts 94 Independent auditors' report 157 Parent company accounts 166 Principal subsidiaries 167 Five year summary 169 Corporate and operating measures 172 Other risks 174 Shareholder information 176 Principal offices worldwide	FINANCIAL STATEMENTS

Pearson at a glance

Overview

People

Proportion of Pearson revenue

Education

We provide learning materials, technologies, assessments and services to teachers and students of all ages and in more than 70 countries.

29,200

US 16,000
UK 3,600
RoW 9,600

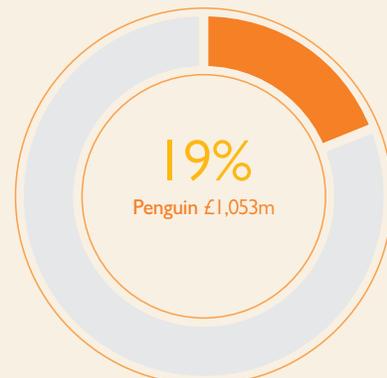


Consumer publishing

Penguin publishes more than 4,000 fiction and non-fiction books each year – on paper, on screens and in audio formats – for readers of all ages. It is one of the world's leading consumer publishing businesses and an iconic global brand.

3,450

US 1,800
UK 750
RoW 900

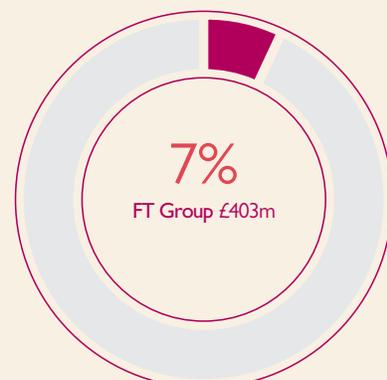


Business information

The FT Group provides news, data, comment and analysis to the international business community. It is known around the world for its independent and authoritative information.

2,600

US 500
UK 1,600
RoW 500



Business

Markets

We are a leading provider of educational materials and learning technologies. We provide test development, processing and scoring services to governments, educational institutions, corporations and professional bodies around the world. We publish across the curriculum and provide a range of education services including teacher development, educational software and system-wide solutions.

For some years, Pearson has been a leader in education, with leading positions in large developed markets and local publishing centres in more than 30 countries. More recently we have significantly accelerated our international expansion, investing in countries including China, Brazil, India and South Africa.



› See more on [page 18](#) and at [pearsoned.com](#)

Penguin operates around the world through a series of connected national publishing houses. It publishes under a number of well-known imprints including Putnam, Viking, Allen Lane, Hamish Hamilton, Berkley, the Penguin Press, Puffin and Dorling Kindersley.

Penguin combines a longstanding commitment to local publishing with a determination to benefit from its worldwide scale, a globally recognised brand and growing demand for books in emerging markets. Its largest businesses are in the US, the UK, Australia, Canada, Ireland, India and South Africa.



› See more on [page 28](#) and at [penguin.com](#)

The FT Group includes: the *Financial Times* and FT.com, a range of specialist financial magazines and online services, and Mergermarket.

The FT Group also has a stake in a number of joint ventures, including those with FTSE International, Vedomosti in Russia, BDFM in South Africa and a 50% stake in The Economist Group.

The *Financial Times* has a network of approximately 600 journalists in 47 countries and a unique model of producing distinctive newspaper editions for Europe, the UK, the US, Asia and the Middle East. FT.com, with 10.6 million monthly unique users and 3.2 million registered users around the world, makes the FT even more widely available.



› See more on [page 26](#) and at [ft.com](#)

Financial highlights

In financial terms, Pearson's goal is to achieve sustainable growth on three key financial goals – earnings, cash and return on invested capital – and reliable cash returns to our investors through healthy and growing dividends. Over the past five years we have produced, on average, 16% growth in earnings and cash flow. And we have sustained our growth even in the face of very tough economic and market conditions in recent years.

	2010 £m	2009 £m	Headline growth	CER growth	Underlying growth
Business performance					
Sales	5,663	5,140	10%	8%	5%
Adjusted operating profit	857	710	21%	15%	14%
Adjusted profit before tax	853	761	12%		
Adjusted earnings per share	77.5p	65.4p	19%		
Operating cash flow	1,057	913	16%		
Total free cash flow	904	723	25%		
Total free cash flow per share	112.8p	90.5p	25%		
Return on invested capital	10.3%	8.9%	1.4%pts		
Net debt	(430)	(1,092)	61%		
Statutory results					
Operating profit	743	619	20%		
Profit before tax	670	523	28%		
Basic earnings per share	161.9p	53.2p	204%		
Cash generated from operations	1,169	1,012	16%		
Dividend per share	38.7p	35.5p	9%		

Notes

Throughout this document:

- Growth rates are stated on a constant exchange rate (CER) basis unless otherwise stated. Where quoted, underlying growth rates exclude both currency movements and portfolio changes.
- Interactive Data is treated as a discontinued business and sales and operating profit are stated on a continuing business basis, excluding Interactive Data from both 2009 and 2010. Until its sale on 29 July 2010, Interactive Data contributed revenues of £296m (full year 2009: £484m) and adjusted operating profit of £81m (2009: £148m).
- The 'business performance' measures are non-GAAP measures and reconciliations to the equivalent statutory heading under IFRS are included in notes 2, 8 and 31 to the annual report.

2010 Sales

£5.7bn
+8%

2010 Adjusted operating profit

£857m
+15%

Our record

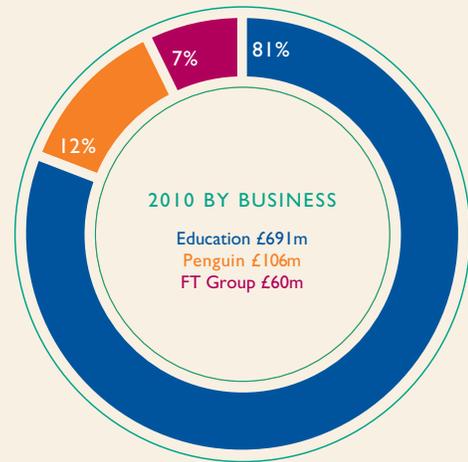
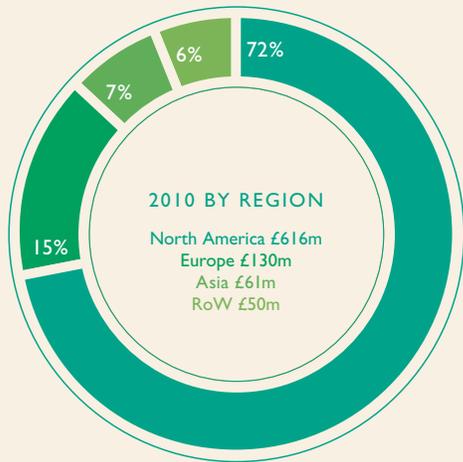
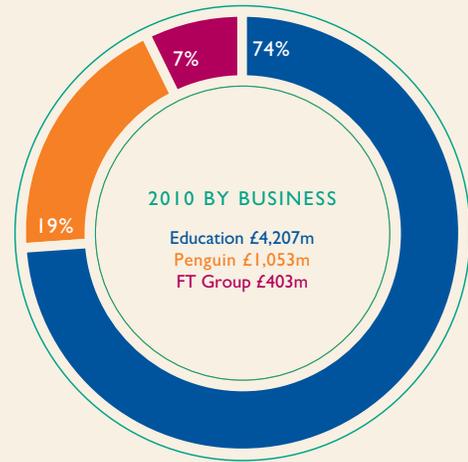
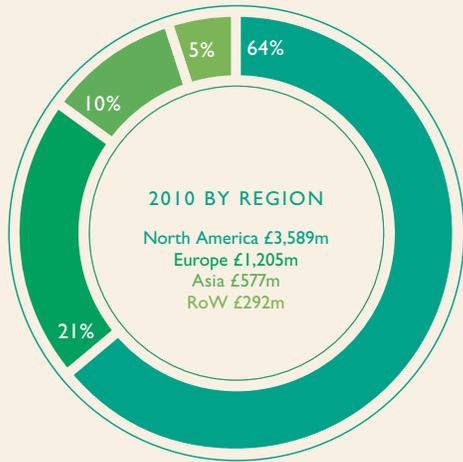
Average annual growth
in headline terms, 2006–2010

ADJUSTED EARNINGS PER SHARE

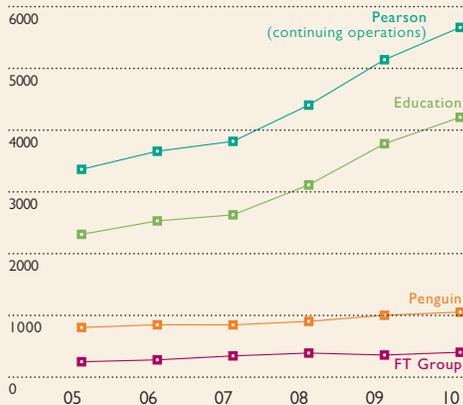
+16%

OPERATING CASH FLOW

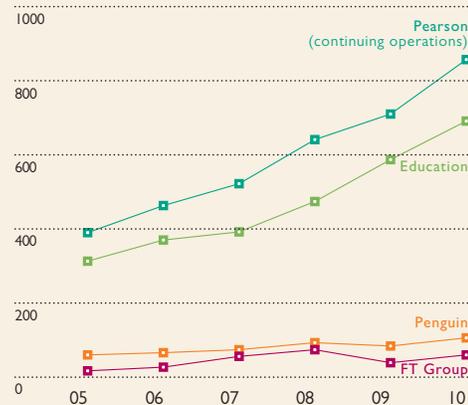
+16%



SALES £m



ADJUSTED OPERATING PROFIT £m



Chairman's statement

We have a clear strategy, a talented team and a proud record of performance. Once again, that was rewarded with good returns for shareholders.



Glen Moreno Chairman

Dear shareholder,

Welcome to our report to you for 2010.

It was another challenging year for your company. The global economy did begin to crawl out of recession, but governments, businesses and consumers continued to suffer the aftershocks of the financial crisis. Confidence was in short supply, and my own guess is that it's likely to remain that way for some time.

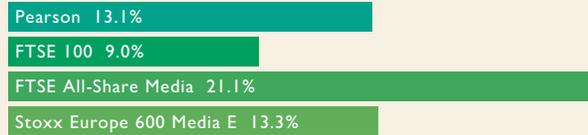
But once again, Pearson rose to the challenge. As you'll have seen, your company posted operating profit and earnings growth of 15% and 19% respectively. Beneath those numbers for all of Pearson stand excellent results in all parts – Penguin, the Financial Times Group and our education company. For that, all our talented people deserve every credit.

On two especially important performance measures – operating cash flow and return on capital – we hit all-time highs of £1.06bn and 10.3% respectively. And much more important than any single year, this continues a trend of consistent, reliable growth through good times and bad. Over the past five years, our profits, earnings per share and free cash flow have all doubled.

Once again, that strong operational performance was rewarded with good returns for shareholders. After a substantial increase of almost 40% in 2009 our shares began 2010 at 891p. They ended the year 13% higher, just above ten pounds. That growth was a little faster than the overall market (the FTSE 100 was up 9%) but a little slower than our sector as advertising-funded companies that had been hit hard during the recession enjoyed a sharp recovery (the DJ Stoxx 600 Media index was up 13% and the FTSE All-Share Media index 21%).

The second element of our return to shareholders – the dividend – was further increased in 2010. So our total shareholder return (which combines both the share price movement and dividends paid) was up 17% for the year – this coming on top of a gain of close to 50% in 2009. Again, this was ahead of the FTSE 100 (up 13%), but behind the DJ Stoxx 600 Media (up 18%) and the FTSE media sector (up 25%).

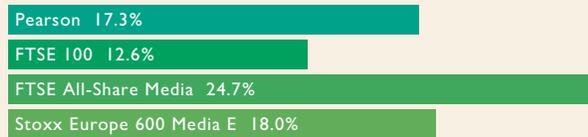
SHARE PRICE PERFORMANCE – 1 YEAR % CHANGE
01.01.10 – 31.12.10



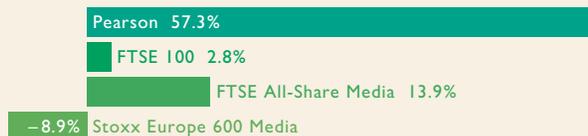
SHARE PRICE PERFORMANCE – 3 YEAR % CHANGE
01.01.08 – 31.12.10



TOTAL SHAREHOLDER RETURN – 1 YEAR % CHANGE
01.01.10 – 31.12.10



TOTAL SHAREHOLDER RETURN – 3 YEAR % CHANGE
01.01.08 – 31.12.10



Source: Datastream as at 31 December 2010

So, there is much to be proud of and I convey my thanks and congratulations to everyone at Pearson. But we cannot look back: our markets are filled with change and we have much to be cautious about.

The economic recovery is not assured and in many parts of the world debt – both public and private – remains a heavy burden. At the same time, the disruptive transformations that have been reshaping Pearson for some time – slower growth in our traditional markets set against rapid expansion in the so-called ‘developing’ world; and the revolutionary impact of connected digital technologies on the way

we all read, learn and communicate – are snowballing. These twin forces – technology and globalisation – have been the dominant trends throughout my business career and Pearson’s strategies, opportunities and risks are to a very great extent shaped by them. As reliable as our growth has been, we cannot take it for granted; as Marjorie writes in her strategy review, we have to keep on investing and changing.

These are the strategic matters that consume the attention of our people and the board. Your board believes it can contribute most to Pearson’s success by focusing on four key themes: governance, strategy, business performance and people. Our annual board cycle and meeting agendas are formally structured around these things.

Governance

As a board, our belief is that good governance supports the long-term development of strategy and good performance. We are determined not to second-guess a highly experienced and effective executive management team; but we do believe that robust, open board debate brings a discipline to important decisions and adds a valuable and diverse set of external perspectives.

We’re fortunate to have a varied group of non-executive directors drawn from successful businesses and education institutions with deep experience of global corporate strategy, education, consumer marketing and technology. Terry Burns’s decision to depart from the board last year, soon followed by the untimely death of CK Prahalad, left us with an unexpected imbalance between executive and non-executive directors. We have addressed this with the recent appointment of Josh Lewis as a non-executive director. We believe Josh will make an excellent addition to our board. We are currently looking to make one further non-executive director appointment.

Chairman's statement continued

Strategy

At each board meeting your board reviews the detailed strategy and long-term plans for one or more of our businesses. Once a year, at a specific two-day meeting, the board considers Pearson's overall strategy. We analyse in detail the market conditions and trends facing us, and consider the long-term goals and plans of all parts of Pearson. We have an open and robust debate over major strategic issues such as the shape of the company, the potential value to be created by further acquisitions and disposals, and the priorities for capital allocation and organic investment. Marjorie's letter to shareholders, which begins on page 10, is as always an excellent summary of our strategic direction.

As I wrote in my letter to shareholders last year, Pearson is a company that has totally transformed itself over the past decade. Yet even by our standards, 2010 was a year of dramatic change. As a board we debated and approved Pearson's largest disposal ever: the \$2.0bn sale of our stake in Interactive Data to Silver Lake and Warburg Pincus. We looked at all the acquisitions that the company made during the year – including significant investments to expand our position in fast-growing developing markets such as Brazil, India and Africa. And we also, as a matter of routine, revisited acquisitions made in prior years to assess their performance against the plans originally laid out for them. In 2010, in addition to reviewing returns and lessons learned from capital allocation decisions over the past seven or so years, we conducted detailed post-acquisition reviews of acquisitions completed during 2008.

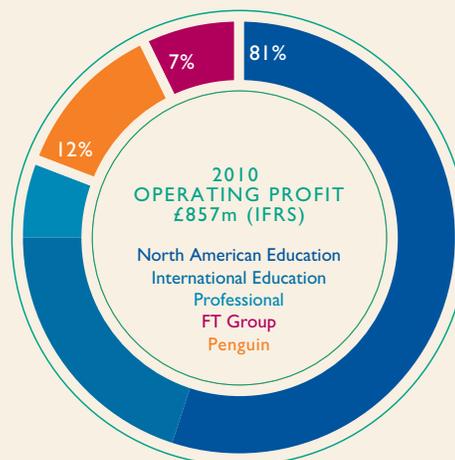
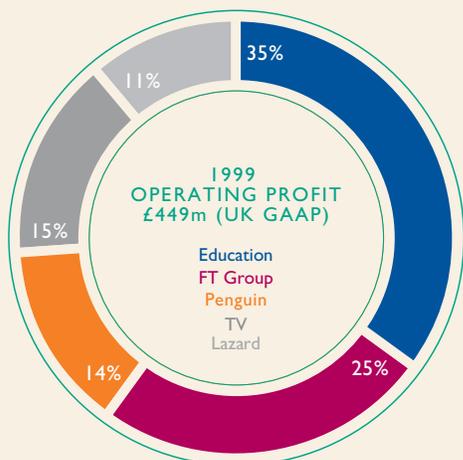
I am convinced that this steady reallocation of resources into learning companies that are heavily oriented towards developing markets and new technologies is an excellent strategy for Pearson to pursue. Our return on capital from all acquired companies from 2002–2010 is 12%, well above our average cost of capital.

Business performance

At the start of each year, in addition to reviewing long-term strategic plans, the board debates and agrees a stretching-but-realistic one-year operating plan. It focuses on a balanced mix of financial goals – sales growth, margins, earnings, cash and working capital reduction – which are intended to contribute to the long-term financial goals of the company, to align executive compensation with shareholders' interests and to avoid an excessive focus on any single financial measure. These targets in turn form the basis of our expectations for the year and for executive compensation. At every board meeting, we hear from the company's chief financial officer and executive directors on the company's business performance relative to plan.

This past year, in monitoring business performance the board has paid particularly close attention to risk management. You can read our full discussion of the material risks affecting the company from page 35; they are dominated by risks related to a prolonged period of low economic growth and the transformational shift towards digital delivery and business models.

CHANGE AT PEARSON OPERATING PROFIT



People

Your board is keenly aware that a creative business like Pearson is acutely dependent on its internal talent – not just of a small group of senior directors, but of a wide pool of writers, editors, educators, publishers, technologists, marketers and sales experts.

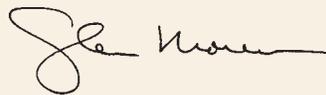
Each year we devote one full board meeting to talent, succession planning and organisational structure. We look in detail at the 20 most senior jobs in Pearson, ensuring that there are several credible candidates for each role, that they are well known by the board and that we have development plans in place to round out their experience and skills and to give them every possible chance of progressing their careers at Pearson.

In addition, in 2010 the board reviewed the goals and plans of Pearson's new director for people, Robin Baliszewski. And the remuneration committee, as always, played the pivotal role in setting overall compensation policy, senior executive reward and incentive targets across the company aligned to our strategy and performance. You can read the full report of our remuneration committee from page 63.

In 2010, in addition to my Pearson responsibilities, I took on a new role as deputy chairman of the Financial Reporting Council, the UK's independent regulator responsible for promoting high quality corporate governance and reporting. In that capacity I have become even more aware of the desire of shareholders, large and small, to understand how boards are spending their time and how they are ensuring that key decisions around investment, performance and compensation are closely connected to strategy.

I do hope that this report helps provide you with that understanding in relation to Pearson. We have a clear strategy, a focused board, a talented team and a proud record of performance. We will be straining every sinew to continue to build on all those strengths in 2011.

If you have any questions, I invite you to send them to us via our website at www.pearson.com; or to join us in person at our annual shareholders' meeting.



Glen Moreno Chairman

Pearson's strategy: Marjorie Scardino, chief executive

As we report on 2010, we look back on another successful result for our work and for our shareholders.



Marjorie Scardino Chief executive

Our world remained unsettled through the year we've just left. In much of the developed world it was marked by deep budget deficits, severe public spending cuts and harsh unemployment. Though 'official statistics' about economic progress started to look promising enough to deserve the term 'recovery' toward the end of the year, it doesn't yet feel like much of a rising tide to businesses or families now facing cuts in public services, lower property values, higher taxes and demanding debts.

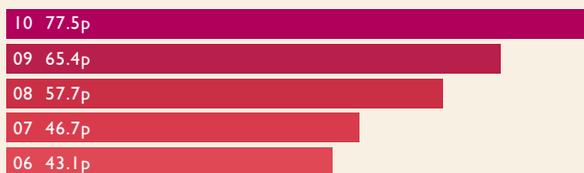
We were fortunate in Pearson, though. As we look back on that year, we look back on another successful result for our work and for our shareholders.

We showed once again that we're collectively capable of swimming against the current, of being a company that has the people and purpose and agility to reach our goals even when the economic flow is against us. And we turned in another set of exceptional results.

It was also, once again, a very good year for every single part of Pearson. Every one of our companies has grown well, pulled further ahead of its competitors and made progress on the long-term shift to the digital and international expansion that we've been pushing for. I don't need to rehearse the figures; you can read all about them on these pages and elsewhere in this report.

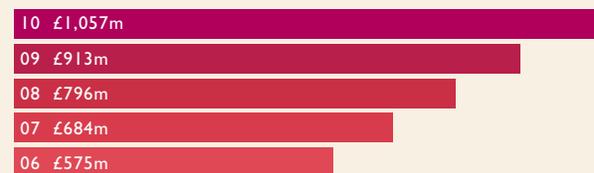
ADJUSTED EARNINGS PER SHARE PENCE

+19%



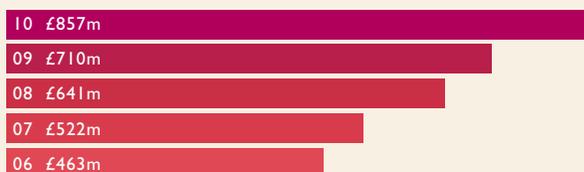
OPERATING CASH FLOW £m

+16%



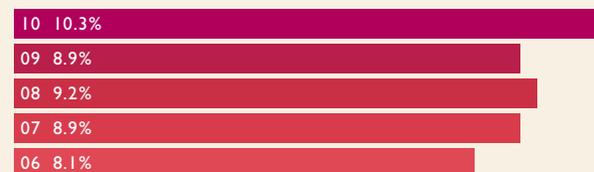
ADJUSTED OPERATING PROFIT £m

+15%



RETURN ON INVESTED CAPITAL %

+1.4%pts



One number, though, is especially important to me (and it might be to you as you think about our future prospects): while we were producing record profits, earnings and cash, we were also making our biggest-ever *investment* in Pearson's future. We invested \$0.8bn in new companies and a further \$1.4bn organically in new education programmes, new forms of journalism, new authors and writers and most of all new technologies to make learning more personal and more effective.

As we've said many times, our goal as a company reaches much further than those financial measures. Our profits sustain us in our larger aim: to make an impact on people's lives and on society through education and information. This past year we began to talk about that fundamental goal in a new way: we now say that we, like our customers, are *'always learning'*.

So what have we learned in the past 12 months? Here's my list:

I. The world is changing shape

In 2010, China overtook Japan to become the world's second largest economy (behind America). In 2011, they're about to overtake the US as the world's largest manufacturer, though India may soon leapfrog China in the category of fastest economic growth.

We're witnessing an historic shift in economic power from developed to developing economies. This year we'll also once again face a stark contrast between a rich world struggling with a weak and jobless recovery and an emerging world growing perhaps four times as fast. At the same time, in both worlds, we'll likely still see a widening gap between the richest and the poorest, a gap that has a profound effect on everything from health to education to economic progress, and has to concern us in our work.

Pearson today has an important presence in many of these fast-growing markets: language schools in China; *Sistemas* and *Penguins* in Brazil; universities in South Africa; online tutoring in India, to name just four examples. We won't slight our strong developed world businesses, but you can expect to see us investing and

DIVIDEND PER SHARE PAID IN FISCAL YEAR PENCE



THE WORLD'S LEADING EDUCATION COMPANIES
EDUCATION REVENUES \$m



* 2008 data ** Year to February 2010

2009 data

Pearson's strategy: Marjorie Scardino, chief executive continued

picking up speed in these newer places. And you can figure out that to do that we'll need to get better and faster at moving our intellectual talent all around the world, not just from West to East, and North to South, not just to the next step on the ladder, but to build a new ladder entirely.

2. The age of digital readers has dawned. At last

Though ebooks have been around for more than two decades, I suspect publishers of all kinds will look back on 2010 as the 'lift-off' for digital reading. Apple with its iPad sparked a lot of the buzz. But the real phenomenon was the quick emergence of a symbiotic community of multi-purpose devices, ebook formats and sales channels. There's now genuine consumer demand for high-quality digital reading (and learning) experiences, and we're beginning to deliver them in earnest.

At Penguin, for example, ebook sales almost trebled over the course of 2010 (having increased four-fold in 2009) and now represent more than \$1 in every \$20 of Penguin's total global sales (and much more in the US). At the FT, another example, digital subscribers topped 200,000 as the year ended, and also brought in more print subscribers. And in our education companies, demand for our combination of ebooks and our digital learning platforms – eCollege, MyLabs, to name only two – has been growing fast, but this past year that pace exploded.

In fact across Pearson, just as we see developing economies growing several times faster than those in the developed world, so we see a similar contrast between our digital services and our more traditional, print-only products.

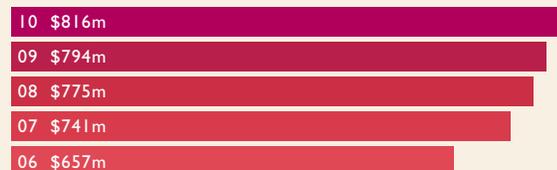
OUR STRATEGY

1

Long-term organic investment in content

Over the past five years, we have invested £4.0bn in our business: new education programmes; new and established authors for Penguin; the FT Group journalism. In 2010, that investment reached an all-time high of approximately £0.9bn. We believe that this constant investment is critical to the quality and effectiveness of our products and that it has helped us gain share in many of our markets.

EDUCATION AND PENGUIN PRE-PUBLICATION EXPENDITURE AND AUTHOR'S ADVANCES \$m

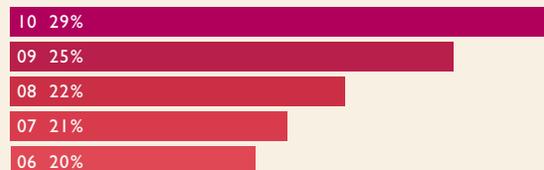


2

Digital products and services businesses

Our strategy is to add services to our content, usually enabled by technology, to make the content more useful, more personal and more valuable. These digital products and services businesses give us access to new, bigger and faster-growing markets. In 2010, our digital revenues were £1.6bn or 29% of Pearson's total sales. Our worldwide educational testing businesses have increased their revenues almost 70% over the past five years to \$1.7bn.

PEARSON'S DIGITAL REVENUES % OF SALES



3. Information wants to be valuable

For a few years now, the idea that ‘information wants to be free’ – that consumers won’t pay for content in a hyper-connected digital world – has echoed ‘round the ether’. We resisted that movement, believing rather unfashionably that high quality content costs real money to create and should be worth paying for if that money is well-spent. The pendulum swung back in our direction last year, as other media companies began to experiment with paid-for online services and as the app economy helped stimulate the market for digital reading.

I’m proud that we held our ground and proved that, if the content and the experience is good enough, users *are* willing to pay. But we can’t say that we’ve won the argument on all counts. In some parts of the world, we face potential changes to copyright and intellectual property laws that might weaken the ability of authors and publishers to generate a return from their creative endeavours, and in turn weaken incentives to invest.

And in some cases, what we publish is a commodity or so generally important that we *ought* to find a way to make it available more widely and easily, and take a different account of its value.

All of that means that we have to keep an open mind about the terms under which we create and sell our content and services. And we have to make our piece of this digital and mobile world easy for people to access and connected to what else they do and who they do it with.

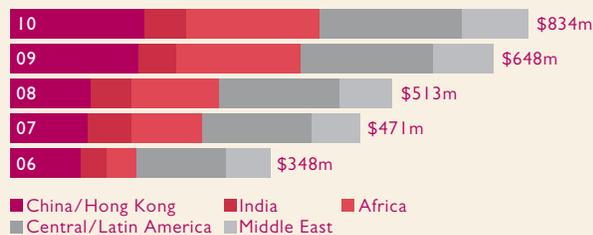
We also have to work to educate people on the value of intellectual property in an economy based on brain-power. The first step, of course, is to respect intellectual property ourselves (which reminds me to give due credit to the FT’s media editor, who wrote that headline above – ‘*Information wants to be valuable*’).

3

International expansion

We are already present in more than 70 countries and we are investing to become a much larger global company, with particular emphasis on fast-growing markets in China, India, Africa and Latin America. Over the past five years, our international education business has grown headline sales at an average annual rate of 18% through strong organic growth and acquisitions, generating more than £1.2bn of revenues in 2010.

RAPID GROWTH IN EMERGING MARKETS
PEARSON REVENUES \$m

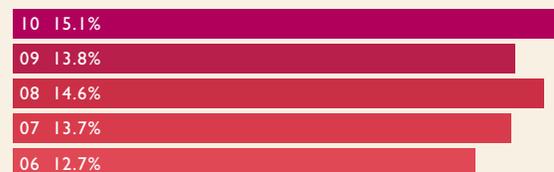


4

Efficiency

Our investments in content, services and new geographic markets are fuelled by steady efficiency gains. Since 2006, our operating profit margins have increased from 12.7% to 15.1% and our ratio of average working capital to sales has improved from 26.3% to 20.1%.

PEARSON MARGINS %



Pearson's strategy: Marjorie Scardino, chief executive continued

4. Trust is precious

Part of the fall-out from the global financial crisis was a scepticism of the motives of large corporations – not just banks, but companies like ours. As the year went on, that rumbling scepticism became more than a rumble, as several companies that made headlines can attest.

Though the nature of Pearson's business is very different from those companies, we're arguably more dependent on the public's trust than most. Readers of the FT trust its editorial integrity and independence; customers of Penguin trust it to be a mark of exceptional quality; teachers and students trust our learning programmes (on paper or screens) to be effective and engaging and our testing, qualifications and services to be reliable, rigorously accurate and helpful.

What we all understand is that trust can never be taken for granted: it's something that all of us – every single one of us – have to go out and earn every day.

Those are four of the lessons I think 2010 taught us (some probably for the second or third time).

None of those lessons is new; we've been tracking those trends and shaping our strategy around them for some time. So we were pretty well-prepared to stare down those changes and to use them to fuel our growth.

That strategy (which I've been writing to you about for so many years you're probably tired of hearing it) is pretty simple:

1. We develop an idea, a story, a lesson, a premise (quality content), determined that it should be both unique and respected;
2. We add services, generally enabled and delivered by technology, to make that content more useful and more valuable;
3. We work in markets around the world, with an increasing emphasis on those in the developing world;
4. Those first three priorities all require consistent investment. We make room for that investment through efficiency gains, measured in margin and working capital improvements.

Because I've written about this strategy every year for the past 12, you may be lulled into a sense that everything is stable; but that would be a false sense. That same strategy is not a description of business-as-usual. It's a manifesto for disruption, for constant change, and for the kind of radical corporate reinvention that's required in a world that's changing before our eyes (and often, too fast for us to perceive the change).

So we know we'll need to reinvent ourselves again in 2011. We've already witnessed events that congealed our conviction that we can't rest our hopes for the future on doing what we did or how we did it in the past. We have to keep on learning new lessons; to keep learning and changing before we really think we need to.

That kind of change is a lot to ask against the backdrop of a world economy that remains at best 'uncertain' and at times 'troubling'. But our success over the past six years has been based on bucking the tide, doing new things. We don't for a minute take that success for granted; but we are as determined as ever that it will continue. And we thank all shareholders – large and small, institutional and private, Pearson employees, former employees and pensioners – for your continued commitment to the company. We're very focused on ensuring your commitment is rewarded; and we never forget that it is your investment that makes it possible for us to pursue the goals and the change that we are hell-bent on achieving.



Marjorie Scardino Chief executive

Our performance: 2010 financial overview

In 2010, Pearson's sales increased by 10% in headline terms to £5.7bn and adjusted operating profit by 21% to £857m. The headline growth rates include a benefit from currency movements and acquisitions. Currency movements added £128m to sales and £39m to operating profit. This was the result of the strengthening of the US dollar and other currencies against sterling: we generated approximately 60% of our sales and profits in US dollars and the average exchange rate strengthened from £1:\$1.57 in 2009 to £1:\$1.54 in 2010. At constant exchange rates (ie stripping out the benefit of those currency movements), our sales and operating profit grew 8% and 15% respectively.

Acquisitions, primarily in our education company, contributed £120m to sales and £5m to operating profits. This includes integration costs and investments related to our newly-acquired companies, which we expense.

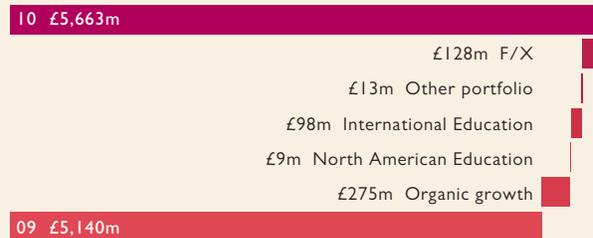
Our underlying revenue and operating profit (ie stripping out the benefit of both portfolio changes and currency movements) grew 5% and 14% respectively.

The disposal of Interactive Data was completed on 29 July 2010. Interactive Data therefore contributed seven months of profit in 2010, compared to a full twelve months in 2009. Pearson's total operating profit increased 9% in headline terms to £938m, reflecting this part-year contribution from Interactive Data in 2010.

Our tax rate in 2010 was 25.2%, a little lower than in 2009. We increased adjusted earnings per share by 19% in headline terms to 77.5p.

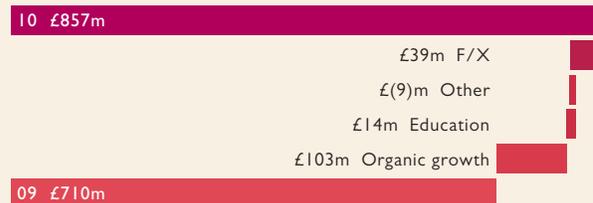
SALES GROWTH £m

+8%



PROFIT GROWTH £m

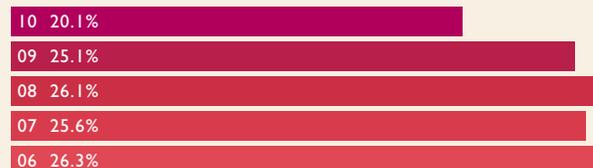
+15%



BALANCE SHEET STRENGTH



AVERAGE WORKING CAPITAL/SALES %



Our performance: 2010 financial overview continued

Cash generation

We increased operating cash flow by £144m to £1,057m (headline growth of 16%) and free cash flow by £181m to £904m, or 112.8p per share (headline growth of 25%). We converted 113% of operating profit into cash, with our average working capital: sales ratio improving by a further five percentage points to 20.1% as we benefited from the rapid growth in our digital businesses and continued efficiency improvements.

Return on invested capital

We improved our return on average invested capital by 1.4 percentage points to 10.3%, benefiting from strong profit growth and tight control of working capital as well as the part year contribution from Interactive Data.

Statutory results

Our statutory results show an increase of £124m in operating profit to £743m (£619m in 2009). Basic earnings per share were 161.9p in 2010, up from 53.2p in 2009, helped by the profit on disposal of Interactive Data.

Balance sheet

We significantly reduced our net debt by £662m to £430m (£1,092m in 2009). We benefited from the proceeds from the sale of Interactive Data and strong cash generation, partly offset by acquisition investment of £535m and sustained investment in our businesses. Since 2000, Pearson's net debt/EBITDA ratio has fallen from 3.9x to 0.4x and our interest cover has increased from 3.1x to 11.0x.

Dividend

The board is proposing a dividend increase of 9% to 38.7p, subject to shareholder approval. 2010 will be Pearson's 19th straight year of increasing our dividend above the rate of inflation and our fastest rate of growth in a decade. Over the past ten years we have increased our dividend at a compound annual rate of 6%, returning more than £2.3bn to shareholders. We have a progressive dividend policy of sustaining our dividend cover at around 2.0x over the long term while moving our dividend growth more in line with earnings growth.

Outlook: 2011

Over the past five years Pearson has produced, on average, 16% growth in earnings and cash flow. We sustained our growth even in the face of very tough economic and market conditions in recent years. We are planning for some of our markets to remain weak in 2011, particularly those that depend on government spending and traditional print publishing business models. In addition, we face tough comparatives (especially in the first half of the year) after our particularly strong competitive and financial performance in 2010.

Even so, we have built a series of competitive advantages which should help us deliver another good year in 2011. These advantages include our sustained investment, digital leadership, educational effectiveness, positions in fast-growing economies and operating efficiency.

Education

In education, we expect to achieve continued growth in 2011. In North America, we see growth in higher education (despite slower enrolment rates) and assessment more than offsetting a slower year for the school publishing industry (the result of the lower new adoption opportunity and pressure on state budgets). Our International education business will benefit from its rapidly-growing position in services, technology and developing economies, enabling it to grow again despite the weak public spending environment in some markets.

FT Group

At the FT Group, we are rapidly shifting our business model towards digital and subscription revenues. Advertising revenues remain unpredictable, but we see healthy demand for the FT's premium content, especially in digital formats, and a recovery in business conditions for Mergermarket.

Penguin

Penguin will face another year of fast-changing industry conditions, driven by the rapid growth of both digital sales channels and digital books, and by the resulting pressures on physical bookstores. After particularly strong competitive performance and financial results in 2010, we expect Penguin to perform in line with the overall consumer publishing industry this year, while we continue to adapt the business to these industry changes.

Interest and tax

In 2011, our lower net debt level and pension finance charge will result in a lower interest charge to adjusted earnings than in 2010. We expect our P&L tax charge against adjusted earnings to be in the 24–26% range and our cash tax rate to be in the 15–20% range.

Exchange rates

Pearson generates approximately 60% of its sales in the US. A five cent move in the average £:\$ exchange rate for the full year (which in 2010 was £1:\$1.54) has an impact of approximately 1.3p on adjusted earnings per share.

North American Education

North American Education is Pearson's largest business, with 2010 sales of £2.6bn and operating profit of £469m.

Building on our roots as a leading publisher of educational materials and provider of assessment services, we have made significant investments and change to transform Pearson into a world-leading provider of learning technologies for students and enterprise technologies for educational institutions. These technology services – including eCollege, PowerSchool, the MyLabs and Edustructures – are the backbone of our strategy to help educators raise student performance and institutions to become more effective.

KEY PERFORMANCE INDICATORS

£ millions	2010	2009	Headline growth	CER growth	Underlying growth
Sales	2,640	2,470	7%	5%	4%
Adjusted operating profit	469	403	16%	14%	12%

US EDUCATION PUBLISHING SCHOOL AND COLLEGE SALES GROWTH VS INDUSTRY

Pearson %

10 7.7%

09 5.2%

Industry %

10 4.4%

09 (0.2)%

Pearson's total year-on-year sales growth in school and college education publishing products in the US versus the year-on-year sales growth of the total US industry.

SCHOOL PUBLISHING ADOPTION CYCLE WIN RATES

Win rate %

10 28%

09 37%

Pearson's market share by value of new business in the US adoption states. Market share is quoted as a percentage of the total value of adoptions that we participated in.

ASSESSMENT AND INFORMATION TESTING CONTRACT WIN RATES

Win rate %

10 79%

09 60%

The lifetime value of US testing contracts won by Pearson this year as a percentage of the total lifetime value of competitive contracts bid for this year.

ONLINE LEARNING USERS

MyLab registrations no.

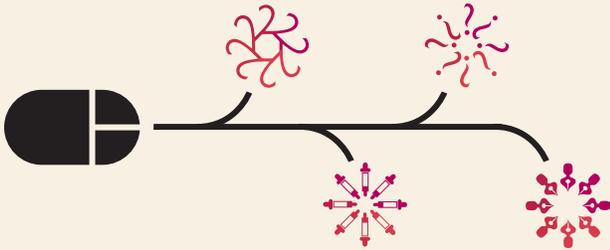
10 7,322,765

09 5,551,215

The number of registrations by students to access one of our US online learning programmes.

Higher Education highlights in 2010 include:

- › The US Higher Education publishing market grew 7.3% in 2010, according to the Association of American Publishers, with the industry seeing healthy enrolment growth and good demand for instructional materials. Pearson gained share, benefiting from its lead in technology and customisation, and has now grown faster than the US higher education industry for 12 consecutive years.



- › Pearson's pioneering 'MyLab' digital learning, homework and assessment programmes grew strongly with student registrations up 32% to more than 7.3 million. Evaluation studies show that the use of MyLab programmes can significantly improve student test scores and institutional efficiency <http://bit.ly/fVVPic0>
- › We launched LearningStudio, a broad suite of learning management technologies including eCollege and Fronter. We increased fully-online student enrolments by 54% to 8.3 million in North America. Renewal rates remain high at approximately 90% by value.

Assessment and Information highlights in 2010 include:

- › Revenues at our Assessment and Information division were broadly level with 2009. State funding pressures made market conditions tough for our state assessment and teacher testing businesses; these were offset by good growth in diagnostic and clinical assessments. Assessment and Information achieved good profit growth, benefiting from a shift to premium products and further efficiencies generated from the integration of the Harcourt Assessment business.

AMERICA'S CHOICE

Partners in education

We acquired America's Choice to boost Pearson's services in school reform, a major focus of the US education department. America's Choice brings together instruction, assessment, leadership development, professional development, coaching and ongoing consulting services.



 To learn more about America's Choice, watch our film at www.pearson.com/films

North American Education continued

- › We renewed two important contracts, extending our long-standing relationships with the College Board to administer the SATs and with the Texas Education Agency to administer state-wide student assessments.
- › We continue to achieve strong growth in secure online testing, delivering 13.3 million online tests in 2010, up 41% over 2009.
- › Our market-leading student information systems business in the US continued to achieve rapid organic growth further boosted by the acquisition of Administrative Assistants Limited in 2010. We now support almost 16 million US students, an increase of 49% over 2009.
- › We achieved strong growth with AIMSWEB, our progress monitoring service which enables early intervention and remediation for struggling students. AIMSWEB now supports almost four million students, an increase of more than 20%.

School Curriculum highlights in 2010 include:

- › The US School publishing market grew 3.2% in 2010, according to the Association of American Publishers. State budgets continue to be under pressure but the industry returned to growth, benefiting from the stronger new adoption opportunity this year (total opportunity of \$800m in 2010 against \$500m in 2009).

- › Pearson gained share with a strong performance from enVisionMATH, Pearson's pioneering digital math curriculum. A two-year study in elementary schools concluded that students using enVisionMath demonstrated significantly greater improvement in math computation, math problem-solving and math communication compared to students using other math programs. In computation they jumped the equivalent of five grade levels in two years.



- › Successnet, our online learning platform for teachers and students which supports Pearson's digital instruction, assessment and remediation programmes, grew strongly. It generated almost six million registrations in 2010, up 33% on 2009, with the number of assessments taken through the system increasing 53% to more than eight million.



- › We continue to develop digital programmes, platforms and mobile apps to boost achievement and to increase access and affordability. We successfully launched three major new school programmes:

digits (right)

Writing Coach www.phwritingcoach.com a blended print and online programme that helps middle and high school students in writing and grammar with personalised assignments and grading. Studies of classes using the technology behind Writing Coach show significant gains in writing proficiency as measured by district and state assessments;

Online Learning Exchange, an open education resource that allows teachers to create personalised digital learning programmes using standards-based Pearson content as well as teacher-generated material.

- › Poptropica www.poptropica.com is the largest virtual world for young children in the US with average monthly unique visitors growing by 40% to 8.1 million from more than 100 countries and speaking more than 70 languages. Poptropica launched seven new islands and was the fifth most searched-for video game on Google.com in 2010.



DIGITS

Twice as much time for teaching

digits, our digital middle school maths programme, provides powerful services for teachers including embedded assessment, differentiation of students and automation of administrative tasks. In field tests and pilots, *digits* helped to make teachers more efficient, doubling the amount of time they had to devote to instruction. <http://bit.ly/i9Ncld>



International Education

Our International Education company, the world leader by revenues, is active in more than 70 countries.

It is a major focus of our strategy, and sales and profits have doubled since 2006. Our strategy is to combine educational content, assessment, technologies and related services to help educational institutions become more effective and their students more successful. We expect to benefit from a series of powerful long-term global trends: increasing public and private spending on education (despite current pressures on public spending in developed markets); growing participation rates in elementary, secondary and higher education; the demand for assessment to provide measures of achievement; the growing technology infrastructure in educational institutions; and the rise of English as a global language.

Our International Education business has significant exposure to a wide range of currencies including the US dollar and the euro. In 2010, currency movements boosted revenues by £38m and adjusted operating profits by £15m compared to 2009.

KEY PERFORMANCE INDICATORS

£ millions	2010	2009	Headline growth	CER growth	Underlying growth
Sales	1,234	1,035	19%	16%	6%
Adjusted operating profit	171	141	21%	10%	8%

ONLINE LEARNING USERS

MyLab Registrations no.



The number of registrations by students and professors to access one of our International Education online learning programmes.

ONLINE RESULTS LOGINS

Logins no.



Number of logins by users of International Education's online results service.

Global highlights in 2010 include:

- › We acquired Wall Street Institute (WSI), which provides premium spoken English training for adults, for \$101m in cash. WSI has about 340 franchised learning centres in 25 territories in Asia, Europe, the Middle East and Africa.
- › More than 670,000 students used our MyLab digital learning, homework and assessment programmes, an increase of more than 40%. They included 150,000 users of our online English-language products MyEnglishLabs and MyNorthStarLab, a 170% increase.
- › Our eCollege learning management system won new contracts in Malaysia and Colombia. Our Fronter learning management system continued to grow strongly with unique registration rising more than 20% to 1.1 million students in more than 8,700 schools, colleges and universities around the world.

- › Pearson Learning Solutions, which combines products and services from across Pearson to deliver a systematic approach to improving student performance, won new contracts in South Africa, Malta, Vietnam and the UK.

UK highlights in 2010 include:

- › BTEC, our flagship vocational qualification, attracted more than 1.4 million student registrations, up 28% on 2009. Research suggests that a BTEC National qualification can increase an individual's lifetime earnings by up to £92,000. Registrations for our NVQ work-based learning qualification grew 45% to more than 165,000, and we introduced the BTEC Apprenticeship to serve the work-based learning market.
- › We marked more than 5.4 million A/AS Level and GCSE and Diploma scripts in the 2009–2010 academic year, with 90% now marked on screen. Pearson marked and delivered 3.4 million tests in six weeks for the National Curriculum Tests at Key Stage 2.
- › Pearson announced plans to create a vocational degree, to boost student access to higher education in the UK and around the world. The first phase of degree programmes will be developed in business, engineering, IT and health and social care.

- › We established a new school improvement business in the UK, which will work with schools to help them train teachers, improve strategic planning and structure teaching methods.

Continental Europe highlights in 2010 include:

- › In Italy, adoption of our Linx digital secondary science programme increased three-fold, helping Pearson to grow strongly and become joint market leader for combined lower and upper secondary education. Linx is built around content from our North American science programmes customised for the Italian market. We began to develop a broader range and depth of digital products and services, including teacher training, to personalise learning and increase educational effectiveness.
- › In the Netherlands, we launched iPockets, the first fully digital Early English course for 4-8 year-olds in primary education. The course is 100% digital and subscription based and customised for the Dutch market.

WALL STREET ENGLISH

Starting a global conversation

Student enrolments at our Wall Street English schools increased by 27%. We announced plans to open 50 new English language centres in China adding to the 66 centres and schools already operating under the Wall Street English and Longman English brands. We also acquired Wall Street Institute (WSI), which provides premium spoken English training for adults, for \$101m in cash. WSI has about 340 franchised learning centres in 25 territories in Asia, Europe, the Middle East and Africa.



 To learn more about Wall Street English, watch our film at www.pearson.com/films

International Education continued

Africa and the Middle East highlights in 2010 include:

- › In South Africa's Western Cape province, we won a three-year contract to prepare, administer and report all Grade 9 student assessments. The tests focus on both individual student results and the systemic performance of schools and districts.
- › Pearson won new national contracts in Ethiopia, to supply 2.9m Biology and Physics learning materials for Senior Secondary Grades 9 to 12. In Zimbabwe, we were awarded a contract by UNICEF to deliver 13.5 million textbooks to children in Grades 1–7 in mathematics, environmental science, English, Shona and Ndebele.



- › Pearson announced its intention to acquire a 75% stake in CTI Education Group of South Africa, one of South Africa's leading private higher education institutions, for £31 million in cash. CTI serves more than 9,000 students on 12 campuses.

 To learn more about CTI Education Group, watch our film at www.pearson.com/films

- › We generated strong growth in the Gulf region in higher education with integrated technology products in Business & Economics and Science.

Asia highlights in 2010 include:

- › Wall Street English (see previous page).
- › In January 2011, Pearson agreed to increase its shareholding in Indian education company TutorVista to a controlling 76% stake for a consideration of \$127m. TutorVista supplies digital content and technology platforms, online tutoring and services to K-12 schools.

 To learn more about TutorVista, watch our film at www.pearson.com/films

Latin America highlights in 2010 include:

- › Our School curriculum business grew strongly, particularly in Mexico, Colombia, Chile and Peru, as we continued to build our locally developed materials as well as Spanish language adaptations of US school programmes.
- › Strong growth of English Language Teaching materials across Latin America underpinned by performance in Brazil, Colombia, Argentina, Chile, Dominican Republic and Peru.

SISTEMA EDUCACIONAL BRASILEIRO

Learning: a systemic approach

Pearson agreed a strategic partnership with Sistema Educacional Brasileiro (SEB) in Brazil to provide services to its educational institutions and to acquire its school learning systems ('sistema') business for \$517m. SEB's serves more than 450,000 students across both private and public schools.



 To learn more about SEB, watch our film at www.pearson.com/films

Professional Education

Our Professional business is focused on publishing, training, testing and certification for professionals.

Over the past five years, we have increased operating profit from £17m in 2006 to £51m in 2010. We expect these businesses to benefit from rising demand for work-related skills and qualifications in both developed and developing markets and from close connections with professional content and customers in other parts of Pearson.

Professional testing highlights in 2010 include:

- › We continued to see good growth at Pearson VUE, with test volumes up 3% on 2009 to approximately 8 million. Average revenues per test are increasing as we develop a broader range of services and enhance our systems and assessments to meet our customers' current and future needs.
- › Pearson VUE renewed a number of major contracts including the Driving Standards Agency (DSA) of Great Britain and the Driver & Vehicle Agency (DVA) of Northern Ireland; Cisco; and Colorado Department of Regulatory Agencies. On 11 January 2011, we announced a 12-year extension of our relationship with the Graduate Management Admission Council to administer the Graduate Management Admission Test.
- › We also won a number of new contracts to deliver computer-based tests in the US, UK and the Middle East, covering the real estate, accountancy, legal, healthcare, skills and finance sectors.

Professional publishing highlights in 2010 include:

- › Our Professional publishing business was level in 2010 with steady margins as strong growth in digital products and services offset continued challenging trading conditions in the retail market and international markets, as well as a planned reduction in the number of print titles published.

KEY PERFORMANCE INDICATORS

£ millions	2010	2009	Headline growth	CER growth	Underlying growth
Sales	333	275	21%	20%	6%
Adjusted operating profit	51	43	19%	16%	5%

- › We launched online learning products with customisable content, assessment and personalised study paths and also delivered 450 hours of technical training through online subscriptions for the IT certification market.
- › We developed applications for social networks and mobile devices to extend the reach and accessibility of our content and videos available within our Safari Books Online platform.

Professional training highlights in 2010 include:

- › We acquired Melorio plc, one of the UK's leading vocational training groups, for £98m, supporting our vocational education strategy by combining Melorio's training delivery skills with our existing complementary strengths in educational publishing, technology and assessments. Melorio traded well in the second half of the year securing a number of large key contracts for training delivery, and successfully graduating and placing the largest IT graduate cohort in the history of the business. Our investment in systems, streamlining the course offering and training centres and back office integration are all on track.

 To learn more about Melorio, watch our film at www.pearson.com/films

GMAT RETAINED

A testing decade

At the start of 2011, our largest professional testing contract with the Graduate Management Admission Council to administer the GMAT test was renewed until 2022.



Business Information: FT Group

The FT Group is a leading provider of essential information in attractive niches of the global business information market.

These include insight, news and analysis and indices provided through a growing number of print, digital and mobile channels. In recent years, The FT Group has significantly shifted its business towards digital, subscription and content revenues and has continued to invest in talent and in services in faster growing emerging markets. In 2010, digital services accounted for 40% of FT Group revenues, up from 14% in 2006. Content revenues comprised 55% of total revenues, up from 33% in 2006, while advertising accounted for 45% of FT Group revenues, down from 67% in 2006.

KEY PERFORMANCE INDICATORS

£ millions	2010	2009	Headline growth	CER growth	Underlying growth
Sales	403	358	13%	12%	9%
Adjusted operating profit	60	39	54%	54%	49%

FT CIRCULATION REVENUE GROWTH

Growth %



The FT newspaper's year-on-year growth in circulation revenue.

FT.COM AVERAGE MONTHLY UNIQUE USERS FOR THE YEAR

No. millions



The average monthly number of unique users of FT.com for the year.

MERGERMARKET RENEWAL RATES

Mergermarket %



DebtWire %



The current year value of sales to existing customers as a percentage of their spend in the previous year.

Financial Times highlights in 2010 include:

- › The FT's combined paid print and digital circulation reached 597,000 in the fourth quarter of 2010.
- › After weak advertising markets in 2009, we saw good advertising growth in 2010 although the visibility for advertising revenues is poor.
- › We extended the breadth and depth of the FT's premium subscription services through the launch of FT Tilt, focused on emerging markets; the launch of MandateWire US, extending the reach of this successful European brand into new markets; and the acquisition of Medley Global Advisors, a premier provider of macro policy intelligence.

To learn more about Medley Global Advisors, watch our film at www.pearson.com/films

Mergermarket highlights in 2010 include:

- › The Mergermarket Group benefited from improving market conditions and its flexibility in adapting to new client investment strategies, which supported stronger renewal rates and new business revenues. An increase in global M&A activity benefited mergermarket and dealReporter; continued volatility in debt markets helped sustain the strong performance of DebtWire.



- › Strong growth in developing markets supported by new product launches including our first local language version of mergermarket in China.
- › In March 2010 we acquired Xtract research, which provides bond covenant data to help investors understand the impact of covenants on valuation.

Joint ventures highlights in 2010 include:

- › **The Economist**, in which Pearson owns a 50% stake, increased global weekly circulation by 3.7% to 1.47 million (for the July–December 2010 ABC period); total annual online visits increased to 118 million, up 21% on 2009.



- › **FTSE**, our 50%-owned joint venture with the London Stock Exchange, increased revenues by 20% and acquired the remaining 50% of FXI, FTSE's JV with Xinhua Finance in China.
- › **Business Day and Financial Mail (BDFM)**, our 50% owned joint-venture in South Africa with Avusa, returned to profitability with revenue increasing by 5%. The business benefited from a recovery in advertising and the closure of non-profitable operations.

FT ONLINE

Award-winning app, Award-winning content

The FT provided strong and accelerating growth in its digital readership with digital subscriptions up over 50% to 207,000, more than 1,000 direct corporate customers and registered users up 79% to more than three million. It generated over 900,000 downloads of FT apps on mobile phones and tablet devices and scooped a prestigious Apple Design Award for its iPad app.



Consumer Publishing: Penguin

Penguin is one of the most famous brands in book publishing, known around the world for the quality of its publishing and its consistent record of innovation.

Over the past five years, Penguin's profits have increased at an annual average rate of 8%.

In 2010 Penguin achieved record sales and profits in a challenging and rapidly-changing industry environment. Penguin's profits were struck after making additional provisions for a number of credit exposures in the book retailing sector, including in relation to Borders in the US. Our market share gains and improved profitability were the result of three factors in particular:

1. An outstanding US publishing performance included a record number of bestsellers, an increase in market share and rapid expansion in emerging digital platforms and formats;
2. Penguin in the UK celebrated the best year in its history, leading the bestseller lists and increasing its market share by 2 percentage points to 10%;
3. DK captured the benefits of its 2009 reorganisation, with sales of Lego Star Wars titles boosting revenue and the transfer of cost centres to India enhancing its margin.

KEY PERFORMANCE INDICATORS

£ millions	2010	2009	Headline growth	CER growth	Underlying growth
Sales	1,053	1,002	5%	2%	6%
Adjusted operating profit	106	84	26%	10%	26%

US BESTSELLERS

Bestsellers no.



The number of Penguin books entering the Top Ten bestseller lists in the US (New York Times).

UK BESTSELLERS

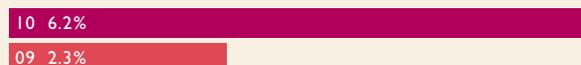
Bestsellers no.



The number of Penguin books entering the Top Ten bestseller lists in the UK (Nielsen BookScan Top Ten).

E-BOOK SALES

Sales %



Penguin global e-book sales as a percentage of Penguin Group net sales.

Global highlights in 2010 include:

- › A strong and consistent publishing performance across imprints and territories produced market share gains in the US, UK and Australia, our three largest markets.
- › Strong growth in developing markets was boosted by the launch of new imprints and the increasing breadth and depth of our local publishing programmes in India, China and South Africa.
- › Continued investment in global publishing with the launch of Penguin's Classics in Portuguese and Arabic, joining existing Mandarin and Korean editions; the launch in India of a new imprint in partnership with bestselling author and superstar Shobhaa De; and the continued international roll-out of our non-fiction imprint Allen Lane in Canada.

Digital highlights in 2010 include:

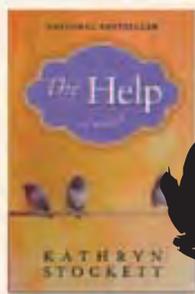
- › eBook sales were up 182% on the previous year and now account for 6% of Penguin revenues worldwide.
- › We accelerated our investment in digital products and innovation with new app releases in the children's market including Spot, Peppa Pig, The Little Engine That Could, Ladybird's Babytouch and the Mad Libs app, which was named one of the best apps at the 2010 E-Book Summit. For adults, we launched the groundbreaking myFry app, published the amplified ebook of Ken Follett's international bestselling novel *The Pillars of the Earth*, featuring video, art and music from the original TV series; and we introduced ten DK Eyewitness Top Ten Travel Guides apps with more to follow in 2011.
- › Penguin continued to invest to transform its internal publishing processes onto Pearson-wide digital platforms, enabling faster product development and more efficient creation and re-use of content.

Publishing performance highlights in 2010 include:

- › Penguin performed strongly in the US with a broad range of number one bestsellers from repeat authors such as Charlaine Harris, Nora Roberts, Tom Clancy, Ken Follett and Patricia Cornwell.



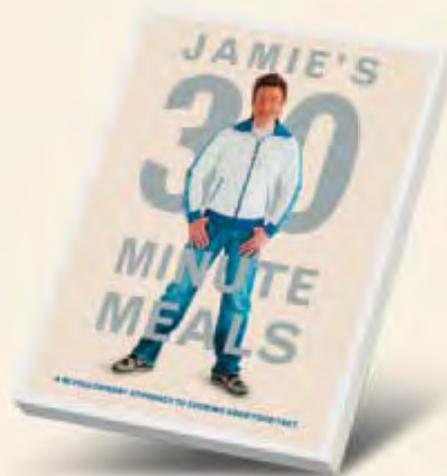
- › Kathryn Stockett's *The Help* stayed on the *New York Times* bestseller list for the whole of 2010 and has sold more than three million copies to date.



JAMIE OLIVER

The UK's biggest selling non-fiction title of the last decade

Jamie Oliver's *30 Minute Meals* sold 1.2 million copies to become the UK's biggest selling hardback non-fiction title of the last decade.



Consumer Publishing: Penguin continued

Publishing performance highlights continued:

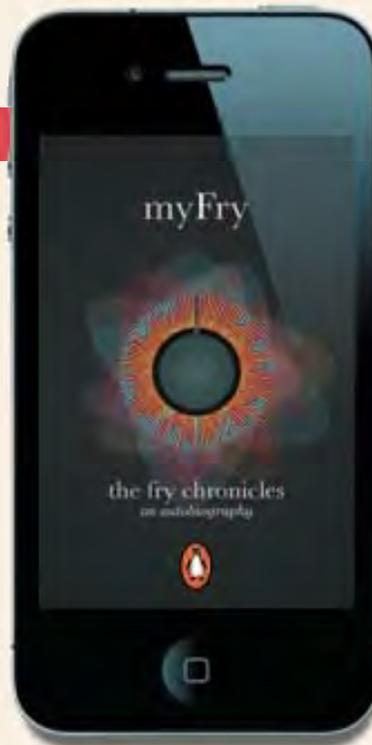
- › Our outstanding performance in the UK, resulting in our market share rising two percentage points to 10%, was led by Jamie Oliver's *30 Minute Meals*. It sold 1.2 million copies to become the UK's biggest selling non-fiction title of the last decade. Major bestsellers included Stephen Fry's *The Fry Chronicles*, Kathryn Stockett's *The Help*, and *The History of the World in 100 Objects* (published in partnership with the BBC and the British Museum), as well as the Percy Jackson and *Diary of a Wimpy Kid* series.
- › DK produced a very good year thanks in part to its top-performing franchise LEGO (*Lego Star Wars Visual Dictionary* was on the *New York Times* bestseller list for the whole of 2010 with 18 weeks at number one). Other bestselling titles included *The Masterchef Cookbook*, *Complete Human Body* and *Natural History*. DK continues to benefit from the organisation changes made in 2009 as well as the ongoing development of its publishing centre in India.
- › Penguin Children's had an excellent year in the US, with Penguin Young Readers Group achieving a record 39 *New York Times* bestsellers, and in the UK, where we reclaimed our position as the number one children's publisher with significant market share gains.
- › In 2011, we will publish books from some of our leading authors including, in the US, Patricia Cornwell, Sue Grafton, Charlaine Harris, Nora Roberts, Henry Kissinger, Betty White, Richelle Mead, John Grisham and Eric Carle; and, in the UK, Jamie Oliver, Stephen Fry, Rob Brydon, Jeff Kinney, Rick Riordan and David Almond.



THE FRY CHRONICLES

Number one in five categories

Stephen Fry's *The Fry Chronicles* made publishing history as the first title to hit number one in five categories: hardback, eBook, enhanced eBook with videos featuring the author, audio book and an innovative app that allows readers to delve in and out of the book by topic.



Other financial information

Net finance costs

£ millions	2010	2009
Net interest payable	(73)	(86)
Finance costs in respect of retirement benefit plans	(12)	(12)
Net finance costs reflected in adjusted earnings	(85)	(98)
Other net finance income	12	2
Total net finance costs	(73)	(96)

Net finance costs reported in our adjusted earnings comprise net interest payable and net finance costs relating to retirement benefit plans.

After excluding discontinued businesses, net interest payable in 2010 was £73m, down from £86m in 2009. Although our fixed rate policy reduces the impact of changes in market interest rates, we were still able to benefit from a fall in average US dollar and sterling interest rates during the year. Year-on-year, average three month LIBOR (weighted for the Group's net borrowings in US dollars and sterling at each year end) fell by 0.3% to 0.4%. This reduction in floating market interest rates drove the Group's lower interest charge. However, the low rates on deposited funds coupled with the impact on the calculation of significantly lower net debt, created an increase in the Group's average net interest payable of 5.3% to 7.9%. The Group's average net debt fell by £681m, reflecting the impact of the Interactive Data disposal.

Finance charges relating to post-retirement plans were £12m in both 2010 and 2009. Also included in the statutory definition of net finance costs are foreign exchange and other gains and losses. These are excluded from adjusted earnings as they represent short-term fluctuations in market value and are subject to significant volatility. These other gains and losses may not be realised in due course as it is normally the intention to hold the related instruments to maturity. In 2010 the total of these items excluded from adjusted earnings was a profit of £12m compared to a profit of £2m in 2009.

Funding position and liquid resources

The Group finances its operations by a mixture of cash flows from operations, short-term borrowings from banks and commercial paper markets, and longer-term loans from banks and capital markets. Our objective is to secure continuity of funding at a reasonable cost from diverse sources and with varying maturities. The Group does not use off-balance sheet special purpose entities as a source of liquidity or for any other financing purposes.

The net debt position of the Group is set out below.

£ millions	2010	2009
Cash and cash equivalents	1,736	750
Marketable securities	12	63
Net derivative assets	134	103
Bonds	(2,226)	(1,923)
Bank loans and overdrafts	(73)	(70)
Finance leases	(13)	(15)
Net debt	(430)	(1,092)

The main contributor to the change in the Group's net debt is the increase in cash balances due primarily to the Interactive Data disposal in July 2010 and strong cash collection at the end of 2010. Reflecting the geographical and currency split of our business, a large proportion of our debt is denominated in US dollars (see note 19 for our policy). The weakening of sterling against the US dollar during 2010 (from \$1.61 to \$1.57:£1) slightly increased our reported net debt.

The Group's credit ratings remained unchanged during the year. The long-term ratings are Baa1 from Moody's and BBB+ from Standard & Poor's, and the short-term ratings are P2 and A2 respectively. The Group's policy is to strive to maintain a rating of Baa1/BBB+ over the long term.

In May 2010, the Group accessed the capital markets, raising \$350m through the sale of notes maturing in 2016 and bearing interest at 4%. Of the \$350m issued, \$300m was swapped to floating rate to conform with the policy described in note 19. The proceeds were used to fund the Group's working capital requirements.

Other financial information continued

In November 2010, the Group negotiated a new \$1,750m committed revolving credit facility which matures in November 2015. At 31 December 2010 this facility was undrawn. The facility is intended to be used for short-term drawings and providing refinancing capabilities, including acting as a back-up for our US commercial paper programme. This programme is primarily used to finance our US working capital requirements, in particular our US educational businesses which have a peak borrowing requirement in July. At 31 December 2010, no commercial paper was outstanding.

The Group also maintains other committed and uncommitted facilities to finance short-term working capital requirements in the ordinary course of business.

Further details of the Group's approach to the management of financial risks are set out in note 19 to the financial statements.

Taxation

The effective tax rate on adjusted earnings in 2010 was 25.2% which compares to an effective rate of 25.5% for 2009. Our overseas profits, which arise mainly in the US, are largely subject to tax at higher rates than the UK corporation tax rate (which had an effective statutory rate of 28% in 2010 and in 2009). These higher tax rates were offset by amortisation-related tax deductions and the utilisation of previously unrecognised operating tax losses and credits.

The reported tax charge on a statutory basis was £146m (21.8%) compared to a charge of £146m (27.9%) in 2009. The reduction in the statutory rate is largely due to the recognition of tax losses and credits in the year including pre-acquisition and capital losses that were utilised in connection with the Interactive Data sale. The tax charge relating to that sale in July 2010 is included in the loss on discontinued businesses. Tax paid in 2010 was £335m compared to £103m in 2009 and includes £250m relating to the Interactive Data sale.

Discontinued operations

On 29 July 2010, Pearson's 61% share in Interactive Data Corporation was sold to Silver Lake and Warburg Pincus for \$2bn. The results of Interactive Data have been included as discontinued operations in these financial statements. Interactive Data's adjusted operating profit for the seven months to the date of sale was £81m compared to a full year contribution in 2009 of £148m. Also included in discontinued operations in 2010 is the gain on sale of Interactive Data of £1,037m and the attributable tax charge of £306m. The total profit from discontinued operations after taking account of the above items, intangible amortisation, interest and related tax was £776m in 2010 compared to £85m in 2009.

Segmental analysis

During the course of 2010, a number of minor changes to management responsibilities in certain countries were made which have affected reported 2010 segmental numbers in Penguin, North American Education and International Education. The amounts concerned have no impact on the Group as a whole and have been treated as portfolio changes in 2010 for the purposes of calculating growth rates. The 2009 figures have not been restated as the amounts are not considered to be significant. The effect of these changes in the 2010 financial statements has been to reduce the sales and profits at Penguin by £41m and £12m respectively, to increase sales and profits at International Education by £52m and £3m respectively and to reduce sales by £11m and increase profits by £9m in the North American Education segment.

Non-controlling interest

The non-controlling interest in the income statement comprises mainly the publicly-held share of Interactive Data for the period to disposal in July 2010. There are also non-controlling interests in the Group's businesses in South Africa, Nigeria, China and India although none of these are material to the Group numbers. The non-controlling interest in the Group's newly acquired Brazilian business, Sistema Educacional Brasileiro (SEB), is expected to be bought out in the first half of 2011.

Other comprehensive income

Included in other comprehensive income are the net exchange differences on translation of foreign operations. The gain on translation of £173m in 2010 compares to a loss in 2009 of £388m and is principally due to movements in the US dollar. A significant proportion of the Group's operations are based in the US and the US dollar weakened in 2009 from an opening rate of £1:\$1.44 to a closing rate at the end of that year of £1:\$1.61. At the end of 2010 the US dollar had strengthened slightly in comparison to the opening rate moving from £1:\$1.61 to £1:\$1.57.

Also included in other comprehensive income in 2010 is an actuarial gain of £71m in relation to post retirement plans. This gain largely arises from improved asset returns for the UK Group pension plan and compares to an actuarial loss in 2009 of £302m. The 2009 loss arose as the assumptions relating to inflation, mortality and the discount rate used in the actuarial valuation all contributed to an increase in the value of liabilities.

Dividends

The dividend accounted for in our 2010 financial statements totalling £292m represents the final dividend in respect of 2009 (23.3p) and the interim dividend for 2010 (13.0p). We are proposing a final dividend for 2010 of 25.7p, bringing the total paid and payable in respect of 2010 to 38.7p, a 9.0% increase on 2009. This final 2010 dividend was approved by the board in February 2011, is subject to approval at the forthcoming AGM and will be charged against 2011 profits. For 2010 the dividend is covered 2.0 times by adjusted earnings.

We seek to maintain a balance between the requirements of our shareholders for a rising stream of dividend income and the reinvestment opportunities which we identify around the Group and through acquisitions. The board expects to raise the dividend above inflation, more in line with earnings growth, thereby maintaining dividend cover at around two times earnings in the long term.

Pensions

Pearson operates a variety of pension plans. Our UK Group plan has by far the largest defined benefit section. We have some smaller defined benefit sections in the US and Canada but, outside the UK, most of our companies operate defined contribution plans.

The income statement expense for defined benefit plans is determined using annually derived assumptions as to discount rates, investment returns and salary inflation, based on prevailing conditions at the start of the year. The assumptions for 2010 are disclosed in note 25 to our accounts, along with the year-end surpluses and deficits in our defined benefit plans.

The charge to profit in respect of worldwide pensions and post-retirement benefits for continuing operations amounted to £102m in 2010 (2009: £90m) of which a charge of £90m (2009: £78m) was reported in operating profit and the net finance cost of £12m (2009: £12m) was reported against net finance costs.

The overall deficit on the UK Group plan of £189m at the end of 2009 has become a deficit of £5m at 31 December 2010. This decrease is principally due to an increased level of contributions in the year together with improved asset performance. In total our worldwide deficit in respect of pensions and post retirement benefits fell from a deficit of £339m in 2009 to a deficit of £148m at the end of 2010.

Acquisitions

On 17 June 2010 the Group acquired Melorio plc, one of the UK's leading vocational training groups for £98m.

On 22 July 2010 the Group announced that it had entered into an agreement to purchase the learning systems business of Sistema Educacional Brasileiro (SEB) one of Brazil's leading education companies for approximately \$517m. The agreement provided for the acquisition of the business in two tranches – the first of these tranches representing 69% of the business was acquired on 1 September 2010 for \$357m and the remaining tranche is expected to be acquired in the first half of 2011.

Other financial information continued

On 19 August 2010 the Group completed the acquisition of Wall Street Institute Education S.a.r.l. (WSI) for \$101m. WSI provides spoken English training for adults through a combination of web-based content, classroom instruction and digital and printed materials.

The acquisition of America's Choice, a provider of educational solutions for states and school districts in the US, was completed on 7 September 2010 for \$101m.

The Group also completed the acquisition of Medley Global Advisors LLC and various other smaller acquisitions in the year. Although the Group has announced the acquisition of CTI Education Group and the increased stake in TutorVista, these transactions did not complete until 2011.

Net cash consideration for all acquisitions made in the year ended 31 December 2010 was £535m and provisional goodwill recognised was £288m.

In total, acquisitions completed in the year contributed an additional £84m of sales and £6m of operating profit.

Return on invested capital (ROIC)

Our ROIC is calculated as total adjusted operating profit less cash tax, expressed as a percentage of average gross invested capital. ROIC increased by 1.4 percentage points from 8.9% in 2009 to 10.3% in 2010. Improved profit performance and a reduction in working capital were the main drivers behind the increase. Although cash tax rates were low in 2010 we expect an increase in tax payments in 2011 as US tax losses are now fully utilised.

Capital expenditure

Net capital expenditure in the year on property, plant equipment and software amounted to £144m. The analysis of capital expenditure and details of capital commitments are shown in notes 10, 11 and 33 of the financial statements.

Related party transactions

Transactions with related parties are shown in note 34 of the financial statements.

Post balance sheet events

On 22 November 2010, the Group announced the proposed acquisition of a 75% stake in CTI Education Group, a leading South African education company for £31m. As at the end of December 2010 this acquisition had not been completed but is expected to complete in the first half of 2011.

On 18 January 2011, the Group announced that it had agreed to increase its shareholding in TutorVista, the Bangalore based tutoring services company, to a controlling 76% stake for a consideration of \$127m.

On 7 March 2011, the Group and Education Development International plc (EDI) announced that they had reached agreement on the terms of a recommended cash offer to be made by Pearson for the entire issued share capital of EDI. The offer values EDI at approximately £112.7m. EDI is a leading provider of education and training qualifications and assessment services, with a strong reputation for the use of information technology to administer learning programmes and deliver on-screen assessments.

Supplier payment policy

Operating companies are responsible for agreeing the terms and conditions under which business transactions with their suppliers are conducted. These supplier payment terms vary by operating company reflecting the different industries and countries in which they operate. It is company policy that suppliers are aware of such terms of payment and that payments to them are made in accordance with these, provided that the supplier is also complying with all the relevant terms and conditions. Group trade creditors at 31 December 2010 were equivalent to approximately 30 days of purchases during the year ended on that date. The company does not have any significant trade creditors and therefore is unable to disclose average supplier payment terms.

Principal risks and uncertainties

Our principal risks and uncertainties are outlined below. These are the most significant risks that may adversely affect our business strategy, financial position or future performance. The risk assessment process evaluates the probability of the risk materialising and the financial or strategic impact of the risk. Those risks which have a strong probability and significant impact on strategy, reputation or operations or a financial impact greater than £40 million are identified as principal risks. The risk assessment and reporting criteria are designed to provide the board with a consistent, Group-wide perspective of the key risks. The reports to the board, which are submitted every six months, include an assessment of the probability and impact of risks materialising, as well as risk mitigation initiatives and their effectiveness.

We conduct regular risk reviews to identify risk factors which may affect our business and financial performance and to assist management in prioritising their response to those risks. Our Group internal audit function facilitates risk reviews with each business, shared service operations and corporate functions, identifying measures and controls to mitigate these risks. These reviews are designed so that the different businesses are able to tailor and adapt their risk

management processes to suit their specific circumstances. Management is responsible for considering and executing the appropriate action to mitigate these risks whenever possible. It is not possible to identify every risk that could affect our businesses, and the actions taken to mitigate the risks described below cannot provide absolute assurance that a risk will not materialise and/or adversely affect our business or financial performance.

In addition to the principal risks described here, further information on other risks and how they are addressed can be found on pages 172 and 173.

Principal risks and uncertainties continued

Principal risks	Mitigating factors
Our education, business information and book publishing businesses will be impacted by the rate of and state of technological change, including the digital evolution and other disruptive technologies.	We are transforming our products and services for the digital environment along with managing our print inventories. Our content is being adapted to new technologies across our businesses and is priced to drive demand. We develop new distribution channels by adapting our product offering and investing in new formats. We are actively monitoring contraction in the consumer book market to minimise the downturn of bankruptcy.
Investment returns outside our traditional core US and UK markets may be lower than anticipated.	We draw on our experience of developing businesses outside our core markets and our existing international infrastructure to manage specific country risks. We have strengthened our financial control and managerial resources in these markets to manage expansion. The diversification of our international portfolio, and relative size of 'emerging markets' in relation to the Group, further minimises the effect any one territory could have on the overall Group results.
Our US educational solutions and assessment businesses may be adversely affected by changes in state and local educational funding resulting from either general economic conditions, changes in government educational funding, programs, policy decisions, legislation at both at the federal and state level and/or changes in the state procurement processes.	We actively monitor changes through participation in advisory boards and representation on standard setting committees. Our customer relationship teams have detailed knowledge of each state market. We are investing in new and innovative ways to expand and combine our product and services to provide a superior customer offering when compared to our competitors, thereby reducing our reliance on any particular funding stream in the US market. We work through our own government relations team and our industry trade associations including the Association of American Publishers. We are also monitoring municipal funding and the impact on our education receivables.

Principal risks	Mitigating factors
A control breakdown or service failure in our school assessment businesses could result in financial loss and reputational damage.	We seek to minimise the risk of a breakdown in our student marking with the use of robust quality assurance procedures and controls and oversight of contract performance, combined with our investment in technology, project management and skills development of our people.
Our reported earnings and cash flows may be adversely affected by changes in our pension costs and funding requirements.	We review our funding arrangements every three years and will take steps to ensure pension funding plans are sufficient to meet future liabilities without unduly affecting the development of the company.
Our intellectual property and proprietary rights may not be adequately protected under current laws in some jurisdictions and that may adversely affect our results and our ability to grow.	We seek to mitigate this type of risk through general vigilance, co-operation with other publishers and trade associations, advances in technology, as well as recourse to law as necessary. Data rights management standards and monitoring programmes have been developed. We have established a piracy task force to identify weaknesses and remediate breaches. We monitor activities and regulations in each market and take legal action where necessary.
A major data privacy breach may cause reputational damage to our brands and financial loss.	Through our global security office under the direction of our Chief Security Officer, we have established various data privacy and security programmes. We constantly test and re-evaluate our data security procedures and controls across all our businesses with the aim of ensuring personal data is secured and we comply with relevant legislation and contractual requirements. We regularly monitor regulation changes to assess impact on existing processes and programmes.
Operational disruption to our business caused by our third party providers, a major disaster and/or external threats could restrict our ability to supply products and services to our customers.	We have developed business continuity arrangements, including IT disaster recovery plans and back-up delivery systems, to minimise any business disruption in the event of a major disaster. The governance structure, overseen by a global coordinator, provides the capability to centrally monitor all related activities. Full contingency plans have been completed for all high and medium risk locations and are updated on a regular basis. Insurance coverage may minimise any losses in certain circumstances.

Our impact on society

Our premise is that being responsible is fundamental to our success as a company.



Robin Freestone Chief financial officer

Pearson is a company with a strong sense of purpose. As Marjorie sets out in her strategy review, it is to help people get on in their lives through learning. (We are 'Always learning', as the tagline says.)

That's a social purpose. It sets the stage for our approach to responsible business – and shines a spotlight on the deep connection between strategy and responsibility.

Our premise is that being responsible is fundamental to our success as a company. There's nothing new about that: our heritage draws on Weetman Pearson, who more than a century ago had a reputation as one of the most enlightened employers of his time.

Building and maintaining trust remains essential to our business; we recognise that many people – our shareholders, customers, employees, suppliers and communities – have high expectations of us. We welcome those expectations, and intend to live up to them. By being clear about our strategy, setting objectives and targets, we build and sustain that trust.

This past year, we've made some important progress in the way that we manage our responsibility to the communities we work in. We've formed a corporate responsibility steering group, bringing together senior business leaders to oversee the development of our

strategy and the implementation of our plans. We have for the first time appointed a senior executive to lead that work across the company. And we've begun to develop a clear framework to articulate our goals and guide our activities. We intend to use this framework as the basis for our reporting, so it's worth setting out the major elements:

1. We start with our corporate strategy and purpose: to be the world's leading learning company and to help people make progress in their lives.
2. We focus on three key issues of social and economic importance, where we believe Pearson has a unique role to play. These are literacy, efficacy and competitiveness.
3. In addition to those key Pearson-specific issues, we have a wide agenda for responsible business activities that covers a range of disciplines from environmental sustainability to supply chain management to diversity policies to the work of the Pearson Foundation.
4. And we recognise that any definition of 'responsible business' is built on and contributes to our company culture, values and behaviour.

In addition to refining our overall approach, I'm pleased to report that we have continued to expand the reach and impact of the many activities that fall under our broad definition of 'responsible business'. We summarise a sample of them in this report; we hope that you enjoy reading about them as much as we enjoy and value being actively engaged in them.

We've been honoured this year to receive many awards for our approach to responsibility. But we want to do more, and better. So we always welcome comments, observations and suggestions about this aspect of Pearson – just as we do about all the company's activities. So please feel free to contact me at robin.freestone@pearson.com or Peter Hughes, our new head of corporate responsibility, at peter.hughes@pearson.com

Robin Freestone Chief financial officer
(and Board member responsible for corporate responsibility)

Overview

As thinking develops about what 'responsible businesses' do, Pearson is constantly assessing and reassessing the opportunities and challenges of responsible business practice. Public and private sector customers regularly seek information from us about how we go about our business, while many consumers and employees want to understand our approach to sustainability. Socially responsible investors and non-governmental organisations look at issues such as supply chain standards and ethics. Our approach is informed by the priorities and views of our many stakeholders.

Wherever we operate in the world, our businesses and people pursue a common purpose: to help people of all ages to progress through their lives through learning. Our financial and commercial success sustains us, providing the means to invest and innovate to deliver on that goal.

Although our purpose is deliberately broad and we contribute to learning in many forms, we are focusing much of our activity and reporting on three priority issues.

OUR THREE PRIORITY ISSUES

- 1 **Raising literacy levels**, the foundation both for learning and reading for pleasure.
- 2 **Improving learning outcomes**, for learners, teachers, their education institutions and for policymakers. We aim to create education programmes that have a demonstrable impact on student learning and institutional effectiveness. We believe that will be a source both of educational and competitive advantage.
- 3 **Contributing to competitiveness**, supporting both personal success and wider economic growth.

In pursuing these goals, there are several key aspects of our business strategy that influence our approach and priorities for corporate responsibility.

They include:

- › **International** As detailed elsewhere in this report, we are making significant investments to build Pearson's business in new markets, particularly in the developing world.
- › **Digital** Our strategy includes a deliberate and significant shift from print to digital media. Over time, that changes the environmental footprint of our business and offers opportunities to enhance accessibility to our content and services.
- › **Partnership** We aim to extend our reach and impact by working with partners in the public, private and not-for-profit sectors, through our operating companies and, most notably, through the Pearson Foundation.

RAISING LITERACY LEVELS

Through our products and partnerships, we aim to play a part in raising literacy levels, helping people to learn to read and to enjoy reading.

One in five adults – or nearly 800 million people – cannot read. But that gift of reading has a profound influence on modern life: from how we perform at school to the kind of job we can find to our participation in society and our local community. All depend, to a very large degree, on literacy.

For a business built on the premise that people want to read, learn and enjoy doing it, we have a keen interest in doing all we can to nurture enthusiastic readers.

Our approach

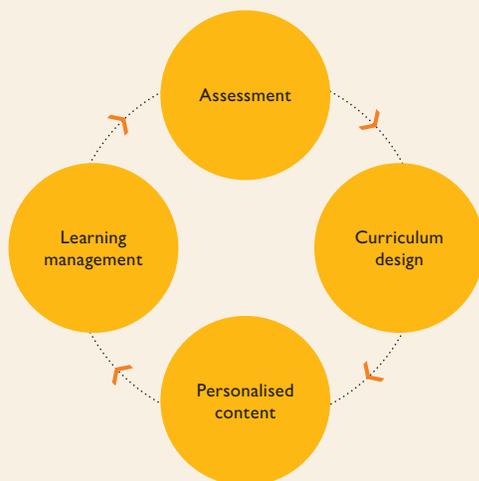
We play a part in three main ways:

- › For many, the first story that they read or that is read aloud to them will be one of our titles.
- › Our reading programmes – both print and digital – are found in classrooms the world over.
- › We run projects and campaigns, often through the Pearson Foundation, that encourage reading and promote literacy.

Our impact on society continued

Reading in the classroom

We have a full suite of print and digital services designed to help students to learn to read. These reflect our belief in a virtuous circle of learning where digital technology empowers teachers to assess students, identify their learning needs, develop methods for personalised learning, and constantly monitor progress.



Case study: Reading Street

Reading Street is on the front line of improving student reading skills in thousands of schools in every state in the United States. As part of our commitment to independent research, recent findings by Gatti Evaluation showed that kindergarten and first-grade students using Reading Street gained between 46 and 48 percentiles in reading skills, including significant gains in comprehension and vocabulary. Reading Street, available as a print, blended or fully digital programme, combines instruction and embedded assessment with videos, animation, activities, songs and audio. It is designed to allow teachers to personalise instruction for every child.

www.readingstreet.com



Sometimes students need extra help. We have developed research-based programmes proven to lead to greater student success for those falling behind.

Case study: SuccessMaker

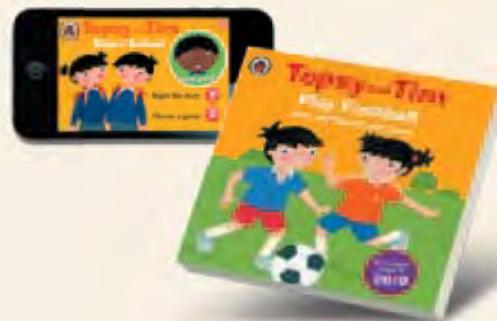
SuccessMaker is a digitally driven set of courses tailored to the needs of the individual learner that supplements regular classroom reading and mathematics instruction. It combines one-on-one instruction, fun ways to engage and involve students and progress reporting for the teacher to aid timely intervention. From its initial development 30 years ago, through to ongoing improvement of the product usability and efficacy testing, the research that went into SuccessMaker constitutes the biggest ongoing research effort to date for any of our digital products. www.successmaker.com

Reading in the home

Children need access to quality and fun ways to read. Our Penguin Young Readers – Puffin, Frederick Warne and Ladybird books – all provide plenty of options.

Case study: Ladybird Books

For millions of people the world over, Ladybird books are known and loved. As the most recognisable brand in children's books, they play an essential role in helping kids to learn to read and to discover the magic of books. Ladybird today offers its widest ever range of formats and styles from birth to eight years old. Ladybird's award-winning baby range is informed by the latest research relating to how babies learn and respond. The toddler list uses rhyme, stories and songs in interactive formats to give children a head start in learning.



Partnering with others to encourage reading

When parents read aloud to their children, they can have a significant impact on their vocabulary and language development. We work with others to encourage that kind of shared reading. For example, Jumpstart's Read for the Record™, our flagship nationwide campaign to promote reading in the United States run with the Pearson Foundation, again set a new world record for the largest shared reading experience on a single day, involving over two million people. For the first time, we were able to provide the opportunity to help people set the record online for free at www.wegivebooks.org. Created by Penguin and the Pearson Foundation, We Give Books is a digital reading initiative that allows anyone who reads a free book online to donate a book to a literacy project of their choice. In conjunction with this year's Read for the Record campaign, We Give Books also donated more than 200,000 copies of *The Snowy Day* to young people.

2 IMPROVING LEARNING OUTCOMES

Pearson's transition from textbook publisher to education technology and service provider is a major strategic opportunity. Where we once sold products to education institutions, we now also provide services to help them and their students succeed. That means we are becoming more directly involved in the process of learning, and more accountable for outcomes.

We are devoting significant resources to improving student success and institutional effectiveness by:

- › Ensuring that our own education programmes are developed and assessed for quality, efficacy and usability. Our usability lab allows Pearson's instructional design teams and researchers to develop and improve our programmes. Building on this approach, we opened the Pearson iDEA Innovation Centre, a digital laboratory focused on user-centred design, software usability testing, and efficacy research for use by the business globally.

Case study: Pearson North America

A distinguishing characteristic for us is our ongoing significant investment in research and efficacy. We are the only educational instruction provider to consistently employ randomised control trials – the gold standard in research – to determine the effectiveness of our curricula in the classroom and to evaluate the impact on student learning. We commission independent third-party research firms to work with school districts across the US to conduct these efficacy studies that use the same rigorous scientific model that the Department of Education's What Works Clearinghouse requires.

Case study: MyLabs

The MyLabs – our digital learning, homework and assessment programmes – grew by 33% to eight million students registered in 2010. Evaluation studies show the efficacy of the model. For MyMathLab, institutions across the United States are reporting pass-rate increases of 30% to 40% and at less cost to the institution than traditional courses.



Our impact on society continued

- › **Helping close achievement gaps for individual learners and schools.** Pearson is investing in new models of education to help turn around failing schools and districts by helping make fundamental changes and sustain improvements for the long term. We draw on Pearson's research base and proven resources – including curriculum, assessment, technology, and teacher professional development products and services.

Case study: America's Choice

Building on our existing school improvement service in the United States, the acquisition of America's Choice significantly extends our reach. The America's Choice system – instruction, professional development, assessment, leadership development, coaching and ongoing consulting services – is designed to help transform whole schools where students are having difficulty meeting state standards across multiple subjects. Our services are applied in more than 2,000 schools in 38 states. For example, after one year of working with the lowest-performing elementary schools in Arkansas, students from America's Choice schools outpaced state gains in proficiency in both literacy and mathematics.



- › **Supporting teacher education and development.** We work with teachers to improve teaching effectiveness with content and services that shape teachers from their earliest undergraduate experiences up to and throughout their teaching careers.

Case study: Great Colombian Teachers

The Great Colombian Teachers initiative aims to provide academic support and recognition to English language teachers in Colombia. The initiative is based on open-source content management software, providing the means for teachers to contribute and share their thoughts and ideas.

- › **Helping share what works between education policymakers.** Active in education in more than 70 countries, Pearson helps to bring together education leaders to share experiences and best practice. One example is Strong Performers and Successful Reformers in Education, a Pearson Foundation partnership with the Organisation for Economic Co-operation and Development (OECD). We commissioned an investigative video series documenting policies and programmes that local education leaders credit with improving student achievement.

www.pearsonfoundation.org.oecd/

3 CONTRIBUTING TO COMPETITIVENESS

The connection between education and long-term economic growth is well-documented and increasingly well understood.

- › **Helping individuals get ready for work.** Securing a professional or vocational qualification is an important factor in getting a job. We create and administer millions of admissions tests, certifications, vocational assessments and general qualifications including:

BTEC, the vocational qualification recognised by schools, colleges, universities, employers and professional bodies across the United Kingdom and in over 100 countries worldwide.

Graduate Management Admission Test (GMAT), the leading test for entrance to business schools and management programmes worldwide.

NCLEX Nursing examination, required to obtain a licence necessary to apply for work as a nurse in the United States.

CTI Education Group, one of the leading private higher education groups in South Africa, serving more than 9,000 students.

Case study: BTEC increasing earning potential

London Economics research commissioned by Pearson found that achieving a BTEC National can increase the lifetime earnings of an individual by up to £92,000, while a BTEC First can increase lifetime earnings by up to £42,000.

Doing informed business. The FT Group is the leading provider of essential information, insight and analysis to the global business and opinion-forming community. Access to trusted and informed information is the basis on which businesses make effective decisions. The FT plays a unique global role in providing that information.

Case study: FT Tilt

The Financial Times has launched FT Tilt, a premium online financial news and analysis service focused exclusively on the emerging world. It serves finance professionals who have a direct interest in Latin America, Africa, the Middle East, South and East Asia, Russia and Eastern Europe and business professionals who need a deeper understanding of these fast-growing regions.



RESPONSIBLE BUSINESS PRACTICE

We believe Pearson has a unique opportunity to make a positive impact in those three focus areas – literacy, efficacy and competitiveness.

In addition, we adopt a broad and holistic definition of 'responsible business' that captures a series of priorities that are common across many industries and individual companies. These include commitments to:

- › deliver against stakeholder expectations on the key area of climate change and to seek to make better use of resources;
- › extend our principles on labour standards, human rights and environmental responsibility to include our suppliers and business partners;
- › ensure that our products and services are appropriate in content to the age and location of the student and are safe to use;
- › provide a safe, healthy workplace, where our employees are able to realise their own individual potential and aspirations and where there is respect for their privacy, dignity and life outside work;
- › provide opportunities for Pearson people to be good citizens and to get involved in their local communities.

Responsible business practice cuts across all aspects of our company and our focus is to integrate this into the way we manage our businesses.

Highlights of our activities in 2010 include:

Environment: A focus on climate change

A particular focus for us is climate change, as one of the most serious issues facing the planet. Minimising our own environmental impact is not only the right thing to do; it is fundamental to our future as a sustainable business.

Our climate neutral commitment has helped us to achieve three times the level of carbon reduction we were previously reporting. It has also helped us do new things, such as to start to invest in renewable energy generation – both wind and solar – at our sites.

- › Pearson was named as a 2010 Green Power Leadership Award winner by the US Environmental Protection Agency. We offset 100% of the energy we use in North America by purchasing wind power credits.

Our impact on society continued

- › Pearson businesses in the UK achieved Carbon Trust Standard accreditation, which recognises organisations for real carbon reduction.
- › Work started on our second solar energy project at our Distribution Centre in New Jersey. It is among the largest company-owned single roof solar installations in the world.
- › We established the Pearson/FT Rainforest in Costa Rica to offset emissions we could not eliminate through other means.
- › CO₂ emissions relating to our US Sales car fleet were reduced by 20% since 2007 by moving to more efficient vehicles and introducing over 200 hybrids.
- › Penguin was recognised in the Forest Stewardship Council (FSC) Global Partner Awards for outstanding achievement in promoting the FSC brand worldwide.
- › *The Financial Times* has reduced the volume of newsprint it uses by 25% over the past two years, primarily by reducing the base weight of paper used.
- › As part of a three-year environmental plan, the production department of Pearson International surveyed all printers and binders whose turnover with Pearson exceeded £100k.

Our customers, our people and our communities Highlights in 2010 include:

- › The Pearson Foundation launched The Million Voice project to improve education by listening to students. With the support of thousands of schools and communities from across the US, the project aims to capture the perspectives of one million students in grades 6–12.
- › Pearson continued with its programme of Student Advisory Boards in the US and the UK. Members of the Boards provide input to Pearson in return for mentoring and internships.
- › Pearson hosted a debate on what represents good corporate citizenship in a 21st century media organisation. The event was run in partnership with JustMeans, the online social media platform, and made available to its 70,000 members.
- › Our first site in the UK has been accredited against ISO 18001, the international health and safety management standard.
- › Pearson was again named joint winner of the FTSE Executive Women Award by Opportunity Now.
- › Pearson in the US was named one of the top 100 employers by *Working Mother* magazine and by The Human Rights Campaign, which campaigns for equal rights for lesbian, gay, bisexual and transgender citizens.
- › *The Financial Times* seasonal appeal raised \$1.6 million on behalf of Action Against Hunger/ACF International, to help fight child malnutrition and its causes.
- › Pearson VUE helped to bring over 550 Insurance Jobs to Twin Falls, Idaho. To secure the jobs, Pearson VUE helped to deliver nearly 900 insurance licensure exams and follow up background checks in less than 30 days.
- › Penguin Group held its second global walk involving more than 1,000 employees. Walkers raised funds for a national charity of their choice including the Nature Conservancy's Plant a Billion Trees campaign in the US and Save the Kiwi in New Zealand.
- › A new partnership between the Global Fund and Penguin saw 50% of the profits from the new (Penguin Classics)RED series go towards the fight to eliminate AIDS in Africa.

Each of these areas is underpinned by measures of performance.

Indicators of responsible business performance

Our responsible business priorities	Aim	Progress			
		2010	2009	2008	2007
Environment	Maintain percentage of electricity we use from renewable sources at over 75% of total (measured in Mwh)	Yes 170,700 ¹	Yes 170,229	N/A 3,255	N/A 2,594
	Maintain commitment to climate neutrality –% of remaining emissions offset	100	100	0	0
Suppliers	Ensure our suppliers share our commitment to responsible business practice:				
	Number of significant global suppliers with material spend advised of Pearson commitment to UN Global Compact social responsibility principles	1,882	N/A ²	1,702	750
External benchmarks	Maintain our position in key indices of social responsibility:				
	Dow Jones Sustainability Indexes	Global Sector Leader	Global Sector Leader	Global Sector Leader	Global Sector Leader
	BITC Corporate Responsibility Index	Platinum (Retained)	Platinum (Retained)	Platinum (Sector Leader)	Platinum (Joint Sector Leader)
	Inclusion in FTSE4Good	Yes	Yes	Yes	Yes
Community	Grow our total community investment and maintain at 1% or more of operating profit	£13.1m (1.6%)	£10.5m (1.4%)	£7.7m (1.1%)	£7.2m (1.3%)

1. Final number subject to confirmation by separate environmental audit.
2. 2009 focus was on business continuity planning.

Values, principles, behaviour and governance

The bedrock of corporate responsibility is the culture of the company. We are defined by our values – in everything we do, we aspire to be brave, imaginative and decent.

In turn, our approach is underpinned by our code of conduct that covers, among other things, the environment, employees, individual conduct, community and society.

We make sure everyone is aware of and understands the code. Once a year, everyone working for Pearson gets a copy, either electronically or on paper, and is asked to read it; to confirm to the Pearson CEO that they have read it and understood it; and in doing so, to provide a check that the company complies with it. The code forms part of induction and an online training module is available. If anyone has concerns, these can

be raised with a line manager or through a free, confidential telephone line/website.

We are committed to making sure our people understand how we are doing as a company, including how world trends might affect both them and the businesses. This means providing comprehensive relevant information in a variety of ways – including regular presentations from senior executives – and consulting where appropriate so that we can learn and take into account the views of our people. We will always aim to seek the best candidate for a role: career progression will be without regard for race, gender, age, physical ability, religion or sexual orientation; and we will continue to monitor and benchmark our progress on diversity and inclusion, as well as providing opportunities for our people to benefit from our performance, such as through our WorldWide Save for Shares plan.

Our impact on society continued

Progress and plans

In 2009, we set out a series of plans for 2010 in the Annual Report covering our responsible business practice priorities. We report here on our progress against those plans.

Plan 2010	Progress	Plan 2011
Continue the Pearson summit at an event in London in 2010 to include a focus on ICT in education, a key concern for educators in the classroom and for administrators hoping to improve academic systems, assessments and reporting.	<p>✔ Achieved The third International Conference on Education was held in London in June 2010 welcoming education experts from around the world. The conference theme was how to learn from UK experience in adopting and applying digital technologies in support of teaching and student learning.</p>	Continue to help local education leaders from countries around the world to explore and apply what distinguishes strong performing educational systems through our ongoing support of the OECD and programmes such as the Pearson/CCSSO International Education Summit.
Continue to provide professional development for educators and administrators in Southern Africa and to integrate this programming with educational programming that is based on the Bridgeit model first introduced in Tanzania in 2009.	<p>✔ Achieved Pearson Southern Africa and the Pearson Foundation continued to develop and expand their innovative early-childhood professional development programme focusing on partnering local education bodies to deliver training in literacy, numeracy and childhood development for teachers in Kenya, Nigeria, South Africa as well as Tanzania.</p>	Expand our use of the latest mobile and digital technologies as we provide professional development for classroom teachers and administrators in local communities around the world through programmes such as Bridgeit and the Mobile Learning Institute.
Continue to develop our emerging leaders through international experience and support Pearson's needs in our developing markets.	<p>➤ Ongoing A third of participants in our various future leader and talent management programmes came from businesses outside of the US and the UK. A focus this year was on developing talent in Asia.</p>	2010 also saw the development and launch of a training module on ethical conduct. Our plan for 2011 is to further develop this through additional material, a train the trainers pack and an e-learning module.
Continue to show evidence of progress in retention of people with diverse backgrounds for both entry level and management positions by tracking the success of women, people from minority ethnic backgrounds and those with a disability within Pearson. Continue to develop programmes and relationships to attract talented people from the above groups into our business.	<p>➤ Ongoing 27% of Pearson top managers are female. Pearson was awarded the Opportunity Now FTSE Executive Women Award 2010 for employing the most female executives. Pearson in the US was recognised for the 10th time as one of 100 Best Employers for Working Mothers. The Pearson Diversity Summer Internship was recognised as a finalist in the 'Best Diversity within Work Experience Awards at the National Placement & Internship Awards 2011'. Pearson was included in the Human Rights Campaign Best Places to Work for lesbian, gay, bisexual and transgender employees.</p>	Continue to develop programmes and relationships that help attract and retain talented diverse people into our business and track our progress. Activities planned for 2011 include a contribution to the 'It Gets Better' video campaign launched by Penguin author Dan Savage.
Continue to develop our capacity to combine training opportunities for our staff with opportunities to partner with schools, colleges and not-for-profits.	<p>✔ Achieved We ran a company-wide award scheme to identify and celebrate exemplary commitments made by Pearson people getting involved in their local communities. For the first time, we took steps to formally invite our people to participate in specific projects managed by the Pearson Foundation.</p>	We aim to review how we approach, recognise and support our people when they volunteer in their local communities with a particular focus on schools and colleges

➤ Target ongoing

✔ Target achieved

Plan 2010	Progress	Plan 2011
Continue to expand and consolidate our network of environmental teams across our businesses.	✔ Achieved We now have 40 green teams involving over 300 people around the world.	Continue to develop and support our network of environmental teams across our businesses including launching a global award scheme to recognise the work of our environmental champions from across the business.
Maintain and extend our commitment to being a climate neutral company.	✔ Achieved Pearson extended its climate neutrality to cover existing businesses as at the end of 2009. We continue to invest in reducing our carbon footprint and to offset what we cannot eliminate by other means.	To maintain our commitment to being a climate neutral company in 2011.
Further development of the Planet Pearson website by Pearson staff.	➤ Ongoing New website developed; designed and piloted with its contents shaped by a global employee survey on environmental responsibility.	Launch new Planet Pearson website globally as part of a wider commitment to encouraging global collaboration.
Continuation of our programme to make our key buildings energy efficient.	✔ Achieved Our dedicated green capital funds invested in projects ranging from renewable energy generation from solar panels to lighting upgrades.	Continuation of our programme to make our key buildings energy efficient with a particular focus on on-site renewable energy generation.
Completing the ISO 14001 environmental management system for our business in Australia.	➤ Ongoing Good progress made towards preparing for accreditation.	Complete ISO 14001 certification in Australia and identify additional businesses to start the process in 2011.
Continue to work with industry partners to establish a methodology to assess the carbon footprint of a textbook. Establish a total carbon footprint identification initiative for our company.	➤ Ongoing As part of an industry group, we are supporting the development of a web tool to assess the carbon footprint of a book. We have also assessed the emissions relating to the paper purchased from suppliers in North America.	As part of an initiative to build a comprehensive global vendor relationship management system comprising a suite of online portals and data-marts, we will incorporate corporate responsibility metrics in vendor selection where appropriate.
Establish FSC chain of custody certification for our paper use in our North American businesses.	➤ Ongoing Process seeking accreditation started in 2010.	Complete FSC chain of custody certification for our paper use in our North American businesses.
Increase the impact on children and adults reached through literacy campaigns, focusing Booktime funds more strategically and rolling out Jumpstart's Read for the Record programme further internationally.	✔ Achieved Over one million free books were donated to schools and libraries under the Booktime programme, supported by materials for use by parents, teachers and in libraries. Through We Give Books – the international digital initiative launched in 2010 by the Penguin Group and the Pearson Foundation – we extended the reach of Read for the Record internationally.	Increase support for exemplary early-learning and literacy organisations and for the young people they serve through community campaigns such as Booktime and Read for the Record, and via We Give Books.
Increase the number of interventions we make to facilitate constructive debate on key contemporary issues.	✔ Achieved Two examples featured in this section are the London Economics research into the impact of BTEC qualifications on earning potential and the Pearson Foundation partnership with the OECD.	Continue to increase the number of interventions we make to facilitate constructive debate on key contemporary issues.
Launch the Pearson Prize in the US, identifying students currently in a two – or four-year college/university who are working on specific projects that support their institution and/or local communities, and providing a package of financial and in-kind support to help these students finish their college careers.	✔ Achieved Over 10,000 college students applied for the inaugural Pearson Prize. The 70 winners were selected based on their record of contributing to enriching college life.	Extend our support of young leaders making a difference inside and outside the classroom by continuing programmes such as the Pearson Prize and the international Pearson Fellowship for Social Innovation.

Board of directors

Chairman



Glen Moreno, †, chairman, aged 67, was appointed chairman of Pearson on 1 October 2005 and is chairman of the nomination committee. He was appointed deputy chairman of The Financial Reporting Council Limited in November 2010. He is also the senior independent director of Lloyds Banking Group plc as well as a non-executive director of Fidelity International Limited. He was previously the senior independent director of Man Group plc and acting chairman of UK Financial Investments Limited, the company set up by HM Treasury to manage the government's shareholdings in UK banks.

Executive directors



Marjorie Scardino, •, chief executive, aged 64, joined the Pearson board in January 1997. She trained and practised as a lawyer, and was chief executive of The Economist Group from 1993 until joining Pearson. She is also vice chairman of Nokia Corporation and on the boards of several charitable organisations. In 2010 she was named a fellow of the American Academy of Arts and Sciences.



Will Ethridge, chief executive, **Pearson North American Education**, aged 59, joined the Pearson board in May 2008, having held a number of senior positions within Pearson Education, including CEO of the International and Higher Education divisions. He is chairman of CourseSmart, a publishers' digital retail consortium and chairman of the Association of American Publishers.

Non-executive directors



David Arculus, *†, aged 64, is a non-executive director of Telefónica S.A. He is also chairman of Numis Corporation plc and in October 2010 was appointed chairman of Aldermore Bank plc. His previous roles include chairman of O₂ plc, Severn Trent plc and IPC Group, chief operating officer of United Business Media plc and group managing director of EMAP plc. He became a non-executive director of Pearson in February 2006 and is chairman of the remuneration committee.



Patrick Cescau, *†, aged 62, is the senior independent director of Tesco plc and a director of INSEAD, the Business School for the World. In September 2010, he joined the board of IAG, the International Consolidated Airlines Group, S.A. He was previously group chief executive of Unilever. He became a non-executive director of Pearson in April 2002 and senior independent director in April 2010.



Susan Fuhrman, *•, aged 66, is president of Teachers College at Columbia University, America's oldest and largest graduate school of education and president of the National Academy of Education. She was previously dean of the Graduate School of Education at the University of Pennsylvania and on the board of trustees of the Carnegie Foundation for the Advancement of Teaching. She became a non-executive director of Pearson in July 2004.



Rona Fairhead, chairman and chief executive of The Financial Times Group, aged 49, joined the Pearson board in June 2002 as chief financial officer. She was appointed chief executive of The Financial Times Group in June 2006 and became responsible for Pearson VUE in March 2008. From 1996 until 2001, she served as executive vice president, group control and strategy at ICI. She is also a non-executive director of HSBC Holdings plc and chairs the HSBC audit and risk committees. In December 2010 she was appointed as a non-executive director of The Cabinet Office.



Robin Freestone, chief financial officer, aged 52, joined Pearson in 2004 as deputy chief financial officer and became chief financial officer in June 2006, when he also joined the Pearson board. He was previously group financial controller of Amersham plc (now part of GE). He qualified as a chartered accountant with Touche Ross (now Deloitte). He is also a non-executive director and founder shareholder of eChem Limited.



John Makinson, chairman and chief executive of The Penguin Group, aged 56, joined the Pearson board in March 1996 and was finance director until June 2002. He was appointed chairman of The Penguin Group in May 2001. He is also chairman of The Royal National Theatre and trustee of the Institute for Public Policy Research.



Ken Hydon, *†• aged 66, is a non-executive director of Reckitt Benckiser Group plc, Royal Berkshire NHS Foundation Trust and Tesco plc. He was previously financial director of Vodafone Group plc and of subsidiaries of Racal Electronics. He became a non-executive director of Pearson in February 2006 and is chairman of the audit committee.

* A member of the audit committee.

† A member of the remuneration committee.

• A member of the nomination committee.

The members of the board as at 31 December 2010, together with their biographical details, are shown on these pages.

As a matter of board policy, Pearson shareholders have the opportunity to re-elect all board directors each year at the company's Annual General Meeting (this year, on 28 April 2011). The chairman believes that the contribution and performance of each of the directors continues to be valuable and effective and it is appropriate for them to continue to serve as directors of the company.

Details of directors' remuneration, interests and dealings in ordinary shares and options of the company are contained in the report on directors' remuneration on pages 63 to 86. Details of directors' service agreements can be found on pages 74 and 75.

Board governance

Corporate governance

Introduction

The Pearson board believes that good corporate governance supports good performance and the long-term development of strategy. It believes that robust, open board debate over major business issues brings a discipline to important decisions and adds a valuable and diverse set of external perspectives. The board believes that during 2010 the company was in full compliance with section 1 of the Combined Code 2008 (the Code) with the exception of its ratio of independent non-executive directors to executive directors. Following the resignation of Terry Burns and the untimely death of CK Prahalad in April last year, there was an imbalance of executive and non-executive directors on the board for a short period of time. However, effective 1 March 2011, Joshua Lewis was appointed to the board as an independent non-executive director and upon appointment joined the nomination committee and audit committee. The board embraces the Code's underlying principles with regard to board balance and the nomination committee, led by the chairman, is actively seeking an additional suitable candidate who possesses the right mix of knowledge, skills and experience to enhance debate and decision-making. A detailed account of the provisions of the Code can be found on the company website at www.pearson.com/investors/shareholder-information/governance

Composition of the board

The board currently consists of the chairman, Glen Moreno, five executive directors including the chief executive, Marjorie Scardino, and five independent non-executive directors.

Chairman

As stated in his biography, the chairman was appointed as deputy chairman of the Financial Reporting Council Limited on 18 November 2010. Both the chairman and the board are confident that he can fulfil this new role without reducing his time commitment to Pearson.

Senior independent director

Patrick Cescau was appointed senior independent director last year following the retirement of Terry Burns. The board believes that Patrick's extensive knowledge of Pearson together with his broad commercial experience, make him highly suitable for this appointment. Although he is approaching nine years of service, the board continues to consider him to be independent.

His role includes being available to shareholders if they should have concerns that have not been addressed through the normal channels, and attending meetings with shareholders in order to gain a balanced understanding of any concerns that they might have. The senior independent director also meets with the non-executive directors at least once a year in order to appraise the performance of the chairman, and would be expected to chair the nomination committee in the event that it was considering succession to the role of chairman of the board.

Independence of directors

The board reviews the independence of each of the non-executive directors annually. This includes reviewing their external appointments and any potential conflicts of interest as well as assessing their individual circumstances.

All of the non-executive directors were considered by the board to be independent for the purposes of the Code during the year ended 31 December 2010.

Conflicts of interest

Since October 2008, directors have had a statutory duty under the Companies Act 2006 (the Act) to avoid conflicts of interest with the company. As permitted by the Act, the company adopted new Articles of Association at its AGM in 2008 to allow the directors to authorise conflicts of interest. The company has established a procedure to identify actual and potential conflicts of interest, including all directorships or other appointments to companies which are not part of the Pearson Group and which could give rise to actual or potential conflicts of interest. Such conflicts are then considered for authorisation by the board. The relevant director cannot vote on an authorisation resolution, or be counted in the quorum, in relation to the resolution relating to his/her conflict or potential conflict. The board reviews any authorisations granted on an annual basis.

Board meetings

The board meets six times a year, each meeting taking place over two days, and at other times as appropriate. In recent years, we have developed our board meeting agenda to ensure that board discussion and debate is centred on the key strategic issues facing the company. Over the course of 2010 the major items covered by the board included:

 BUSINESS PERFORMANCE: 25 AND 26 FEBRUARY 2010, LONDON

- › 2009 Report and Accounts
- › 2010 Operating plan
- › Risk
- › Annual review of authorised conflicts
- › Disposal of Interactive Data Corporation

 GOVERNANCE: 29 AND 30 APRIL 2010, LONDON

- › Feedback on Annual Report
- › Report on shareholders' views
- › Board effectiveness review
- › Acquisition of Melorio plc
- › Disposal of Interactive Data Corporation

 STRATEGY: 10 AND 11 JUNE 2010, UPPER SADDLE RIVER, NEW JERSEY

- › Strategy discussions (Communications; Corporate responsibility; People; Shared Services; Digital)
- › Acquisition of Sistema Educacional Brasileiro
- › Review of non-executive directors' fees

 BUSINESS PERFORMANCE: 22 AND 23 JULY 2010, LONDON

- › Interim results
- › Post-acquisition reviews
- › Acquisition of Wall Street Institute
- › Acquisition of America's Choice

 STRATEGY: 7 AND 8 OCTOBER 2010, AUSTIN, TEXAS

- › Strategic plan 2011 to 2013
- › Review of Assessment and Information business
- › Acquisition of CTI Education Group
- › Review of audit, remuneration and nomination committee terms of reference

 PEOPLE AND STRATEGIC PLAN: 9 AND 10 DECEMBER 2010, LONDON

- › Acquisition of TutorVista
- › Review of standing committee terms of reference
- › People and business strategies
- › Risk

The following table sets out the attendance of the company's directors at board and committee meetings during 2010:

	Board meetings (maximum 6)	Audit committee meetings (maximum 4)	Remuneration committee meetings (maximum 4)	Nomination committee meetings (maximum 3)
Chairman				
Glen Moreno	6		4	3
Executive directors				
Marjorie Scardino	6			3
Will Ethridge	6			
Rona Fairhead*	4			
Robin Freestone	6			
John Makinson	5			
Non-executive directors				
David Arculus	6	3	4	3
Terry Burns**	2		2	1
Patrick Cescau***	6	4	2	3
Susan Fuhrman	6	4		3
Ken Hydon	5	4	3	3
CK Prahalad****	1			1

* took a temporary leave of absence due to illness.

** resigned 30 April 2010.

*** appointed to the remuneration committee effective 30 April 2010.

**** deceased 16 April 2010.

The board values the insight it receives from witnessing first hand how our businesses are run and meeting the operating teams who run them. It held its June board meeting in New Jersey and its October meeting in Texas, to review and discuss the business and strategy for its operating companies located there.

Board governance continued

The role and business of the board

The formal matters reserved for the board's decision and approval include:

- › Determining the company's strategy in consultation with management and reviewing performance against it;
- › Any decision to cease to operate all or any material part of the company's business;
- › Major changes to the company's corporate structure, management and control structure or its status as a public limited company;
- › Approval of all shareholder circulars, resolutions and corresponding documentation and press releases concerning matters decided by the board;
- › Acquisitions, disposals and capital projects above £15m per transaction or project;
- › All guarantees over £10m;
- › Treasury policies;
- › Setting interim dividends, recommending final dividends to shareholders and approving financial statements;
- › Borrowing powers;
- › Appointment of directors;
- › Appointment and removal of the company secretary;
- › Ensuring adequate succession planning for the board and senior management;
- › Determining the remuneration of the non-executive directors, subject to the Articles of Association and shareholder approval as appropriate;
- › Approving the written division of responsibilities between the chairman and the chief executive and approval of the terms of reference of board committees; and
- › Reviewing the Group's overall corporate governance arrangements, including the performance of the board, its committees and individual directors and determining the independence of directors.

The board receives timely, regular and necessary financial, management and other information to fulfil its duties. Directors can obtain independent professional advice, at the company's expense, in the performance of their duties as directors. All directors have access to the advice and services of the company secretary.

We endeavour to give non-executive directors access to the senior managers of the business via involvement at both formal and informal meetings. In this way we hope that the experience and expertise of the non-executive directors can be utilised for the benefit of the company. At the same time, this practice enables the non-executive directors to develop an understanding of the abilities of senior management which will help them judge the company's prospects and plans for succession.

Board evaluation

The board conducts an annual review of its effectiveness. For the review of 2010, the board has appointed an external adviser to conduct detailed interviews with all directors to ensure the board is effectively focused on its agreed priorities: governance; strategy; business performance and people. The outcome and recommendations of this review will be discussed at the April 2011 board meeting.

During the year, we have made progress in a number of areas which came out of the 2009 board effectiveness review. In particular, board meetings have been lengthened to take place over two days, including an informal dinner to give further opportunity for constructive debate and discussion of issues raised in the board meetings.

During the course of the year the executive directors were evaluated by the chief executive on their performance against personal objectives under the company's standard appraisal mechanism. The chairman leads the assessment of the chief executive and the senior independent director conducts a review of the chairman's performance.

Directors' training

Directors receive a significant bespoke induction programme and a range of information about Pearson when they join the board. This includes background information on Pearson and details of board procedures, directors' responsibilities and various governance-related issues, including procedures for dealing in Pearson shares and their legal obligations as directors. The induction also includes a series of meetings with members of the board, presentations regarding the business from senior executives and a briefing on Pearson's investor relations programme.

We supplement the existing directors' training programme through continuing presentations at board meetings about the company's operations, by holding board meetings at the locations of operating companies and by encouraging the directors to visit operating companies and local management as and when their schedule allows. Directors can also make use of external courses.

Directors' indemnities

In accordance with section 232 of the Companies Act 2006 (the Act), the company grants an indemnity to all of its directors. The indemnity relates to costs incurred by them in defending any civil or criminal proceedings and in connection with an application for relief under sections 661(3) and (4) or sections 1157(1)-(3) of the Act, so long as it is repaid not later than when the outcome becomes final if: (i) they are convicted in the proceedings; (ii) judgement is given against them; or (iii) the court refuses to grant the relief sought.

The company has purchased and maintains directors' and officers' insurance cover against certain legal liabilities and costs for claims in connection with any act or omission by such directors and officers in the execution of their duties.

Dialogue with institutional shareholders

We have an extensive programme for the chairman, chief executive, executive directors and senior managers to meet with institutional shareholders. The chief executive and chief financial officer present trading updates five times a year and attend regular meetings throughout the year with investors both in the UK and around the world. The chairman meets with our principal investors and our advisers throughout the year and keeps the board informed of their views on strategy and corporate governance. The chairman and senior independent director also make themselves available to meet any significant shareholder as required. The non-executive directors meet informally with shareholders both before and after the AGM and respond to shareholder queries and requests as necessary.

Every year the board receives a detailed report on the views of major institutional shareholders, provided either by our corporate brokers or our independent investor relations advisers, Makinson Cowell. At every meeting, the directors also receive an analysis of the shareholder register highlighting any significant movements in ownership or the share price.

Board committees

The board has established three committees: the nomination committee, the remuneration committee and the audit committee. The chairmen and members of these committees are appointed by the board on the recommendation (where appropriate) of the nomination committee and in consultation with each relevant committee chairman.

NOMINATION COMMITTEE

Chairman **Glen Moreno**

Members **Glen Moreno, Marjorie Scardino, David Arculus, Patrick Cescau, Susan Fuhrman, Ken Hydon and Joshua Lewis**

The nomination committee meets as and when required. The committee primarily monitors the composition and balance of the board and its committees, and identifies and recommends to the board the appointment of new directors and/or committee members.

When considering the appointment of a new director the committee reviews the current balance of skills and experience of the board.

Whilst the chairman of the board chairs this committee, he is not permitted to chair meetings when the appointment of his successor is being considered or during a discussion regarding his performance.

During 2010 the committee met to consider the appointment of additional independent non-executive directors and to review succession planning for non-executive and executive board positions, as well as board committee assignments.

The committee has written terms of reference which clearly set out its authority and duties. These can be found on the company website at www.pearson.com/investors/shareholder-information/governance

Board governance continued

REMUNERATION COMMITTEE

Chairman David Arculus

Members David Arculus, Patrick Cescau, Ken Hydon and Glen Moreno

The remuneration committee has responsibility for determining the remuneration and benefits packages of the executive directors, the chief executives of the principal operating companies and other members of the management committee, as well as recommending the chairman's remuneration to the board for its decision.

The committee takes independent advice from consultants when required. No director takes part in any discussion or decision concerning their own remuneration. The committee reports to the full board and its report on directors' remuneration, which has been considered and adopted by the board, is set out on pages 63 to 86.

The committee met four times during the year, and has written terms of reference which clearly set out its authority and duties. These can be found on the company website at www.pearson.com/investors/shareholder-information/governance

During the year, Terry Burns retired from the board and was replaced on the remuneration committee by Patrick Cescau.

AUDIT COMMITTEE

Chairman Ken Hydon

Members Ken Hydon, David Arculus, Patrick Cescau, Susan Fuhrman and Joshua Lewis

Members

All of the audit committee members are independent non-executive directors and have financial and/or related business experience due to the senior positions they hold or held in other listed or publicly traded companies and/or similar public organisations. Ken Hydon, chairman of the committee, is the company's designated financial expert. He is a fellow of the Chartered Institute of Management Accountants, the Association of Chartered Certified Accountants and the Association of Corporate Treasurers. He also serves as audit committee chairman for Tesco plc, Reckitt Benckiser Group plc and Royal Berkshire NHS Foundation Trust.

The qualifications and experience of the other committee members are detailed on pages 48 and 49.

Role and responsibilities

The committee has written terms of reference which clearly set out its authority and duties. These are reviewed annually and can be found on the company website at www.pearson.com/investors/shareholder-information/governance

The committee has been established by the board primarily for the purpose of overseeing the accounting, financial reporting, internal control and risk management processes of the company and the audit of the financial statements of the company.

The committee is responsible for assisting the board's oversight of the quality and integrity of the company's external financial reporting and statements and the company's accounting policies and practices. The Group's internal and external auditors have direct access to the committee to raise any matter of concern and to report on the results of work directed by the committee. The committee reports to the full board on a regular basis but no less frequently than at every board meeting immediately following a committee meeting. It also reviews the independence of the external auditors, including the provision of non-audit services (further details of which can be found on page 58), and ensures that there is an appropriate audit relationship.

External audit

Based on management's recommendations, the committee reviews the proposal to reappoint the external auditors. The committee reviewed the effectiveness and independence of the external auditors during 2010 and remains satisfied that the auditors provide effective independent challenge to management. The committee will continue to review the performance of the external auditors on an annual basis and will consider their independence and objectivity, taking account of all appropriate guidelines. There are no contractual obligations restricting the committee's choice of external auditors. In any event, the external auditors are required to rotate the audit partner responsible for the Group audit every five years. The current lead audit partner has been in place for three years.

During the year, the committee discussed the planning, conduct and conclusions of the external audit as it proceeded.

At the July 2010 audit committee meeting, the committee discussed and approved the auditors' group audit plan, in which they identified the following key risks of misstatement of the Group's financial statements:

- › Revenue recognition, specifically in relation to long-term contract accounting and increasingly to digital revenue streams where management assumptions and estimates are necessary;
- › Accounting for acquisitions and disposals in light of material transactions in 2010, in particular, valuation of acquired intangibles which involves significant judgement;
- › Key balance sheet judgements, since small changes in provisioning judgements or methodology can have notable impacts on the Group's balance sheet and income statement; and
- › Assessment of goodwill and intangible assets for impairment in the context of current market conditions, recognising that management judgement is required.

The committee also discussed with the auditors the risks of fraud in the Group and the programme of work they planned to undertake to address the risks they had identified to ensure that they did not lead to a material misstatement of the financial statements. This work included the evaluation and testing of the Group's own internal controls. The auditors explained where they planned to obtain direct external evidence.

The committee discussed these issues with the auditors at the time of their review of the half year interim financial statements in July 2010 and again at the conclusion of their audit of the financial statements for the year in February 2011. In December 2010, the committee discussed with the auditors the status of their work, focusing on their work in relation to internal controls. As the auditors concluded their audit, they explained to the committee:

- › The work they had conducted over revenue, which included targeted procedures at businesses which were considered to have more complex revenue recognition, such as the assessment and testing businesses;
- › The results of their review of acquisition accounting for all significant acquisitions, encompassing assessment of management's valuations of intangible assets as well as other purchase price adjustments;
- › The work they had done to test management's assumptions and estimates in relation to balance sheet judgements (encompassing provisions for bad and doubtful debts and inventory, recoverability of pre-publication assets and authors' advances, estimates of tax and pension liabilities) and how they had satisfied themselves that these were reasonable;

- › The results of their review of the impairment model, including a consideration of key assumptions such as discount rates and perpetuity rates and sensitivities, which indicated that all cash-generating units had ample headroom; and
- › The outputs of their controls testing for Sarbanes-Oxley, section 404 reporting purposes and in support of their financial statements audit.

The auditors also reported to the committee the misstatements that they had found in the course of their work and the committee confirmed that there were no such material items remaining unadjusted in these financial statements.

Training

The committee receives regular technical updates as well as specific or personal training as required. In addition to the committee's regular technical updates, a training session was held in June 2010 at which PwC updated the committee on a number of relevant accounting matters and provided a briefing on the UK Bribery Act and changes to UK corporate governance practice.

Meetings

The committee met four times during the year with the chief financial officer, head of group internal audit, members of the senior management team and the external auditors in attendance. The committee also met regularly in private with the external auditors and the head of group internal audit. The committee members attended site visits to our businesses in New Jersey and Texas during the year and met with senior financial management based there in order to better understand how Group policies are embedded in operations.

At every meeting, the committee considered reports on the activities of the internal audit function, including the results of internal audits, risk reviews, project assurance reviews, and fraud and whistleblowing reports. The committee also monitored the company's financial reporting, internal controls and risk management procedures and considered any significant legal claims and regulatory issues in the context of their impact on financial reporting.

Specifically, the committee considered the following matters during the course of the year:

- › The annual report and accounts: preliminary announcement and trading update;
- › The Group accounting policies;

Board governance continued

- › Compliance with the Combined Code;
- › The Form 20-F and related disclosures including the annual Sarbanes-Oxley Act 404 attestation of financial reporting internal controls;
- › Receipt of an external auditors' report on the Form 20-F and on the year end audit;
- › Assessment of the effectiveness of the company's internal control environment;
- › Reappointment, remuneration and engagement letter of the external auditors;
- › Triennial review of external auditors benchmarking;
- › Review of the interim management statements;
- › Review of the effectiveness of the audit committee and a review of both the internal and external auditors;
- › Annual approval of the internal audit mandate;
- › Compliance with SEC & NYSE requirements including Sarbanes-Oxley;
- › Review of interim financial statements and announcement;
- › Approval of external audit policy;
- › Review of the committee's terms of reference;
- › Annual internal audit plan including resourcing of the internal audit function;
- › Review of company risk returns including Social, Ethical and Environmental (SEE) risks; and
- › Annual review of treasury policy.

Internal control and risk management

The board of directors has overall responsibility for Pearson's system of internal control, which is designed to manage, rather than eliminate, the risks facing the Group, safeguard assets and provide reasonable, but not absolute, assurance against material financial misstatement or loss.

In accordance with the provisions of the Code, the directors confirm that they have reviewed the effectiveness of the Group's internal control and risk management systems.

They also confirm that there is an ongoing process allowing for the identification, evaluation and management of significant business risks. This ongoing process accords with the revised Turnbull Guidance 'Internal control: Revised Guidance for Directors on the Combined Code', and was in place throughout 2010 and up to the date of approval of this annual report.

The Group's internal control framework covers financial, operational and compliance risks. Its main features are described below:

Board

The board of directors exercises its control through an organisational structure with clearly defined levels of responsibility and authority and appropriate reporting procedures. To maintain effective control over strategic, financial, operational and compliance matters the board meets regularly, and has a formal schedule of matters that is brought to it, or its duly authorised committees, for attention. Responsibility for monitoring financial management and reporting, internal control and risk management systems has been delegated to the audit committee by the board. At each meeting, the audit committee considers reports from management, internal audit and the external auditors, with the aim of reviewing the effectiveness of the internal financial and operating control environment of the Group.

Operating company controls

The identification and mitigation of major business risks is the responsibility of Group senior management and operating company management. Each operating company, including the corporate centre, maintains internal controls and procedures appropriate to its structure and business environment, whilst complying with Group policies, standards and guidelines. These controls include those over external financial reporting which are documented and tested in accordance with the requirements of section 404 of the Sarbanes-Oxley Act, which is relevant to our US listing.

Financial reporting

There is a comprehensive strategic planning, budgeting and forecasting system with an annual operating plan approved by the board of directors. Monthly financial information, including trading results, balance sheets, cash flow statements and indebtedness, is reported against the corresponding figures for the plan and prior years, with corrective action outlined by the appropriate senior executive. Group senior management meet, on a quarterly basis, with operating company management to review their business and financial performance against plan and forecast. Major business risks relevant to each operating company as well as performance against the stated financial and strategic objectives are reviewed in these meetings.

In particular, with regard to preparing consolidated accounts, the group financial reporting team operates a rigorous process. This includes up-to-date Group financial policies, formal requirements for business unit finance functions, Group consolidation reviews and analysis of material variances, group finance technical reviews, including the use of technical specialists, and review and sign-off by senior finance managers. These controls are monitored and assessed during the year by the group internal audit and group compliance functions.

In addition, the chief executive prepares a report for the board, 11 times a year, on key developments, performance and issues in the business.

Risk management

Operating companies undertake formal, semi-annual risk reviews to identify new or potentially under-managed risks. Throughout the year, risk sessions facilitated by the head of group internal audit are held with operating company management to identify the key risks the company faces in achieving its objectives, to assess the probability and impact of those risks and to document the actions being taken to manage those risks. The Pearson management committee reviews the output of these sessions, focusing on the significant risks facing the business. Management has the responsibility to consider and execute appropriate action to mitigate these risks whenever possible. The results of these reviews are summarised twice a year by group internal audit for evaluation and onward reporting to the board, in summary, and in more detail via the audit committee.

Group internal audit

The group internal audit function is responsible for providing independent assurance to management on the design and effectiveness of internal controls to mitigate financial and operational risks. The annual internal audit plan, derived from a risk-based approach, is approved by the audit committee. Recommendations to improve internal controls and to mitigate risks, or both, are agreed with operating company management after each audit. Formal follow-up procedures allow Group internal audit to monitor operating companies' progress in implementing its recommendations and to resolve any control deficiencies. The group internal audit function also has a remit to monitor significant Group projects, in conjunction with the central project management office and to provide assurance that appropriate project governance and risk management strategies

are in place. Regular reports on the work of group internal audit are provided to executive management and, via the audit committee, to the board.

The head of group internal audit is jointly responsible with the group legal counsel for monitoring compliance with our Code of Conduct, and investigating any reported incidents including fraud allegations.

Treasury management

The treasury department operates within policies approved by the board and its procedures are reviewed regularly by the audit committee. Major transactions are authorised outside the department at the requisite level, and there is an appropriate segregation of duties. Frequent reports are made to the chief financial officer and regular reports are prepared for the audit committee and the board.

Insurance

Insurance is provided through Pearson's insurance subsidiary or externally, depending on the scale of the risk and the availability of cover in the external market, with the objective of achieving the most cost-effective balance between insured and uninsured risks.

Going concern

Having reviewed the Group's liquid resources and borrowing facilities and the Group's 2011 and 2012 cash flow forecasts, the directors believe that the Group has adequate resources to continue as a going concern. For this reason, the financial statements have, as usual, been prepared on that basis. Information regarding the Group's borrowing liabilities and financial risk management can be found in notes 18 and 19 on pages 129 to 137.

Shareholder communication

Pearson has an extensive programme of communication with all of its shareholders – large and small, institutional and private.

We also make a particular effort to communicate regularly with our employees, a large majority of whom are shareholders in the company. We post all company announcements on our website, www.pearson.com, as soon as they are released, and major shareholder presentations are made accessible via webcast or conference call. Our website contains a dedicated investor relations section with an extensive archive of past announcements and presentations, historical financial performance, share price data and a calendar of events. It also includes

Board governance continued

information about all of our businesses, links to their websites and details of our corporate responsibility policies and activities.

We have an established programme of educational seminars for our institutional shareholders focusing on individual parts of Pearson. These seminars are available to all shareholders via webcast on www.pearson.com

Our AGM – which will be held on 28 April this year – is an opportunity to meet the company's managers, hear presentations about Pearson's businesses and the previous year's results as well as to conduct general AGM business.

Share capital

Details of share issues are given in note 27 to the accounts on page 149. The company has a single class of shares which is divided into ordinary shares of 25p each. The ordinary shares are in registered form. As at 31 December 2010, 812,677,377 ordinary shares were in issue. At the AGM held on 30 April 2010, the company was authorised, subject to certain conditions, to acquire up to 80 million of its ordinary shares by market purchase. Shareholders will be asked to renew this authority at the AGM on 28 April 2011.

Information provided to the company pursuant to the Financial Services Authority's Disclosure and Transparency Rules is published on a Regulatory Information Service and on the company's website. As at 25 February 2011, the company had been notified under DTR5 of the following significant voting rights in its shares.

	Number of shares	Percentage
Legal & General Group plc	32,300,784	3.98%
Libyan Investment Authority	24,431,000	3.01%

Annual General Meeting (AGM)

The notice convening the AGM to be held at 3 pm on Thursday, 28 April 2011 at The Institution of Engineering and Technology, 2 Savoy Place, London WC2R 0BL is contained in a circular to shareholders to be dated 24 March 2011.

Registered auditors

In accordance with section 489 of the Companies Act 2006 a resolution proposing the reappointment of PricewaterhouseCoopers LLP (PwC) as auditors to the company will be proposed at the AGM, at a level of remuneration to be agreed by the directors.

Auditors' independence

In line with best practice, our relationship with PwC is governed by our external auditors policy, which is reviewed and approved annually by the audit committee. The policy establishes procedures to ensure the auditors' independence is not compromised as well as defining those non-audit services that PwC may or may not provide to Pearson. These allowable services are in accordance with relevant UK and US legislation.

The audit committee approves all audit and non-audit services provided by PwC. Certain categories of allowable non-audit services have been pre-approved by the audit committee subject to the authorities below:

- › Pre-approved non-audit services can be authorised by the chief financial officer up to £100,000 per project, subject to a cumulative limit of £500,000 per annum;
- › Acquisition due diligence services up to £100,000 per transaction;
- › Tax compliance and related activities up to the greater of £1,000,000 per annum or 50% of the external audit fee; and
- › For forward-looking tax planning services we use the most appropriate adviser, usually after a tender process. Where we decide to use our independent auditors, authority, up to £100,000 per project subject to a cumulative limit of £500,000 per annum, has been delegated by the audit committee to management.

Services provided by PwC above these limits and all other allowable non-audit services, irrespective of value, must be approved by the audit committee. Where appropriate, services will be tendered prior to awarding work to the auditors.

In 2007, Interactive Data appointed Ernst & Young LLP (Ernst & Young) as its independent auditors. Until July 2010, Interactive Data was part of the Group and therefore, in order to maintain Ernst & Young's independence we have restricted the services that Ernst & Young can provide to Pearson and its subsidiaries, in a similar way to which we restrict the services that PwC can provide to the company.

The audit committee receives regular reports summarising the amount of fees paid to the auditors.

A full statement of the fees for audit and services is provided in note 4 to the accounts on page 109.

Statement of directors' responsibilities

The directors are responsible for preparing the Annual Report, the Directors' Remuneration Report and the financial statements in accordance with applicable law and regulations.

Company law requires the directors to prepare financial statements for each financial year. Under that law the directors have prepared the Group and parent company financial statements in accordance with International Financial Reporting Standards (IFRSs) as adopted by the European Union. Under company law the directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the company and the Group and of the profit or loss of the Group for that period.

In preparing these financial statements, the directors are required to:

- › Select suitable accounting policies and then apply them consistently;
- › Make judgements and accounting estimates that are reasonable and prudent;
- › State that the financial statements comply with IFRSs as adopted by the European Union or disclose and explain any material departures from those IFRSs; and
- › Prepare the financial statements on a going concern basis, unless it is inappropriate to presume that the company and/or the Group will continue in business.

The directors are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and the Group. This enables them to ensure that the financial statements and the report on directors' remuneration comply with the Companies Act 2006 and, as regards the Group financial statements, Article 4 of the IAS Regulation. They are also responsible for safeguarding the assets of the company and the Group and for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The directors are responsible for the maintenance and integrity of the company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Each of the directors, whose names and functions are listed on pages 48 and 49, confirm that to the best of their knowledge and belief:

- › The Group financial statements, prepared in accordance with IFRSs as adopted by the EU, give a true and fair view of the assets, liabilities, financial position and profit of the Group and company; and
- › The directors' report contained in the annual report includes a fair review of the development and performance of the business and the position of the company and Group, together with a description of the principal risks and uncertainties that they face.

The directors also confirm that, for all directors in office at the date of this report:

- a) so far as the directors are aware, there is no relevant audit information of which the company's auditors are unaware; and
- b) they have taken all the steps that they ought to have taken as directors in order to make themselves aware of any relevant audit information and to establish that the company's auditors are aware of that information.

Approved by the board on 7 March 2011 and signed on its behalf by



Philip Hoffman Secretary

Board governance continued

Additional information for shareholders

Amendment to Articles of Association

Any amendments to the Articles of Association (the Articles) of the company may be made in accordance with the provisions of the Companies Act 2006 (the Act) by way of a special resolution.

Rights attaching to shares

The rights attaching to the ordinary shares are defined in the company's Articles. A shareholder whose name appears on the company's register of members can choose whether his/her shares are evidenced by share certificates (i.e. in certificated form) or held electronically (i.e. uncertificated form) in CREST (the electronic settlement system in the UK).

Subject to any restrictions below, shareholders may attend any general meeting of the company and, on a show of hands, every shareholder (or his/her representative) who is present at a general meeting has one vote on each resolution for every ordinary share of which they are the registered holder. A resolution put to the vote at a general meeting is decided on a show of hands unless before, or on the declaration of the result of, a vote on a show of hands, a poll is demanded. A poll can be demanded by the chairman of the meeting, or by at least three shareholders (or their representatives) present in person and having the right to vote, or by any shareholders (or their representatives) present in person having at least 10% of the total voting rights of all shareholders, or by any shareholders (or their representatives) present in person holding ordinary shares on which an aggregate sum has been paid up of at least 10% of the total sum paid up on all ordinary shares.

At this year's AGM voting will be conducted on a poll.

Shareholders can declare a final dividend by passing an ordinary resolution but the amount of the dividend cannot exceed the amount recommended by the board. The board can pay interim dividends on any class of shares of the amounts and on the dates and for the periods they decide, provided the distributable profits of the company justify such payment.

The board may, if authorised by an ordinary resolution of the shareholders, offer any shareholder the right to elect to receive new ordinary shares, which will be credited as fully paid, instead of their cash dividend.

Any dividend which has not been claimed for 12 years after it became due for payment will be forfeited and will then belong to the company, unless the directors decide otherwise.

If the company is wound up, the liquidator can, with the sanction of a special resolution passed by the shareholders, divide among the shareholders all or any part of the assets of the company and he/she can value assets and determine how the division shall be carried out as between the members or different classes of members. The liquidator can also transfer the whole or any part of the assets to trustees upon any trusts for the benefit of the members.

Voting at general meetings

Any form of proxy sent by the company to shareholders in relation to any general meeting must be delivered to the company, whether in written or electronic form, not less than 48 hours before the time appointed for holding the meeting or adjourned meeting at which the person named in the appointment proposes to vote.

No shareholder is, unless the board decides otherwise, entitled to attend or vote either personally or by proxy at a general meeting or to exercise any other right conferred by being a shareholder if he/she or any person with an interest in shares has been sent a notice under section 793 of the Act (which confers upon public companies the power to require information with respect to interests in their voting shares) and he/she or any interested person failed to supply the company with the information requested within 14 days after delivery of that notice. The board may also decide, where the relevant shareholding comprises at least 0.25% of the nominal value of the issued shares of that class, that no dividend is payable in respect of those default shares and that no transfer of any default shares shall be registered.

Pearson operates two employee benefit trusts to hold shares, pending employees becoming entitled to them under the company's employee share plans. There were 14,008,555 shares so held as at 31 December 2010. Each trust has an independent trustee which has full discretion in relation to the voting of such shares. A dividend waiver operates on the shares held in these trusts.

Pearson also operates a nominee shareholding arrangement known as Sharestore which holds shares on behalf of employees. There were 2,027,976 shares so held as at 31 December 2010. The trustees holding these shares seek voting instructions from the employee as beneficial owner, and voting rights are not exercised if no instructions are given.

Transfer of shares

The board may refuse to register a transfer of a certificated share which is not fully paid, provided that the refusal does not prevent dealings in shares in the company from taking place on an open and proper basis. The board may also refuse to register a transfer of a certificated share unless (i) the instrument of transfer is lodged, duly stamped (if stampable), at the registered office of the company or any other place decided by the board, and is accompanied by the certificate for the share to which it relates and such other evidence as the board may reasonably require to show the right of the transferor to make the transfer; (ii) it is in respect of only one class of shares; and (iii) it is in favour of not more than four transferees.

Transfers of uncertificated shares must be carried out using CREST and the board can refuse to register a transfer of an uncertificated share in accordance with the regulations governing the operation of CREST.

Variation of rights

If at any time the capital of the company is divided into different classes of shares, the special rights attaching to any class may be varied or revoked either:

- (i) with the written consent of the holders of at least 75% in nominal value of the issued shares of the relevant class; or
- (ii) with the sanction of a special resolution passed at a separate general meeting of the holders of the shares of the relevant class.

Without guidance to any special rights previously conferred on the holders of any existing shares or class of shares, any share may be issued with such preferred, deferred, or other special rights, or such restrictions, whether in regard to dividend, voting, return of capital or otherwise as the company may from time to time by ordinary resolution determine.

Appointment and replacement of directors

The Articles contain the following provisions in relation to directors:

Directors shall number no less than two. Directors may be appointed by the company by ordinary resolution or by the board. A director appointed by the board shall hold office only until the next AGM and shall then be eligible for reappointment, but shall not be taken into account in determining the directors or the number of directors who are to retire by rotation at that meeting. The board may from time to time appoint one or more directors to hold executive office with the company for such period (subject to the provisions of the Act) and upon such terms as the board may decide and may revoke or terminate any appointment so made.

At every AGM of the company, one-third of the directors shall retire by rotation (or, if their number is not a multiple of three, the number nearest to one-third). The first directors to retire by rotation shall be those who wish to retire and not offer themselves for re-election. Any further directors so to retire shall be those of the other directors subject to retirement by rotation who have been longest in office since they were last re-elected but, as between persons who became or were last re-elected on the same day, those to retire shall (unless they otherwise agree among themselves) be determined by lot. In addition, any director who would not otherwise be required to retire shall retire by rotation at the third AGM after they were last re-elected.

However, although not required by the Articles, the board has resolved that for this year, and in future years, all directors should offer themselves for re-election annually, in accordance with good corporate governance.

The company may by ordinary resolution remove any director before the expiration of his/her term of office. In addition, the board may terminate an agreement or arrangement with any director for the provision of his/her services to the company.

Board governance continued

Powers of the directors

Subject to the company's Articles, the Act and any directions given by special resolution, the business of the company will be managed by the board who may exercise all the powers of the company, including powers relating to the issue and/or buying back of shares by the company (subject to any statutory restrictions or restrictions imposed by shareholders in general meeting).

Significant agreements

The following significant agreements contain provisions entitling the counterparties to exercise termination or other rights in the event of a change of control of the company:

Under the \$1,750,000,000 revolving credit facility agreement dated November 2010 which matures in November 2015 between, amongst others, the company, HSBC Bank plc (as facility agent) and the banks and financial institutions named therein as lenders (together, the Facilities), any such bank may, upon a change of control, require its outstanding advances, together with accrued interest and any other amounts payable in respect of such Facilities, and its commitments, to be cancelled, each within 60 days of notification to the banks by the facility agent. For these purposes, a 'change of control' occurs if the company becomes a subsidiary of any other company or one or more persons acting either individually or in concert, obtains control (as defined in section 1124 of the Corporation Tax Act 2010) of the company.

Shares acquired through the company's employee share plans rank *pari passu* with shares in issue and have no special rights. For legal and practical reasons, the rules of these plans set out the consequences of a change of control of the company.

Report on directors' remuneration

The board presents its report on directors' remuneration to shareholders. This report complies with Schedule 8 of the Large and Medium-sized Companies and Groups (Accounts and Reports) Regulations 2008 and was approved by the board of directors on 7 March 2011.

The committee believes that the company has complied with the provisions regarding remuneration matters contained within the UK Corporate Governance Code.

We will put a resolution to shareholders at the Annual General Meeting (AGM) on 28 April 2011 inviting them to consider and approve this report.

The remuneration committee

David Arculus chaired the remuneration committee for the year 2010; the other members were Patrick Cescau, Ken Hydon and Glen Moreno. David Arculus, Patrick Cescau and Ken Hydon are independent non-executive directors. Terry Burns stepped down from his membership of the committee and his role as a non-executive director on 30 April 2010. Glen Moreno, chairman of the board, is a member of the committee as permitted under the UK Corporate Governance Code.

Marjorie Scardino, chief executive, Robin Baliszewski, director for people, Robert Head, compensation and benefits director, and Stephen Jones, head of company secretarial, provided material assistance to the committee during the year. They attended meetings of the committee, although no director was involved in any decisions relating to his or her own remuneration.

To ensure that it receives independent advice, the committee has appointed Towers Watson to supply survey data and to advise on market trends, long-term incentives and other general remuneration matters. Towers Watson also advised the company on health and welfare benefits in the US and provided consulting advice directly to certain Pearson operating companies.

The committee's principal duty is to determine and regularly review, having regard to the UK Corporate Governance Code and on the advice of the chief executive, the remuneration policy and the remuneration and benefits packages of the executive directors, the chief executives of the principal operating companies and other members of the

Pearson Management Committee who report directly to the chief executive. This includes base salary, annual and long-term incentive entitlements and awards, and pension arrangements.

The committee's terms of reference are available on the company's website.

The committee met four times during 2010. The matters discussed and actions taken were as follows:

19 AND 26 FEBRUARY 2010

- › Reviewed and approved 2009 annual incentive plan payouts
- › Reviewed and approved 2007 long-term incentive plan payouts and release of shares
- › Approved vesting of 2005 and 2007 annual bonus share matching awards and release of shares
- › Reviewed and approved 2010 base salary increases for the Pearson Management Committee
- › Reviewed and approved 2010 Pearson and operating company annual incentive plan targets
- › Reviewed and approved 2010 individual annual incentive opportunities for the Pearson Management Committee
- › Reviewed and approved 2010 long-term incentive awards and associated performance conditions for the Pearson Management Committee
- › Discussed policy on service agreements for executive directors
- › Reviewed and approved 2009 report on directors' remuneration
- › Noted company's use of equity for employee share plans
- › Reviewed and approved the remuneration package for the chief executive

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- › Approved 2010 long-term incentive awards for executives and managers
- › Considered the strategy and timetable for the 2011 renewal of the long-term incentive plan
- › Reviewed committee's charter and terms of reference
- › Approved changes to the remuneration packages for two members of the Pearson Management Committee

Report on directors' remuneration continued

8 DECEMBER 2010

- › Considered Towers Watson's report on remuneration for the Pearson Management Committee for 2011
- › Reviewed status of outstanding long-term incentive awards
- › Discussed 2011 renewal of long-term incentive plan
- › Considered the approach to 2011 long-term incentive plan awards for the Pearson Management Committee
- › Reviewed 2011 annual incentive plan metrics
- › Reviewed the chairman's remuneration

Summary of policy changes in 2010

As described in the report on directors' remuneration for 2009, in light of market data and practice elsewhere in the company, we increased the maximum annual incentive for the chief executive from 150% to 180% of base salary. In addition, for the other members of the Pearson Management Committee we adopted a structure of relating individual incentive opportunities to base salary taking into account their membership of that committee and the contribution of their respective businesses or role to Pearson's overall financial goals. Further details are set out on page 67.

Remuneration policy

This report sets out the company's policy on directors' remuneration that applies to executive directors for 2011 and, so far as practicable, for subsequent years. The committee considers that a successful remuneration policy needs to be sufficiently flexible to take account of future changes in the company's business environment and in remuneration practice. Future reports, which will continue to be subject to shareholder approval, will describe any changes in this policy.

Our goal as a company is to make an impact on people's lives and on society through education and information. Our strategy to achieve that goal is pursued by all Pearson's businesses in some shape or form and has four parts: investment in quality content; adding services to this content; working in markets around the world, particularly in the developing world; and efficiency.

An important measure of our strategy is, of course, financial performance. Here, our goal is to achieve sustainable growth in three key financial measures – earnings, cash and return on invested capital – and

reliable cash returns to our investors through healthy and growing dividends. We believe those are, in concert, good indicators that we are building the long-term value of Pearson. So those measures (or others that contribute to them, such as operating margins and working capital) form the basis of our annual budgets and plans, and the basis for bonuses and long-term incentives.

We determine whether or not targets have been met under the company's various performance-related annual or long-term incentive plans based on relevant internal information and input from external advisers.

In light of the prevailing economic conditions and the impact of these on the company's objectives and strategy, we continue to keep our remuneration policy under review particularly with regard to its approach to annual and long-term incentives.

Our starting point continues to be that total remuneration (base compensation plus annual and long-term incentives) should reward both short- and long-term results, delivering competitive rewards for target performance, but outstanding rewards for exceptional company performance.

The performance conditions that we select for the company's various performance-related annual or long-term incentive plans are linked to the company's strategic objectives set out above and aligned with the interests of shareholders.

Generally speaking, we have concluded that no fundamental changes are required to the performance measures used in the company's annual and long-term incentive plans.

We will however continue to give careful consideration to the selection and weighting of these measures and the targets that apply taking into account the company's short- and longer term strategy and risk and the impact on the sustainability and future development of the company.

In accordance with the UK Corporate Governance Code, the committee has considered the company's powers to reclaim variable remuneration in exceptional circumstances of misstatement or misconduct. The company will follow its legal rights and reclaim rewards gained in the event of proven wrong doing which led to misstatement of the company's accounts.

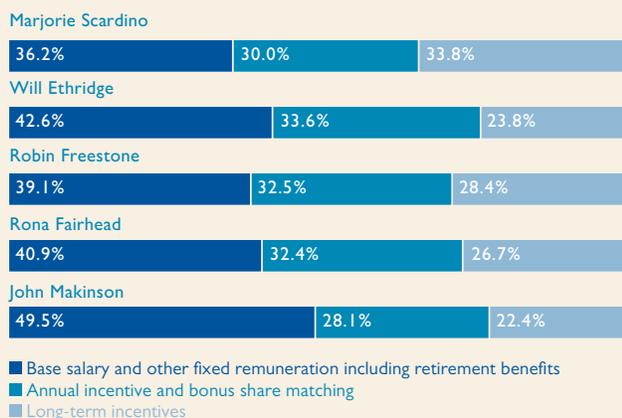
Main elements of remuneration

Total remuneration is made up of fixed and performance-linked elements, with each element supporting different objectives.

Element	Objective	Performance period	Performance conditions
Base salary (see page 66)	Reflects competitive market level, role and individual contribution	Not applicable	Normally reviewed annually taking into account general economic conditions and the wider pay scene, the level of increases applicable to employees across the company as a whole, the remuneration of directors and executives in comparable companies and individual performance
Annual incentives (see page 66)	Motivates achievement of annual strategic goals	One year	Subject to achievement of targets for sales, earnings per share or profit, working capital, cash flow and personal objectives
Bonus share matching (see page 68)	Encourages executive directors and other senior executives to acquire and hold Pearson shares. Aligns executives' and shareholders' interests	Three years	Subject to achievement of target for earnings per share growth
Long-term incentives (see page 70)	Drives long-term earnings and share price growth and value creation. Aligns executives' and shareholders' interests	Three years	Subject to achievement of targets for relative total shareholder return, return on invested capital and earnings per share growth

Consistent with its policy, the committee places considerable emphasis on the performance-linked elements i.e. annual incentives, bonus share matching and long-term incentives. Our assessment of the relative importance of fixed and performance-related remuneration for each of the directors based on our policy and the data set out in this report is as follows:

PROPORTION OF TOTAL COMPENSATION



Note The method for valuing the different elements of remuneration is summarised in the table on page 66.

We will continue to review the mix of fixed and performance-linked remuneration on an annual basis, consistent with our overall philosophy.

Benchmarking

The committee wants our executive directors' remuneration to be competitive with those of directors and executives in similar positions in comparable companies.

For benchmarking purposes, we review remuneration by reference to the UK and US market depending on the relevant market or markets for particular jobs.

We look separately at three comparator groups. First, we use a select peer group of FTSE 100 companies with very substantial overseas operations. These companies are of a range of sizes around Pearson, but the method our independent advisers use to make comparisons on remuneration takes this variation in size into account. Secondly, for the US, we use a broad media industry group. And thirdly, we look at the FTSE 20-50, excluding financial services.

Report on directors' remuneration continued

We use these companies because they represent the wider executive talent pool from which we might expect to recruit externally and the pay market to which we might be vulnerable if our remuneration was not competitive.

Market assessments against the three groups take account of those factors which Towers Watson's research shows differentiate remuneration for jobs of a similar nature, such as financial size, board membership, reporting relationships and international activities.

For benchmarking purposes, comparison with practice in other organisations and consistency with survey data, the main elements of remuneration are valued as follows:

Element of remuneration	Valuation
Base salary	Actual base salary
Annual incentive	Target level of annual incentive
Bonus share matching	Expected value of matching award based on 50% of target level of annual incentive
Long-term incentive	Expected value of long-term incentive award
Pension and benefits	Cost to company of providing pension and other benefits
Total remuneration	Sum of all elements of remuneration

Note Expected value means our independent advisers' assessment of the awards' net present value taking into account the vesting schedule, risk of forfeiture and their view of the likelihood that any performance target will be met.

Base salary

The committee's normal policy is to review the base salaries of the executive directors and other members of the Pearson Management Committee taking into account general economic conditions and the wider pay scene, the level of increases applicable to employees across the company as a whole, the remuneration of directors and executives in comparable companies and individual performance.

Before the base salaries and remuneration packages for the Pearson Management Committee are set for the coming year, the committee considers a report from the chief executive and director for people on general pay trends and pay increases across the company and an assessment by the Committee's independent advisers of remuneration relative to the market.

For 2011, the company has reviewed or is reviewing salaries for employees taking into account the location and economic conditions of each business as it did for 2010. For executive directors and other members of the Pearson Management Committee, we have reviewed base salaries consistent with the policy and process set out above. Full details of the executive directors' remuneration for 2011 will be set out in the report on directors' remuneration for 2011.

For 2010, with the exception of one slightly higher increase, the executive directors and other members of the Pearson Management Committee received increases of broadly 2% in line with the general level of increases elsewhere across the company. Full details of the executive directors' 2010 remuneration are set out in table 1 on page 79.

Allowances and benefits

The company's policy is that benefit programmes should be competitive in the context of the local labour market, but as an international company we require executives to operate worldwide and recognise that recruitment also operates worldwide.

Annual incentives

The committee establishes the annual incentive plans for the executive directors and the chief executives of the company's principal operating companies, including performance measures and targets. These plans then become the basis of the annual incentive plans below the level of the principal operating companies, particularly with regard to the performance measures used and the relationship between the relevant business unit operating plans, and the incentive targets.

We will continue to review the annual incentive plans each year and to revise the performance measures, targets and individual incentive opportunities in light of current conditions. We will continue to disclose details of the operation of the annual incentive plans in the report on directors' remuneration each year.

Annual incentive payments do not form part of pensionable earnings.

Performance measures

The financial performance measures relate to the company's main drivers of business performance at both the corporate, operating company and business unit level. Performance is measured separately for each item. For each performance measure, the committee establishes threshold, target and maximum levels of performance for different levels of payout.

A proportion (which for 2011 may be up to 30%) of the total annual incentive opportunity for the executive directors and other members of the Pearson Management Committee is based on performance against personal objectives as agreed with the chief executive (or, in the case of the chief executive, the chairman). These comprise functional, operational, strategic and non-financial objectives relevant to the executives' specific areas of responsibility and *inter alia* may include objectives relating to environmental, social and governance issues.

For 2011, the principal financial performance measures are: sales; operating profit (for the operating companies) and growth in underlying earnings per share for continuing operations at constant exchange rates (for Pearson plc); average working capital as a ratio to sales; and operating cash flow. The selection and weighting of performance measures takes into account the strategic objectives and the business priorities relevant to each operating company and to Pearson overall each year.

Incentive opportunities

In each year's report on directors' remuneration, we describe any changes to target and maximum incentive opportunities for the chief executive and the other executive directors for the year ahead.

For 2011, there are no changes to the target and maximum annual incentive opportunities for the chief executive which remain at 100% and 180% respectively, of base salary (as in 2010).

For the other members of the Pearson Management Committee, individual incentive opportunities take into account their membership of that committee and the contribution of their respective businesses or role to Pearson's overall financial goals. In the case of the executive directors, the target individual incentive opportunity for 2011 is in a range from 80% to 87.5% of base salary (as in 2010). The maximum opportunity remains at twice target (as in 2010).

The annual incentive plans are discretionary and the committee reserves the right to make adjustments to payouts up or down if it believes exceptional factors warrant doing so.

The committee may also award individual discretionary incentive payments.

For 2010, total annual incentive opportunities were based on Pearson plc and operating company financial performance and performance against personal objectives as follows:

Name	Pearson plc	Operating company/ companies	Personal objectives
Marjorie Scardino	90%	–	10%
Will Ethridge	30%	60%	10%
Rona Fairhead	30%	60%	10%
Robin Freestone	80%	–	20%
John Makinson	30%	60%	10%

Report on directors' remuneration continued

2010 performance

Performance in 2010 against the relevant incentive plans was as follows:

Incentive plan	Performance measure	Performance against incentive plan			
		Below threshold	Between threshold and target	Between target and maximum	Above maximum
Pearson plc	Sales			✓	
	Underlying growth in adjusted earnings per share at constant exchange rates				✓
	Average working capital to sales ratio				✓
	Operating cash flow				✓
Pearson Education North America	Sales			✓	
	Operating profit			✓	
	Average working capital to sales ratio				✓
	Operating cash flow				✓
FT Publishing	Sales				✓
	Operating profit				✓
	Operating cash flow				✓
Pearson VUE	Sales			✓	
	Operating profit				✓
	Average working capital to sales ratio				✓
	Operating cash flow				✓
Penguin Group	Sales			✓	
	Operating profit				✓
	Operating margin				✓
	Average working capital to sales ratio				✓
	Operating cash flow			✓	

Details of actual payouts for 2010 are set out in table I on page 79.

Bonus share matching

In 2008, shareholders approved the renewal of the annual bonus share matching plan first approved by shareholders in 1998.

Invested and matching shares

The plan permits executive directors and senior executives around the company to invest up to 50% of any after-tax annual bonus in Pearson shares.

If the participant's invested shares are held, they are matched subject to earnings per share growth over the three-year performance period on a gross basis i.e. the maximum number of matching shares is equal to the number of shares that could have been acquired with the amount of the pre-tax annual bonus taken in invested shares.

50% of the maximum matching award is released if the company's adjusted earnings per share increase in real terms by 3% per annum compound over the three-year performance period. 100% of the maximum matching award is released if the company's adjusted earnings per share increase in real terms by 5% per annum compound over the same period.

For real growth in adjusted earnings per share of between 3% and 5% per annum compound, the rate at which the matching award is released is calculated according to a straight-line sliding scale.

Real earnings per share growth per annum	Proportion of maximum matching award released
Less than 3%	0%
3%	50%
Between 3% and 5%	Sliding scale between 50% and 100%
5% or more	100%

Dividend shares

Where matching shares vest in accordance with the plan, participants also receive additional shares representing the gross value of dividends that would have been paid on the matching shares during the performance period and reinvested.

Performance condition

Earnings per share growth is calculated using the point-to-point method. This method compares the adjusted earnings per share in the company's accounts for the financial year ended prior to the grant date with the adjusted earnings per share for the financial year ending three years later and calculates the implicit compound annual growth rate over the period.

Real growth is calculated by reference to the UK Government's Retail Prices Index (All Items).

Outstanding awards

Details of awards made, outstanding, held or released under the annual bonus share matching plan are as follows (subject to audit):

Date of award	Share price on date of award	Vesting	Status of award
21 April 2010	1,024.1p	21 April 2013	Outstanding subject to 2009 to 2012 performance
16 April 2009	670.0p	16 April 2012	Outstanding subject to 2008 to 2011 performance
4 June 2008	670.7p	4 June 2011	Performance condition for release of maximum matching award met. Real compound annual growth in earnings per share for 2007 to 2010 of 15.3% against target of 5%. Shares held pending release on 4 June 2011
22 May 2007 (See note 1)	899.9p	50% on 22 May 2010	Target met as reported in report on directors' remuneration for 2009. Shares held pending release on 22 May 2012
		100% on 22 May 2012	Outstanding subject to 2006 to 2011 performance
12 April 2006 (See note 1)	776.2p	100% on 12 April 2011	Performance condition for release of 100% of matching award met. Real compound annual growth in earnings per share for 2005 to 2010 of 14.1% against target of 3%. Shares held pending release on 12 April 2011
15 April 2005 (See note 1)	631.0p	100% on 2 March 2010	Target met as reported in report on directors' remuneration for 2009. Shares released on 2 March 2010 (see note 2)

Note 1 For awards made prior to 2008, the annual bonus share matching plan operated on the basis of a 50% match after three years and 100% match after five years, subject to the earnings per share growth targets being met over the relevant performance periods.

Note 2 Having satisfied itself that the necessary performance conditions had been met, the committee agreed that for this award the shares be released earlier than the normal vesting date of the fifth anniversary of the date of the award.

All of the executive directors hold or held awards under this plan in 2010. Details are set out in table 4 on pages 82 to 84 and itemised as a or a*.

Report on directors' remuneration continued

Long-term incentives

We are asking shareholders by separate resolution to approve the renewal of the long-term incentive plan first introduced in 2001 and renewed again in 2006. Full details are set out in the circular to shareholders.

The committee has reviewed the operation of this plan in light of the company's strategic goals. The committee has concluded that the plan is achieving its objectives and, looking forward, will continue to enable the company to recruit and retain the most able managers worldwide and to ensure their long-term incentives encourage outstanding performance and are competitive in the markets in which we operate.

We are therefore seeking approval of its renewal on broadly its existing terms. Subject to shareholders' approval, executive directors, senior executives and other managers can participate in this plan which can deliver restricted stock and/or stock options. Approximately 6% of the company's employees currently hold awards under this plan.

The aim is to give the committee a range of tools with which to link corporate performance to management's long-term reward in a flexible way. It is not the committee's intention to grant stock options in 2011 or for the foreseeable future.

Restricted stock granted to executive directors vests only if stretching corporate performance targets over a specified period have been met. Awards vest on a sliding scale based on performance over the period. There is no retesting.

Performance measures

The committee determines the performance measures and targets governing an award of restricted stock prior to grant.

The performance measures that will apply for the executive directors for awards in 2011 and subsequent years will continue to be focused on delivering and improving returns to shareholders. These measures, which have applied since 2004, are relative total shareholder return (TSR), return on invested capital (ROIC) and earnings per share (EPS) growth.

Total shareholder return is the return to shareholders from any growth in Pearson's share price and reinvested dividends over the performance period. For long-term incentive awards, TSR is measured relative to the constituents of the FTSE World Media Index over a three-year period. Companies that drop out of the index are normally excluded i.e. only companies in the index for the entire period are counted.

Share price is averaged over 20 days at the start and end of the performance period, commencing on the date of Pearson's results announcement in the year of grant and the year of vesting. Dividends are treated as reinvested on the ex-dividend date, in line with the Datastream methodology.

The vesting of shares based on relative TSR is subject to the committee satisfying itself that the recorded TSR is a genuine reflection of the underlying financial performance of the business.

The committee chose TSR relative to the constituents of the FTSE World Media Index because, in line with many of our shareholders, it felt that part of executive directors' rewards should be linked to performance relative to the company's peers.

Return on invested capital is adjusted operating profit less cash tax expressed as a percentage of gross invested capital (net operating assets plus gross goodwill).

We chose ROIC because, over the past few years, the transformation of Pearson has significantly increased the capital invested in the business (mostly in the form of goodwill associated with acquisitions) and required substantial cash investment to integrate those acquisitions.

Adjusted earnings per share is calculated by dividing the adjusted earnings attributable to equity shareholders of the company by the weighted average number of ordinary shares in issue during the year, excluding any ordinary shares purchased by the company and held in trust (see note 8 of the financial statements for a detailed description of adjusted earnings per share).

Since 2008, EPS growth has been calculated using the point-to-point method. This method compares the adjusted EPS in the company's accounts for the financial year ended prior to the grant date with the adjusted EPS for the financial year ending three years later and calculates the implicit compound annual growth rate over the period.

We chose EPS growth because strong bottom-line growth is imperative if we are to improve our TSR and our ROIC.

Pearson's reported financial results for the relevant periods are used to measure performance.

The committee has discretion to make adjustments taking into account exceptional factors that distort underlying business performance. In exercising such discretion, the committee is guided by the principle of aligning shareholder and management interests. Restricted stock may be granted without performance conditions to satisfy recruitment and retention objectives. Restricted stock awards that are not subject to performance conditions will not be granted to any of the current executive directors.

Performance targets

We will set targets for the 2011 awards that are consistent with the company's strategic objectives over the period to 2013 and that are no less stretching than in previous years. Full details of the performance targets for 2011 will be set out in the circular to shareholders on the renewal of the plan and in the report on directors' remuneration for 2011.

Value of awards

Our approach to the level of individual awards takes into account a number of factors.

First, we take into account the face value of individual awards at the time of grant assuming that the performance targets are met in full. Secondly, we take into account the assessments by our independent advisers of market practice for comparable companies and of directors' total remuneration relative to the market. And thirdly, we take into account individual roles and responsibilities, and company and individual performance.

Future awards

For awards beyond 2011, the committee may use the same performance measures and targets, or apply different ones that are consistent with the company's objectives and which it considers to be similarly demanding. The committee also has the flexibility to vary individual award levels.

The committee will consult with shareholders before making any significant changes to its approach to, or policy on, performance measures or targets or the range of award levels established by awards in recent years.

Dividends

Where shares vest, in accordance with the plan, participants also receive additional shares representing the gross value of dividends that would have been paid on these shares during the performance period and reinvested.

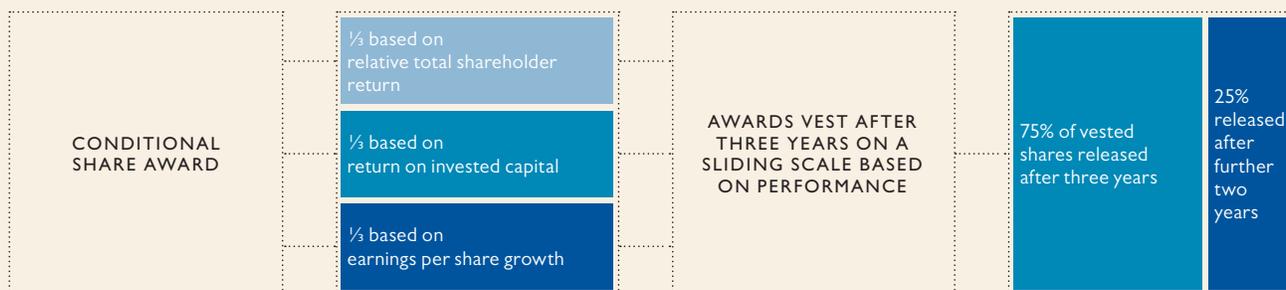
Retention period

We encourage executives and managers to build up a long-term holding of shares so as to demonstrate their commitment to the company.

To achieve this, for awards of restricted stock that are subject to performance conditions over a three-year period, a percentage of the award (normally 75%) vests at the end of the three-year period. The remainder of the award (normally 25%) only vests if the participant retains the after-tax number of shares that vest at year three for a further two years.

All of the executive directors hold awards under the long-term incentive plan. Details are set out in table 4 on pages 82 to 84 and itemised as b or b*.

Report on directors' remuneration continued



Outstanding awards

Details of awards made, outstanding, vested and held or released under the long-term incentive plan are as follows (subject to audit):

Date of award	Share price on date of award	Vesting date	Performance measures (award split equally across three measures)	Performance period	Payout at threshold	Payout at maximum	Actual performance	% of award vested	Status of award
03/03/10	962.0p	03/03/13	Relative TSR	2010 to 2013	30% at median	100% at upper quartile	–	–	Outstanding
			ROIC	2012	25% for ROIC of 8.5%	100% for ROIC of 10.5%	–	–	Outstanding
			EPS growth	2012 compared to 2009	30% for EPS growth of 6.0%	100% For EPS growth of 12.0%	–	–	Outstanding
03/03/09	654.0p	03/03/12	Relative TSR	2009 to 2012	30% at median	100% at upper quartile	–	–	Outstanding
			ROIC	2011	25% for ROIC of 8.5%	100% for ROIC of 10.5%	–	–	Outstanding
			EPS growth	2011 compared to 2008	30% for EPS growth of 6.0%	100% for EPS growth of 12.0%	–	–	Outstanding
04/03/08	649.5p	04/03/11	Relative TSR	2008 to 2011	30% at median	100% at upper quartile	–	–	Outstanding
			ROIC	2010	25% for ROIC of 8.5%	100% for ROIC of 10.5%	10.3%	92.5%	Vested and remain held pending release
			EPS growth	2010 compared to 2007	30% for EPS growth of 6.0%	100% for EPS growth of 12.0%	18.4%	100%	Vested and remain held pending release

Date of award	Share price on date of award	Vesting date	Performance measures (award split equally across three measures)	Performance period	Payout at threshold	Payout at maximum	Actual performance	% of award vested	Status of award
30/07/07	778.0p	02/03/10	Relative TSR	2007 to 2010	30% at median	100% at upper quartile	94th percentile (6th out of 85 companies)	100%	80% of shares vested. Three-quarters released on 2 March 2010 (See note 2). If after tax number of shares are retained for a further two years, the remaining quarter will be released on 30 July 2012.
			ROIC	2009	25% for ROIC of 8.5%	100% for ROIC of 10.5%	8.9%	40%	
			EPS growth	2007 to 2009 compared to 2006 (see note 1)	30% for EPS growth of 6.0%	100% for EPS growth of 12.0%	14.3%	100%	

Note 1 For awards prior to 2008, EPS growth is calculated using the aggregate method that sums the results for each year and calculates the compound aggregate average annual growth assuming a constant increase on the base year throughout the period.

Note 2 Having satisfied itself that the necessary performance conditions have been met, the committee agreed that for this award the shares be released earlier than the normal vesting date of the third anniversary of the date of the award.

All-employee share plans

Executive directors can participate in the company's all-employee share plans on the same terms as other employees.

These plans comprise savings-related share acquisition programmes in the UK and the US.

These plans operate within specific tax legislation (including a requirement to finance acquisition of shares using the proceeds of a monthly savings contract) and the acquisition of shares under these plans is not subject to the satisfaction of a performance target.

Dilution and use of equity

We can use existing shares bought in the market, treasury shares or newly-issued shares to satisfy awards under the company's various stock plans.

For restricted stock awards under the long-term incentive plan and matching share awards under the annual bonus share matching plan, we would normally expect to use existing shares.

There are limits on the amount of new-issue equity we can use. In any rolling ten-year period, no more than 10% of Pearson equity will be issued, or be capable of being issued, under all Pearson's share plans, and no more than 5% of Pearson equity will be issued, or be capable of being issued, under executive or discretionary plans.

At 31 December 2010, stock awards to be satisfied by new-issue equity granted in the last ten years under all Pearson share plans amounted to 2.4% of the company's issued share capital and under executive or discretionary share plans amounted to 0.9%.

In addition, for existing shares no more than 5% of Pearson equity may be held in trust at any time. Against this limit, shares held in trust at 31 December 2010 amounted to 1.7% of the company's issued share capital.

Report on directors' remuneration continued

The headroom available for all Pearson plans, executive or discretionary plans and shares held in trust is as follows:

Headroom	2010	2009	2008
All Pearson plans	7.6%	6.4%	6.2%
Executive or discretionary plans	4.1%	3.0%	2.8%
Shares held in trust	3.3%	3.3%	3.3%

Shareholding of executive directors

The committee expects executive directors to build up a substantial shareholding in the company in line with the policy of encouraging widespread employee ownership. To complement the operation of the company's long-term incentive arrangements, we will in future operate formal shareholding guidelines for executive directors. The target holding will be 200% of the salary for the chief executive and 125% of salary for the other executive directors consistent with median practice in FTSE 100 companies that operate such arrangements.

Shares that count towards these guidelines will include any shares held unencumbered by the executive, their spouse and/or dependent children (as set out in table 3 on page 81). They will also include any shares vested but held pending release under a restricted share plan (as marked as * in table 4 on pages 82 to 84).

Executive directors will have five years from the date of appointment to reach the guideline.

The value of the executive directors' holdings based on the middle market value of Pearson shares on 25 February 2011 (which is the latest practicable date before the results announcement) comfortably exceeded these guidelines.

Service agreements

In accordance with long established policy, all continuing executive directors have rolling service agreements under which, other than by termination in accordance with the terms of these agreements, employment continues until retirement.

The committee reviewed the policy on executive service agreements in 2008 and again in 2010. Our policy is that future executive director agreements should provide that the company may terminate these agreements by giving no more than 12 months' notice. As an alternative, the company may at its discretion pay in lieu of that notice. Payment in lieu of notice may be made in instalments and may be subject to mitigation.

We will keep the application of the policy on executive service agreements, including provisions for payment in lieu of notice, under review, particularly with regard to the arrangements for any new executive directors.

In the case of the longer serving directors with legacy agreements, the compensation payable in circumstances where the company terminates the agreements without notice or cause takes the form of liquidated damages.

There are no special provisions for notice, pay in lieu of notice or liquidated damages in the event of termination of employment in the event of a change of control of Pearson.

On termination of employment, executive directors' entitlements to any vested or unvested awards under Pearson's discretionary share plans are treated in accordance with the terms of the relevant plan.

We summarise the service agreements that applied during 2010 and that continue to apply for 2011 as follows:

Name	Date of agreement	Notice periods	Compensation on termination by the company without notice or cause
Glen Moreno	29 July 2005	12 months from the director; 12 months from the company	100% of annual fees at the date of termination
Marjorie Scardino	27 February 2004	Six months from the director; 12 months from the company	100% of annual salary at the date of termination, the annual cost of pension and all other benefits and 50% of potential annual incentive
Will Ethridge	26 February 2009	Six months from the director; 12 months from the company	100% of annual salary at the date of termination, the annual cost of pension and all other benefits and target annual incentive
Rona Fairhead	24 January 2003	Six months from the director; 12 months from the company	100% of annual salary at the date of termination, the annual cost of pension and all other benefits and 50% of potential annual incentive
Robin Freestone	5 June 2006	Six months from the director; 12 months from the company	No contractual provisions
John Makinson	24 January 2003	Six months from the director; 12 months from the company	100% of annual salary at the date of termination, the annual cost of pension and all other benefits and 50% of potential annual incentive

Retirement benefits

We describe the retirement benefits for each of the executive directors. Details of directors' pension arrangements are set out in table 2 on page 80 of this report.

Executive directors participate in the pension arrangements set up for Pearson employees.

Marjorie Scardino, Will Ethridge, John Makinson, Rona Fairhead and Robin Freestone will also have other retirement arrangements because of the cap on the amount of benefits that can be provided from the pension arrangements in the US and the UK.

The differences in the arrangements for the current executive directors reflect the different arrangements in the UK and the US and the changes in pension arrangements generally over the periods of their employment.

Executive directors are entitled to life insurance cover while in employment, and to a pension in the event of ill-health or disability. A pension for their spouse and/or dependants is also available on death.

In the US, the defined benefit arrangement is the Pearson Inc. Pension Plan. This plan provides a lump sum convertible to an annuity on retirement. The lump sum accrued at 6% of capped compensation until 31 December 2001 when further benefit accruals ceased for most employees. Employees who satisfied criteria of age and service at that time continued to accrue benefits under the plan. Will Ethridge is included in this group and continues to accrue benefits under this plan. Marjorie Scardino is not and her benefit accruals under this plan ceased at the end of 2001.

The defined contribution arrangement in the US is a 401(k) plan. At retirement, the account balances will be used to provide benefits. In the event of death before retirement, the account balances will be used to provide benefits for dependants.

Report on directors' remuneration continued

In the UK, the pension plan is the Pearson Group Pension Plan and executive directors participate in either the Final Pay or the Money Purchase 2003 section. Normal retirement age is 62, but, subject to company consent, retirement is currently possible from age 55. In the Final Pay section, the accrued pension is reduced on retirement prior to age 60. Pensions in payment are guaranteed to increase each year at 5% or the rise in inflation each year, if lower. Pensions for a member's spouse, dependant children and/or nominated financial dependant are payable in the event of death. In the Money Purchase 2003 section the account balances are used to provide benefits at retirement. In the event of death before retirement pensions for a member's spouse, dependant children and/or nominated financial dependant are payable.

Members of the Pearson Group Pension Plan who joined after May 1989 are subject to an upper limit of earnings that can be used for pension purposes, known as the earnings cap. This limit, £108,600 as at 6 April 2006, was abolished by the Finance Act 2004. However the Pearson Group Pension Plan has retained its own 'cap', which will increase annually in line with the UK Government's Index of Retail Prices (All Items). The cap was £123,600 as at 6 April 2010.

As a result of the UK Government's A-Day changes effective from April 2006, UK executive directors and other members of the Pearson Group Pension Plan who are, or become, affected by the lifetime allowance are provided with a cash supplement as an alternative to further accrual of pension benefits on a basis that is broadly cost neutral to the company.

Marjorie Scardino

Marjorie Scardino participates in the Pearson Inc. Pension Plan and the approved 401(k) plan. Until 2010, additional benefits were provided through an unfunded unapproved defined contribution plan.

Since 2010, additional pension benefits are provided through a taxable and non-pensionable cash supplement in place of the unfunded plan, a funded defined contribution plan approved by HM Revenue and Customs as a corresponding plan, and amounts in the legacy unfunded plan. In aggregate, the cash supplement and contributions to the funded plan are based on a percentage of salary and a fixed cash amount index-linked to inflation.

The notional cash balance of the legacy unfunded plan increases annually by a specified notional interest rate. The unfunded plan also provides the opportunity to convert a proportion of this notional cash account into a notional share account reflecting the value of a number of Pearson ordinary shares. The number of shares in the notional share account is determined by reference to the market value of Pearson shares at the date of conversion.

Will Ethridge

Will Ethridge is a member of the Pearson Inc. Pension Plan and the approved 401(k) plan. He also participates in an unfunded, non-qualified Supplemental Executive Retirement Plan (SERP) that provides an annual accrual of 2% of final average earnings, less benefits accrued in the Pearson Inc. Pension Plan and US Social Security. Additional defined contribution benefits are provided through a funded, non-qualified Excess Plan.

Rona Fairhead

Rona Fairhead is a member of the Pearson Group Pension Plan. Her pension accrual rate is 1/30th of pensionable salary per annum, restricted to the plan earnings cap.

Until April 2006, the company also contributed to a Funded Unapproved Retirement Benefits Scheme (FURBS) on her behalf. Since April 2006, she has received a taxable and non-pensionable cash supplement in replacement of the FURBS.

Robin Freestone

Robin Freestone is a member of the Money Purchase 2003 section of the Pearson Group Pension Plan. Company contributions are 16% of pensionable salary per annum, restricted to the plan earnings cap.

Until April 2006, the company also contributed to a Funded Unapproved Retirement Benefits Scheme (FURBS) on his behalf. Since April 2006, he has received a taxable and non-pensionable cash supplement in replacement of the FURBS.

John Makinson

John Makinson is a member of the Pearson Group Pension Plan under which his pensionable salary is restricted to the plan earnings cap. The company ceased contributions on 31 December 2001 to his FURBS arrangement. During 2002 it set up an Unfunded Unapproved Retirement Benefits Scheme (UURBS) for him. The UURBS tops up the pension payable from the Pearson Group Pension Plan and the closed FURBS to target a pension of two-thirds of a revalued base salary on retirement at age 62. The revalued base salary is defined as £450,000 effective at 1 June 2002, increased at 1 January each year by reference to the increase in the UK Government's Index of Retail Prices (All Items). In the event of his death a pension from the Pearson Group Pension Plan, the FURBS and the UURBS will be paid to his spouse or nominated financial dependant. Early retirement is currently possible from age 55, with company consent.

The pension is reduced to reflect the shorter service, and before age 60, further reduced for early payment.

Executive directors' non-executive directorships

The committee's policy is that executive directors may, by agreement with the board, serve as non-executives of other companies and retain any fees payable for their services.

The following executive directors served as non-executive directors elsewhere and received fees or other benefits for the period covered by this report as follows:

	Company	Fees/benefits
Marjorie Scardino	Nokia Corporation	€150,000
	MacArthur Foundation	\$27,000
Rona Fairhead	HSBC Holdings plc	£151,844
	Spencer Stuart Advisory Board	£15,000

Other executive directors served as non-executive directors elsewhere but did not receive fees.

Chairman's remuneration

The committee's policy is that the chairman's pay should be set at a level that is competitive with those of chairmen in similar positions in comparable companies. He is not entitled to any annual or long-term incentive, retirement or other benefits.

There were no changes in the chairman's remuneration in 2010. With effect from 1 January 2007, his remuneration was £450,000 per year. We reviewed the chairman's remuneration at the end of 2010 and agreed that this would be increased to £500,000 per year with effect from 1 April 2011. The next review would take place in three years' time.

Non-executive directors

Fees for non-executive directors are determined by the full board having regard to market practice and within the restrictions contained in the company's Articles of Association. Non-executive directors receive no other pay or benefits (other than reimbursement for expenses incurred in connection with their directorship of the company) and do not participate in the company's equity-based incentive plans. With effect from 1 July 2010, the structure and fees are as follows:

	Fees payable from 1 July 2010
Non-executive director	£65,000
Chairmanship of audit committee	£25,000
Chairmanship of remuneration committee	£20,000
Membership of audit committee	£10,000
Membership of remuneration committee	£5,000
Senior independent director	£20,000

A minimum of 25% of the basic fee is paid in Pearson shares that the non-executive directors have committed to retain for the period of their directorships.

Non-executive directors serve Pearson under letters of appointment and do not have service contracts. There is no entitlement to compensation on the termination of their directorships.

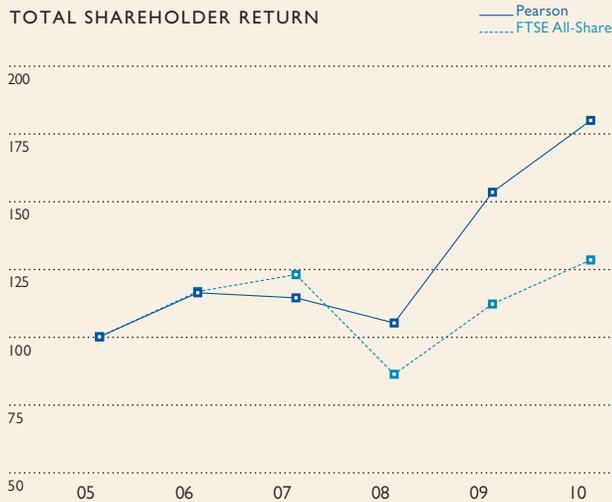
Report on directors' remuneration continued

Total shareholder return performance

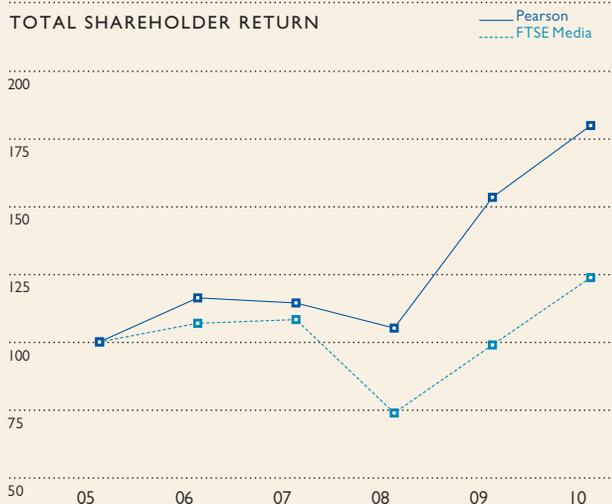
Below we set out Pearson's total shareholder return on three bases. Pearson is a constituent of all the indices shown.

First, we set out Pearson's total shareholder return performance relative to the FTSE All-Share index on an annual basis over the five-year period 2005 to 2010.

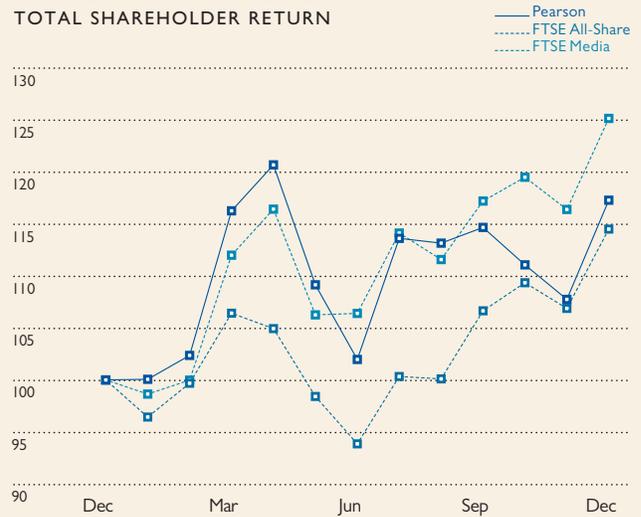
We have chosen this index, and used it consistently in each report on directors' remuneration since 2002, on the basis that it is a recognisable reference point and an appropriate comparator for the majority of our investors.



Secondly, to illustrate performance against our sector, we show Pearson's total shareholder return relative to the FTSE Media index over the same five-year period.



And thirdly, we show Pearson's total shareholder return relative to the FTSE All-Share and Media indices on a monthly basis over 2010, the period to which this report relates.



Items subject to audit

The following tables form the auditable part of the remuneration report, except table 3 which is not subject to audit.

Table 1: Remuneration of the directors

Excluding contributions to pension funds and related benefits set out in table 2, directors' remuneration was as follows:

	2010				2009	
	Salaries/fees	Annual incentive	Allowances	Benefits	Total	Total
<i>All figures in £000s</i>						
Chairman						
Glen Moreno	450	–	–	–	450	450
Executive directors						
Marjorie Scardino	969	1,606	70	17	2,662	2,328
Will Ethridge	661	1,010	–	–	1,671	1,513
Rona Fairhead	516	826	12	19	1,373	1,104
Robin Freestone	460	685	7	6	1,158	1,102
John Makinson	536	801	232	6	1,575	1,425
Non-executive directors						
David Arculus	90	–	–	–	90	85
Terry Burns (stepped down on 30 April 2010)	28	–	–	–	28	83
Patrick Cescau	86	–	–	–	86	70
Susan Fuhrman	73	–	–	–	73	70
Ken Hydon	90	–	–	–	90	85
CK Prahalad (deceased 16 April 2010)	30	–	–	–	30	60
Total	3,989	4,928	321	48	9,286	8,375
Total 2009 (including former directors)	4,127	4,246	272	97	–	8,742

Note 1 Allowances for Marjorie Scardino include £45,005 in respect of housing costs and a US payroll supplement of £11,754. John Makinson is entitled to a location and market premium in relation to the management of the business of the Penguin Group in the US and received £218,653 for 2010.

Note 2 Benefits include company car, car allowance and UK healthcare premiums. US health and welfare benefits for Marjorie Scardino and Will Ethridge are self-insured and the company cost, after employee contributions, is tax free to employees. For Marjorie Scardino, benefits include £15,450 for pension planning and financial advice. Marjorie Scardino, Rona Fairhead and John Makinson have the use of a chauffeur.

Note 3 No amounts as compensation for loss of office and no expense allowances chargeable to UK income tax were paid during the year.

Report on directors' remuneration continued

Table 2: Directors' pensions and other pension-related items

Directors' pensions	Age at 31 Dec 10	Accrued pension at 31 Dec 10 £000 ¹	Increase in accrued pension over the period £000 ²	Transfer value at 31 Dec 09 £000 ³	Transfer value at 31 Dec 10 £000 ⁴	Increase in transfer value over the period £000 ⁵	Increase/(decrease) in accrued pension over the period £000 ⁶	Transfer value of the increase/(decrease) in accrued pension at 31 Dec 10 £000 ^{5/6}	Other pension costs to the company over the period £000 ⁷	Other allowances in lieu of pension £000 ⁸	Other pension related benefit costs £000 ⁹
Marjorie Scardino	63	4.6	0.1	44.1	47.3	3.2	0.0	0.0	9.0	620.7	59.1
Will Ethridge	58	160.0	33.0	1,037.2	1,418.4	381.2	29.1	258.0	32.8	–	1.0
Rona Fairhead	49	38.1	5.8	466.0	489.2	17.1	4.8	55.4	–	120.7	13.5
Robin Freestone	52	–	–	–	–	–	–	–	19.8	114.8	4.8
John Makinson	56	277.4	22.6	4,897.6	4,767.0	(136.8)	14.8	248.1	–	–	12.2

Note 1 The accrued pension at 31 December 2010 is the deferred pension to which the member would be entitled on ceasing pensionable service on 31 December 2010. For Marjorie Scardino this relates to a fixed pension from the US plan. For Will Ethridge the pension quoted in this column relates to his pension from the US Plan and the US SERP. For Rona Fairhead it relates to the pension payable from the UK Plan. For John Makinson it relates to the pension from the UK Plan, the FURBS and the UURBS in aggregate. Robin Freestone does not accrue defined benefits.

Note 2 This is the change in accrued pension over the year compared with the accrued pension at the end of the previous year.

Note 3 This is the transfer value quoted at the end of the previous year.

Note 4 The UK transfer values at 31 December 2010 are calculated using the assumptions for cash equivalents payable from the UK Plan and are based on the accrued pension at that date. During 2010 the Trustee of the UK Plan revised the transfer value methodology. Prior to the review the discount rates included a prudence margin. Following the review the Trustee agreed to remove this margin which, all other things being equal, had the effect of reducing transfer values from the UK Plan. The effect of this change was offset by changes to the mortality assumptions. For the US SERP, transfer values are calculated using a discount rate equivalent to current US long term bond yields. The US Plan is a lump sum plan and the accrued balance is included where applicable.

Note 5 Less directors' contributions.

Note 6 Net of UK inflation (where inflation is the increase in CPI to the previous September, subject to a minimum of 0%).

Note 7 This column comprises contributions to deferred contribution arrangements for UK benefits. For US benefits, it includes company contributions to funded defined contribution plans.

Note 8 This column represents the cash allowances paid in lieu of the previous unfunded defined contribution plan for Marjorie Scardino and of the previous FURBS arrangements for Rona Fairhead and Robin Freestone.

Note 9 This column comprises life cover and long-term disability insurance not covered by the retirement plans.

Table 3: Interests of directors

	Ordinary shares at 1 Jan 10	Ordinary shares at 31 Dec 10
Glen Moreno	210,000	150,000
Marjorie Scardino	824,124	1,107,118
David Arculus	13,044	14,053
Terry Burns (stepped down on 30 April 2010)	12,008	12,222
Patrick Cescau	5,356	6,282
Will Ethridge	262,988	333,395
Rona Fairhead	270,982	342,669
Robin Freestone	118,996	193,954
Susan Fuhrman	9,384	11,363
Ken Hydon	9,774	10,715
John Makinson	474,581	551,039
CK Prahalad (deceased 16 April 2010)	2,197	2,410

Note 1 Ordinary shares include both ordinary shares listed on the London Stock Exchange and American Depositary Receipts (ADRs) listed on the New York Stock Exchange. The figures include both shares and ADRs acquired by individuals investing part of their own after-tax annual bonus in Pearson shares under the annual bonus share matching plan.

Note 2 From 2004, Marjorie Scardino is also deemed to be interested in a further number of shares under her unfunded pension arrangement described in this report, which provides the opportunity to convert a proportion of her notional cash account into a notional share account reflecting the value of a number of Pearson shares.

Note 3 The register of directors' interests (which is open to inspection during normal office hours) contains full details of directors' shareholdings and options to subscribe for shares. The market price on 31 December 2010 was 1,008.0p per share and the range during the year was 855.0p to 1,051.0p.

Note 4 At 31 December 2010, Patrick Cescau held 168,000 Pearson bonds.

Note 5 There were no movements in ordinary shares between 1 January 2011 and a month prior to the sign-off of this report.

Note 6 ordinary shares do not include any shares vested but held pending release under a restricted share plan.

Report on directors' remuneration continued

Table 4: Movements in directors' interests in restricted shares

Restricted shares designated as: **a** annual bonus share matching plan; **b** long-term incentive plan; * where shares at 31 December 2010 have vested and are held pending release; and ** where dividend-equivalent shares were added to the released shares.

Date of award	1 Jan 10	Awarded	Released	Lapsed	31 Dec 10	Market value at date of award	Earliest release date	Date of release	Market value at date of release
Marjorie Scardino									
a* 22/5/07	30,143				30,143	899.9p	22/5/10		
a 22/5/07	30,144				30,144	899.9p	22/5/12		
a* 4/6/08	99,977				99,977	670.7p	4/6/11		
a 21/4/10	0	63,497			63,497	1,024.1p	21/4/13		
b 26/9/03	120,200		24,040	96,160	0	582.0p	29/9/06	29/3/10	1,032.0p
b 21/12/04	83,197		83,197		0	613.0p	21/12/09	3/3/10	962.0p
b 23/9/05	97,500		97,500		0	655.0p	2/3/10	3/3/10	962.0p
b* 13/10/06	93,750				93,750	767.5p	13/10/09		
b* 30/7/07	336,000		252,000		84,000	778.0p	2/3/10	3/3/10	962.0p
b* 4/3/08	266,667			10,000	256,667	649.5p	4/3/11		
b 4/3/08	133,333				133,333	649.5p	4/3/11		
b 3/3/09	450,000				450,000	654.0p	3/3/12		
b 3/3/10	0	400,000			400,000	962.0p	3/3/13		
b** 2/3/10	0	32,256	32,256		0	951.0p	2/3/10	3/3/10	962.0p
Total	1,740,911	495,753	488,993	106,160	1,641,511				
Will Ethridge									
a* 22/5/07	1,254				1,254	899.9p	22/5/10		
a 22/5/07	1,254				1,254	899.9p	22/5/12		
a 16/4/09	112,515				112,515	670.0p	16/4/12		
a 21/4/10	0	7,880			7,880	1,024.1p	21/4/13		
b 23/9/05	21,017		21,017		0	655.0p	2/3/10	3/3/10	962.0p
b* 13/10/06	41,667				41,667	767.5p	13/10/09		
b* 30/7/07	120,000		90,000		30,000	778.0p	2/3/10	3/3/10	962.0p
b* 4/3/08	100,000			3,750	96,250	649.5p	4/3/11		
b 4/3/08	50,000				50,000	649.5p	4/3/11		
b 3/3/09	175,000				175,000	654.0p	3/3/12		
b 3/3/10	0	150,000			150,000	962.0p	3/3/13		
b** 2/3/10	0	11,520	11,520		0	951.0p	2/3/10	3/3/10	962.0p
Total	622,707	169,400	122,537	3,750	665,820				

Table 4: Movements in directors' interests in restricted shares continued

Restricted shares designated as: a annual bonus share matching plan; b long-term incentive plan; * where shares at 31 December 2010 have vested and are held pending release; and ** where dividend-equivalent shares were added to the released shares.

Date of award	1 Jan 10	Awarded	Released	Lapsed	31 Dec 10	Market value at date of award	Earliest release date	Date of release	Market value at date of release
Rona Fairhead									
a 15/4/05	19,746		19,746		0	631.0p	2/3/10	3/3/10	962.0p
a* 12/4/06	16,101				16,101	776.2p	12/4/11		
b 26/9/03	82,400		16,480	65,920	0	582.0p	26/9/06	29/3/10	1,032.0p
b 21/12/04	33,002		33,002		0	613.0p	21/12/09	3/3/10	962.0p
b 23/9/05	43,334		43,334		0	655.0p	2/3/10	3/3/10	962.0p
b* 13/10/06	29,167				29,167	767.5p	13/10/09		
b* 30/7/07	100,000		75,000		25,000	778.0p	2/3/10	3/3/10	962.0p
b* 4/3/08	83,333			3,125	80,208	649.5p	4/3/11		
b 4/3/08	41,667				41,667	649.5p	4/3/11		
b 3/3/09	150,000				150,000	654.0p	3/3/12		
b 3/3/10	0	125,000			125,000	962.0p	3/3/13		
b** 2/3/10	0	9,600	9,600		0	951.0p	2/3/10	3/3/10	962.0p
Total	598,750	134,600	197,162	69,045	467,143				
Robin Freestone									
a* 12/4/06	3,435				3,454	776.2p	12/4/11		
a* 22/5/07	2,354				2,354	899.9p	22/5/10		
a 22/5/07	2,354				2,354	899.9p	22/5/12		
a* 4/6/08	37,906				37,906	670.7p	4/6/11		
a 16/4/09	35,446				35,446	670.0p	16/4/12		
a 21/4/10	0	31,114			31,114	1,024.1p	21/4/13		
b* 13/10/06	26,042				26,042	767.5p	13/10/09		
b* 30/7/07	100,000		75,000		25,000	778.0p	2/3/10	3/3/10	962.0p
b* 4/3/08	83,333			3,125	80,208	649.5p	4/3/11		
b 4/3/08	41,667				41,667	649.5p	4/3/11		
b 3/3/10	150,000				150,000	654.0p	3/3/12		
b 3/3/10	0	125,000			125,000	962.0p	3/3/13		
b** 2/3/10	0	9,600	9,600		0	951.0p	2/3/10	3/3/10	962.0p
Total	482,537	165,714	84,600	3,125	560,526				

Report on directors' remuneration continued

Table 4: Movements in directors' interests in restricted shares continued

Restricted shares designated as: **a** annual bonus share matching plan; **b** long-term incentive plan; * where shares at 31 December 2010 have vested and are held pending release; and ** where dividend-equivalent shares were added to the released shares.

Date of award	1 Jan 10	Awarded	Released	Lapsed	31 Dec 10	Market value at date of award	Earliest release date	Date of release	Market value at date of release
John Makinson									
b 26/9/03	82,400		16,480	65,920	0	582.0p	26/9/06	29/3/10	1,032.0p
b 21/12/04	33,002		33,002		0	613.0p	21/12/09	3/3/10	962.0p
b 23/9/05	39,000		39,000		0	655.0p	2/3/10	3/3/10	962.0p
b* 13/10/06	29,167				29,167	767.5p	13/10/09		
b* 30/7/07	80,000		60,000		20,000	778.0p	2/3/10	3/3/10	962.0p
b* 4/3/08	83,333			3,125	80,208	649.5p	4/3/11		
b 4/3/08	41,667				41,667	649.5p	4/3/11		
b 3/3/09	150,000				150,000	654.0p	3/3/12		
b 3/3/10	0	125,000			125,000	962.0p	3/3/13		
b** 2/3/10	0	7,680	7,680		0	951.0p	2/3/10	3/3/10	962.0p
Total	538,569	132,680	156,162	69,045	446,042				
Total	3,983,474	1,098,147	1,049,454	251,125	3,781,042				

Note 1 The number of shares shown represents the maximum number of shares that may vest, subject to any performance conditions being met.

Note 2 No variations to the terms and conditions of plan interests were made during the year.

Note 3 The performance and other conditions that apply to outstanding awards under the annual bonus share matching plan and the long-term incentive plan and that have yet to be met were set out in the reports on directors' remuneration for the years in which they were granted.

Note 4 In the case of the long-term incentive plan awards made on 4 March 2008, we detail separately the part of the award based on ROIC and EPS growth (two-thirds of total award) and that part based on relative TSR (one-third of total award), because vesting of that part of the awards based on TSR was not known at the date of the 2010 report.

Note 5 The performance condition for the long-term incentive award made in 2003 was the Pearson share price.

Table 5: Movements in directors' interests in share options

Shares under option are designated as: a worldwide save for shares; b long-term incentive; and * where options are exercisable.

Date of grant	1 Jan 10	Granted	Exercised	Lapsed	31 Dec 10	Option price	Earliest exercise date	Expiry date	Date of exercise	Price on exercise	Gain on exercise
Marjorie Scardino											
a 8/5/09	1,672				1,672	547.2p	1/8/12	1/2/13			
b* 9/5/01	41,550				41,550	1,421.0p	9/5/02	9/5/11			
b* 9/5/01	41,550				41,550	1,421.0p	9/5/03	9/5/11			
b* 9/5/01	41,550				41,550	1,421.0p	9/5/04	9/5/11			
b* 9/5/01	41,550				41,550	1,421.0p	9/5/05	9/5/11			
Total	167,872	0	0	0	167,872						£0
Will Ethridge											
b* 9/5/01	11,010				11,010	\$21.00	9/5/02	9/5/11			
b* 9/5/01	11,010				11,010	\$21.00	9/5/03	9/5/11			
b* 9/5/01	11,010				11,010	\$21.00	9/5/04	9/5/11			
b* 9/5/01	11,010				11,010	\$21.00	9/5/05	9/5/11			
b* 1/11/01	14,680		14,680		0	\$11.97	1/11/02	1/11/11	18/3/10	\$15.40	\$50,352
b* 1/11/01	14,680		14,680		0	\$11.97	1/11/03	1/11/11	18/3/10	\$15.40	\$50,352
b* 1/11/01	14,680		14,680		0	\$11.97	1/11/04	1/11/11	18/3/10	\$15.40	\$50,352
Total	88,080	0	44,040	0	44,040						\$151,057
Rona Fairhead											
a 4/5/07	2,371				2,371	690.4p	1/8/12	1/2/13			
b* 1/11/01	20,000				20,000	822.0p	1/11/02	1/11/11			
b* 1/11/01	20,000				20,000	822.0p	1/11/03	1/11/11			
b* 1/11/01	20,000				20,000	822.0p	1/11/04	1/11/11			
Total	62,371	0	0	0	62,371						£0

Report on directors' remuneration continued

Table 5: Movements in directors' interests in share options continued

Shares under option are designated as: **a** worldwide save for shares; **b** long-term incentive; and ***** where options are exercisable.

Date of grant	1 Jan 10	Granted	Exercised	Lapsed	31 Dec 10	Option price	Earliest exercise date	Expiry date	Date of exercise	Price on exercise	Gain on exercise
Robin Freestone											
a 9/5/08	1,757				1,757	534.8p	1/8/11	1/2/12			
Total	1,757	0	0	0	1,757						£0
John Makinson											
a 9/5/03	4,178		4,178		0	424.8p	1/8/10	1/2/11	24/11/10	945.5p	£21,755
b* 9/5/01	19,785				19,785	1,421.0p	9/5/02	9/5/11			
b* 9/5/01	19,785				19,785	1,421.0p	9/5/03	9/5/11			
b* 9/5/01	19,785				19,785	1,421.0p	9/5/04	9/5/11			
b* 9/5/01	19,785				19,785	1,421.0p	9/5/05	9/5/11			
Total	83,318	0	4,178	0	79,140						£21,755
Total	403,398	0	48,218	0	355,180						
Total (£)											£21,755
Total (\$)											\$151,057

Note 1 No variations to the terms and conditions of share options were made during the year.

Note 2 Each plan is described below.

a Worldwide save for shares – The acquisition of shares under the worldwide save for shares plan is not subject to the satisfaction of a performance target.

Marjorie Scardino, Rona Fairhead, Robin Freestone and John Makinson hold options under this plan. Details of these holdings are itemised as a.

b Long-term incentive – All options that remain outstanding are exercisable and lapse if they remain unexercised at the tenth anniversary of the date of grant.

Details of the option grants under this plan for Marjorie Scardino, Will Ethridge, Rona Fairhead and John Makinson are itemised as b.

Note 3 Marjorie Scardino contributes US\$1,000 per month (the maximum allowed) to the US employee stock purchase plan. The terms of this plan allow participants to make monthly contributions for six month periods and to acquire shares twice annually at the end of these periods at a price that is the lower of the market price at the beginning or the end of each period, both less 15%.

Note 4 The 1,672 share options granted to Marjorie Scardino under the Worldwide Save for Shares plan on 8 May 2009 were inadvertently omitted from the 2009 report.

Note 5 The market price on 31 December 2010 was 1,008.0p per share and the range during the year was 855.0p to 1,051.0p.

Approved by the board and signed on its behalf by



David Arculus Director
7 March 2011

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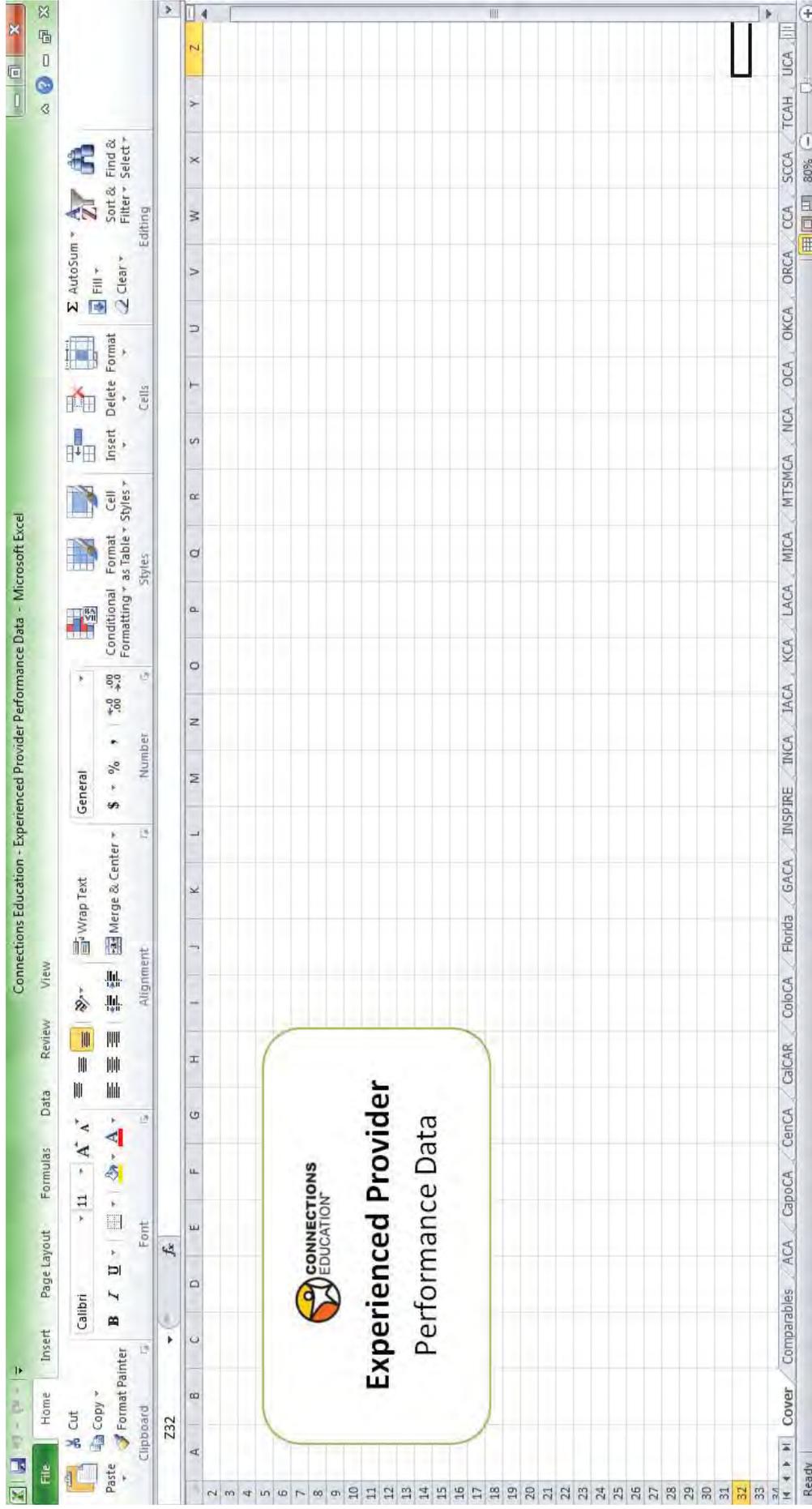
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**Experienced
Operator
Performance
Data**



The Performance Data for Connections Education, which is Nexus Academy's Experienced Operator partner, is in multi-tabbed Excel workbook format for ease of navigation. The file is available for access and downloading at:

<http://bit.ly/ZXxEW2>



Letters of
Support



1100 New Jersey Ave. SE, Suite 1000
Washington, DC 20003

www.wcsmith.com

Brian W. Jones, Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Mr. Jones:

As a member of the Washington, DC business community, I am writing to express my support for Nexus Academy of DC, a proposed charter school whose application is before your Board.

WC Smith is a Washington, DC-based multidisciplinary real estate firm. The company has provided integrated real estate services to the Washington metropolitan area and beyond for over 40 years. As a company firmly grounded in the District of Columbia and respected for its community building capabilities, WC Smith enjoys collegial working relationships with city leaders, District agencies, ANC's, community organizations, and educational institutions.

We have honed the ability to meld the city's long-term vision for growth with residents' needs and desires as we create communities throughout the region. One of the firm's distinguishing features is its commitment to the District of Columbia, its communities, and its families. The company volunteers considerable resources - money, people, and time to improve the quality of life in Washington, working in partnership with vendors, subcontractors, local and national organizations and the government of the District of Columbia.

The main focus of our commitment to community is strengthening families and supporting education and workforce development. In addition to financial support, the company routinely performs repairs and restoration to the infrastructure of the schools we adopt. WC Smith has a special interest in supporting area schools and donates considerable resources to improve their infrastructure.

Like business leaders across this nation, I am concerned about our education system's ability to develop the "human capital" we need to remain competitive in the global marketplace. Here in DC, the mismatch is especially evident: we have a knowledge economy with a vibrant emerging high-tech sector, but our local schools aren't producing even Industrial Age talent. Too many young people in DC drop out of high school or finish with such low-level skills that they cannot benefit from our evolving job market. This is a waste of talent.

While Nexus Academy of DC cannot by itself bridge this gap in our educational landscape, I believe that the educational model proposed by the school – for a very personalized, highly engaging approach to college preparation – can begin to create pathways to lifelong success for students in DC.

For one thing, the technology-rich education program proposed by Nexus Academy fits much better with how our young people learn now and will work in the future. As a business person, I am impressed with all the ways in which the school gathers and uses data. The unique campus design prepares students for future work environments which allow choice and freedom of movement in exchange for results. In addition, the flexible Nexus Academy school schedule creates interesting internship and career exploration opportunities that we are looking forward to exploring in greater depth with the Nexus Academy Founding Group.

The greater DC business community has a huge stake in the quality of K-12 education here. Our city has made strides over the past decade to ensure promising educational opportunities for every student, but there are still far too few future focused options for secondary school. For the sake of our economy and community, I urge you to approve Nexus Academy of DC.

Sincerely,

Pam Askew

Pam Askew
Senior Vice President



the
CENTER FOR EDUCATION REFORM

910 Seventeenth Street, NW, 11th Floor • Washington, DC 20006
800-521-2118 • 301-986-8088 • Fax: 301-986-1826

November 14, 2012

Mr. Brian W. Jones
Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Brian:

In the nearly two decades that I've had the honor to help shepherd the charter school movement in Washington, DC, as well as nationally, we have periods of great innovation. Under your leadership I believe the DC Public Charter School Board has ushered in another such period. That is what has moved me to write to express my support for Nexus Academy of DC, a very innovative charter school whose application is before your Board.

While the rest of the nation's charter landscape now includes myriad online schools and hybrid schools and blended schools, DC has been cautious to embrace these new forms of education. While this may have been a wise course when the charter movement here was young and vulnerable, now that nearly half of DC public school students are in charter schools, the time has come for this community to embrace the cutting edge.

To me, what makes Nexus Academy of DC so innovative is not so much its blended learning model – although some believe that the thoughtful combination of online and face-to-face instruction truly is the next wave in education. Rather, what I find most intriguing is that Nexus Academy, in essence, wipes the slate clean on high school and starts over again with a student-centered, highly personalized approach to preparation for college success. The Nexus model reinvents everything from staffing to the daily schedule to how physical education gets done. It truly is a new kind of high school for a new world.

As I work with educators, parents, and policy-makers all across the country, I see a palpable desire for truly bold solutions to our seemingly intractable educational problems. Nowhere are those problems more evident than in high school, and nowhere is riper for transformative innovation in high school than Washington, DC. The leaders of this proposed school are forward thinking, and their partner is a quality provider in the nation, an attribute you've correctly noted is needed here. I urge you to make your new chapter in DC charter school history truly revolutionary by approving Nexus Academy of DC.

Best Regards,



Jeanne Allen
President



Thurgood Marshall College Fund

901 F Street NW, Suite 300
Washington, D.C. 20004

Phone: 202.507.4851
Fax: 202.652.2934

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Mr. Jones:

I am writing to express my support for Nexus Academy of DC, a proposed “blended learning” charter secondary school whose application your Board will soon consider. The educational model proposed by the school – for a very personalized, highly engaging approach to college preparation – will fill an important void in the Washington, DC educational landscape and bring new opportunities to our young people.

As a national not-for-profit organization serving Howard University, the University of the District of Columbia and 45 other public Historically Black Colleges and Universities, we see daily the impact of the gap between what traditional schools are offering and what students need to be successful today and tomorrow. The technology-rich education program proposed by Nexus Academy fits much better with how our young people learn now, and I am impressed with how the school intends to use data to help teachers and staff to bring out the best in each learner. In addition, the flexible Nexus Academy school schedule creates interesting opportunities for Nexus students to engage with the community – to both serve and be served by organizations like ours.

Thurgood Marshall College Fund (TMCF) is looking forward to discussions with the Nexus Academy Founding Group about the many ways we might collaborate for the benefit of Nexus Academy students. The mission of TMCF is as follows:

- Partner with our member-schools to increase access, retention and graduation rates of students
- Identify and prepare students attending member-schools who have significant leadership potential
- Create a pipeline for employers to highly qualified member-school students and alumni

The District of Columbia has made great strides over the past decade to ensure quality educational opportunity for every student, but significant gaps remain – including smart, college-focused options for secondary school. I believe Nexus Academy can help fill that gap and urge your Board to approve it.

Sincerely,

Johnny C. Taylor, Jr.
President & CEO



November 8, 2012

Brian W. Jones
Board Chair
DC Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Mr. Jones:

I am writing to express my enthusiastic support for Nexus Academy of DC, a cutting-edge blended charter high school whose application is now before your Board. The educational model proposed by the school – for a very personalized, highly engaging approach to college preparation – fills a void in the Washington, DC educational landscape while providing multiple opportunities for organizations like Young Playwrights' Theater (YPT) to enrich the learning experience.

I believe that the technology-facilitated education program proposed by Nexus Academy speaks directly to how our young people learn today, and I am impressed by how the school will use data to help teachers and staff to bring out the best in each learner. In addition, the flexible Nexus Academy school schedule and innovative campus design will facilitate frequent and meaningful interactions with guest artists, making community-connected creative learning an essential part of the school day.

To that end, YPT has begun exciting discussions with the Nexus Academy Founding Group about the many ways we might collaborate to bring our unique arts programming to the school.

Founded in 1995 by award-winning playwright Karen Zacarias, YPT is the only professional theater in Washington, DC dedicated entirely to arts education. YPT teaches students to express themselves clearly and creatively through the art of playwriting. Through interactive in-school and after-school programs, YPT activates student learning and inspires students to understand the power of language and realize their potential as both individuals and artists. By publicly presenting and discussing student-written work, YPT promotes community dialogue and respect for young artists.

In the emerging economy that our young people will face, solid academic skills and higher education will be necessary for participation – but not sufficient for success. The ability to think creatively, solve problems, invent new solutions and communicate across cultures will be even more important for tomorrow's global citizens than they are for today. In partnership with organizations like ours, Nexus Academy of DC will prepare the young people of DC to thrive in the world that awaits them.

Sincerely,

A handwritten signature in black ink, appearing to read 'Brigitte Pribnow Moore', written in a cursive style.

Brigitte Pribnow Moore
Executive Director

Brigitte Pribnow Moore
Executive Director

Karen Zacarias
Founding Artistic Director

YPT Advisory Council
Nilo Cruz
Sarah Ruhl
Anna Deavere Smith
Paula Vogel
Charles Randolph Wright

Board of Directors
Miriam Gonzales, Chair
Francine Hope, Treasurer
Jennifer Wrenn, Secretary
Kathy Bailey
Jonathan Chace
Catherine Crum
Bryan Greene
Karen Kok
Michele Kulerman
Essence Newhoff
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Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

November 14, 2012

Dear Mr. Jones:

With the dramatic increase in charter school applications, I can only imagine how difficult it is to discern which ones will have the most positive impact on our city's children. We all agree that they deserve the best our community can provide.

I am writing to express my support for Nexus Academy of DC, a proposed "blended learning" charter secondary school whose application your Board will soon consider. The educational model proposed by the school – for a very personalized, highly engaging approach to college preparation – will fill an important void in the Washington, DC educational landscape and bring new opportunities to our young people.

As a nonprofit film cooperative donating promotional films to worthy DC organizations, we are often observing children in the classroom of all types of schools. We frequently see the impact of the mismatch between what traditional schools are offering and what students need to be successful today and tomorrow. The technology-rich education program proposed by Nexus Academy fits much better with how our young people learn now, and I am impressed with how the school intends to data to help teachers and staff to bring out the best in each learner. In addition, the flexible Nexus Academy school schedule creates interesting opportunities for Nexus students to engage with the community – to both serve and be served by organizations like ours.

Stone Soup Films is looking forward to discussions with the Nexus Academy Founding Group about the many ways we might collaborate for the benefit of Nexus Academy students. We look forward to the opportunity to help them promote their important work and get the attention of both parents and supporters going forward.

The District of Columbia has made great strides over the past decade to ensure quality educational opportunity for every student, but significant gaps remain – including smart, college-focused options for secondary school. I believe Nexus Academy can help fill that gap and urge your Board to approve it.

Sincerely,

Liz Norton
Executive Director

NORTHWEST DC CAMPUS

Sallie Mae Hall • 2801 Upton Street NW • Washington, DC 20008

T: 202-686-8000 • F: 202-686-9733

November 19, 2012

Brian W. Jones
Board Chair
D.C. Public Charter School Board
3333 14th St. NW
Washington, DC 20010

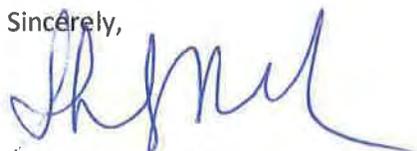
Dear Mr. Jones:

I am writing in support of Nexus Academy of DC, a proposed “blended learning” charter secondary school whose application your Board will soon consider. We are familiar with the principals and can attest to their deep commitment to education in the District of Columbia.

Levine School of Music would have interest in discussions with the Nexus Academy Founding Group about the many ways we might collaborate for the benefit of Nexus Academy students. Our music program may provide opportunities to enhance the already strong curriculum or provide after school activities and will supplement our existing partnerships with other schools, both public and charter.

The District of Columbia has made great strides over the past decade to ensure quality educational opportunity to every student, but significant gaps remain – including smart, college-focused options for secondary school. I believe Nexus Academy can help fill that gap and urge your Board to approve it.

Sincerely,



Stanley M. Spracker
Vice President & General Counsel



SECTION J

**Curriculum
Materials**

**Intentionally
Blank**

The Nexus Academy Curriculum

Overview

Nexus Academy of DC has a complete, comprehensive curriculum that addresses all DC high school graduation requirements with several levels of core courses plus myriad electives. As of School Year 2012-13, this curriculum consists of more than 200 courses, including Advanced Placement courses; additional courses are added each year. All English and Mathematics courses are aligned to the Common Core Standards, and all other courses are aligned to state standards in more than 20 states.

This section of our charter application describes our curriculum, answering key questions about the standards to which it is aligned, the materials and assessments it uses, and how the curriculum addresses essential learning needs. As directed in the charter application guidance, some of the very extensive material for this subject is online, including complete evidence of alignment to Common Core and sample state standards as well as course-by-course access to the entire, completed Nexus Academy curriculum. What follows in this print version of the application is a narrative discussion of the curriculum and annotated sample units in English 9, Algebra 1, Earth Science, and U.S. History.

Materials for review online

For online access to all 200+ Nexus Academy courses plus evidence of alignment to the Common Core and sample state standards, see <http://bit.ly/ZFFTqG>.

For a complete narrative catalog of every course as of Fall 2012, go to <http://bit.ly/grHcRu>.

For a demo view of selected sample courses as they would be accessed by a student in the Connexus® education management system, please go to www.connexus.com and log in with the following credentials:

Username: hsdemo

Password: connections

Description of the standards

The curriculum for Nexus Academy was chosen in part for its meticulous alignment to Common Core standards for English Language Arts and Mathematics as well as to core and elective curriculum standards in more than 20 states. Through online access at <http://bit.ly/ZFFTqG>, we provide evidence of Common Core alignment in English and Math as well as alignment to state

standards in a sample state – in this case, Colorado, a state whose standards are considered to be of high quality and comparable to the Common Core in their depth.

In the pages that follow, we have provided course samples that detail how the Nexus Academy courses address these standards. In addition, as noted in the Education Plan, Nexus Academy courses in both their instructional design and curriculum development fulfill key principles of quality promulgated by the International Association for K–12 Online Learning (iNACOL):

- Curriculum fosters breadth and depth of understanding in each subject area
- Content is aligned to national and state standards
- Curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials
- Content and assessments are accurate and unbiased
- Content is current, relevant, and provides real-world applications
- Content is appropriate for the learner (age, ability, background, reading level, learning style)
- Instructional design is adaptable and flexible to meet individual needs of mentors and students
- Instructional design provides students with opportunities to improve learning skills using technological tools (e.g., virtual labs and instruments, Teachlet tutorials, business software, online calculator, WebQuests)
- Navigation is intuitive and age-appropriate
- Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements
- Lesson introduction is effective and presents lesson objectives, accesses prior knowledge, sets expectations and motivates
- Background information effectively prepares students to access new content, skills, and strategies
- Curriculum includes opportunities for developing problem-solving and critical thinking skills
- Curriculum includes opportunities for collaboration and independent study
- Curriculum includes opportunities to develop oral and written communication skills
- Curriculum incorporates timely and appropriate feedback to students

Each course is developed using a course map, which outlines how the course will meet standards. For example, in the following screen shot of the course map for 10th-grade English, the Common Core Standards column is circled in blue and shows which standards are met in each unit.

Unit Title	Lesson Days	Common Core Standards	21st Century Skills	Unit Essential Questions	Unit Summary	Unit Objectives	Unit Essential Vocabulary
Unit 1: Fiction and Nonfiction	9	Writing 3, 5, 10; Reading Inform: 8, 6; Reading Lit: 10, 4, 1; Lang: 1; Speak & Listen 1, 3	1	What is the writing process, and how do you use it to write an autobiographical narrative? How can study skills help you become a more successful student? What are types of fiction and nonfiction?	The writing focus is on the writing process and using it to write an autobiographical narrative. Students will focus on study skills as the 21st Century Skill. Lastly, the literature focus is on an overview of fiction and nonfiction. Specifically, students will read nonfiction essays and compare themes in famous U.S. historic documents as well as fictional short stories, drama, and poems, focusing on tone, mood, and dramatic irony. Lastly, the language focus is on the parts of speech.	Use the writing process to write an autobiographical narrative; Analyze and apply study skills; Analyze literary works	Writing Process, Autobiographical Narrative, Fiction, Nonfiction, Tone, Mood, Irony, Parts of Speech
Unit 2: Literature of the Americas	12	Writing 2, 4, 10; Reading Lit: 3, 2, 4; Lang: 1	4	How does a writer develop style and voice? How do you write a compare-and-contrast essay? How can you become better at essay tests and timed writing assignments? What is the sentence base?	The writing focus is on developing style and voice. Students will write an analytical essay. Students will focus on essay tests and timed writing as the 21st Century Skill. The literature focus is on literature of Latin America. Specifically, students will read and analyze short stories and poems, focusing on characterization, theme, main idea, and word choice. Lastly, the language focus is on the sentence base.	Develop style and voice; Use the writing process to write an analytical essay; Improve timed writing skills; Analyze poems and short stories from Latin America; Implement sentence-improvement strategies	Style, Voice, Analytical Essay, Characterization, Theme, Main Idea, Word Choice, Sentence Base
Unit 3: Novel Unit	12						
Unit 4: Literature of Europe I	11	Writing 2, 7, 10; Reading Lit: 7, 4, 9; Lang: 5, 1, 3	1	How can you write an effective paragraph? How can you apply the writing process to an analytical essay? What can you learn from analyzing fiction	The writing focus is on paragraph structure. Students will write an analytical essay. Students will focus on analyzing how culture is portrayed in the media as the 21st Century Skill. The literature focus is on the literature of Europe. Specifically, students will read and analyze short stories and poems, focusing on the	Analyze paragraph structure; Use the writing process to write an analytical essay; Analyze poems and short stories from Europe; Analyze poetic elements; Use phrases correctly	Paragraph Structure, Analytical Essay, Media, Speaker, Rhyme, Rhythm, Figurative Language, Poetic Form, Phrases

Adherence to Standards. Nexus Academy courses are aligned to Common Core and state standards, as shown here in 10th-grade English.

Description of the related content/objectives

We invite you to peruse through the comprehensive list of high school courses that we have provided via course links. Each course begins with a course summary, and each unit within the course begins with a unit summary and unit objectives. Courses are designed to impart content of sufficient rigor, depth, and breadth to teach the standards being addressed.

Depth refers to the degree to which the course content adheres to the standards being taught. Courses are designed to meet the Common Core Standards as well as state standards. Breadth refers to the completeness of the course. For example, reference the figure that follows of the Geometry course, which includes the course summary (which covers all the content standards of the course) and the Course Tree, on the left. The Course Tree shows all the units in the course and how the content of the course completely covers the objectives described in the summary. Rigor is defined as a condition of the learning environment that stretches the individual learner to move beyond his/her comfort zone and grow as an independent learner. Please see the activity and assessment portions of lessons (through the course links we've provided) for examples of how courses stretch the student through application and extension.

https://www.connxus.com/FindCourse?7468 - Geometry B - Windows Internet Explorer

Geometry B

- 1. Similarity
 - 1. Ratios and Proportions
 - 2. Similar Polygons
 - 3. Proving Triangles Similar
 - 4. Similarity in Right Triangles
 - 5. Proportions in Triangles
 - 6. Similarity Unit Review
 - 7. Similarity Unit Test
- 2. Right Triangles and Trigonometry
 - 1. The Pythagorean Theorem and Its Converse
 - 2. Special Right Triangles
 - 3. Trigonometry
 - 4. Angles of Elevation and Depression
 - 5. Vectors
 - 6. Right Triangles and Trigonometry Unit Review
 - 7. Right Triangles and Trigonometry Unit Test
- 3. Transformations
 - 1. Translations
 - 2. Reflections
 - 3. Rotations
 - 4. Symmetry
 - 5. Dilations
 - 6. Compositions of Reflections
 - 7. Transformations Unit Review
 - 8. Transformations Unit Test
- 4. Area
 - 1. Areas of Parallelograms and Triangles
 - 2. Areas of Trapezoids, Rhombuses, and Kites
 - 3. Areas of Regular Polygons
 - 4. Perimeters and Areas of Similar Figures
 - 5. Trigonometry and Area
 - 6. Circles and Arcs

Geometry B

Course Summary

This is the second of two courses that comprise Geometry. Throughout the course, the student will use virtual manipulatives and tools to explore area, surface area, and volume, and study the concept of similarity as it relates to various figures. The student will use Trigonometry and right triangle concepts, such as 30-60-90, 45-45-90, and the Pythagorean Theorem to solve problems. The student will also be introduced to vectors and learn to solve problems involving magnitude and direction. In addition, the student will study transformation concepts, such as translations, reflections, rotations, and dilations as well as concepts associated with symmetry. The student will learn to use formulas to find the areas of a variety of two-dimensional shapes. This course concludes with an exploration of concepts related to circles, such as arcs, angles, and intersecting lines such as chords, secants, and tangents.

Throughout the course, the student will learn concepts through a variety of instructional strategies, solve real-world applications, and complete an assortment of activities.

Course Directions and Tips

During the Activity portion of the lesson, the student will be directed to read pages in the textbook and complete related exercises. The answers to the odd questions are found in the back of the textbook.

The student will be asked to complete several exercises using a graphing calculator. The student can purchase a graphing calculator, such as the Texas Instruments TI-83™, or download the DreamCalc™ graphing calculator, which is provided by Connections Academy. The DreamCalc graphing calculator is similar to most hand-held graphing calculators.

Please note that only students who are currently enrolled in this course can download the DreamCalc graphing calculator. If the student chooses the DreamCalc graphing calculator, it will be downloaded to the student's computer for a period of one year, after which the license will expire.

[Mobile Friendly](#)

https://www.connxus.com/FindCourse?7468 - Geometry B: Ratios and Proportions - Windows Internet Explorer

Geometry B

- 1. Similarity
 - 1. Ratios and Proportions
 - 2. Similar Polygons
 - 3. Proving Triangles Similar
 - 4. Similarity in Right Triangles
 - 5. Proportions in Triangles
 - 6. Similarity Unit Review
 - 7. Similarity Unit Test
- 2. Right Triangles and Trigonometry
 - 1. The Pythagorean Theorem and Its Converse
 - 2. Special Right Triangles
 - 3. Trigonometry
 - 4. Angles of Elevation and Depression
 - 5. Vectors
 - 6. Right Triangles and Trigonometry Unit Review
 - 7. Right Triangles and Trigonometry Unit Test
- 3. Transformations
 - 1. Translations
 - 2. Reflections
 - 3. Rotations
 - 4. Symmetry
 - 5. Dilations
 - 6. Compositions of Reflections
 - 7. Transformations Unit Review
 - 8. Transformations Unit Test
- 4. Area
 - 1. Areas of Parallelograms and Triangles
 - 2. Areas of Trapezoids, Rhombuses, and Kites
 - 3. Areas of Regular Polygons
 - 4. Perimeters and Areas of Similar Figures
 - 5. Trigonometry and Area
 - 6. Circles and Arcs

Lesson 1: Ratios and Proportions

Geometry B Unit 1: Similarity

Introduction to Ratios and Proportions

You can use a scale to compare the weight of two small objects. You could use a chart or graph to compare values, such as stock returns over a period of time. In this lesson you will learn how ratios can be used to compare quantities. You will learn how to write proportions using ratios and how to use ratios and proportions to solve problems.



Objective

- Write ratios and solve problems

Objectives derived from Pearson Education programs © Pearson Education, Inc., or its affiliates. All rights reserved.

Key Words

- Cross Products Property
- extended ratio
- extremes
- means

[Mobile Friendly](#)

Course and Unit Summaries contain overviews and objectives as well as key words and connections to prior learning.

Discrete skills or concepts required prior to this learning

Discrete skills or concepts that students need prior to learning are communicated in a Course Directions and Tips found just below each course summary at the beginning of courses. For example, in the screen shot below from Foundations English 11, students are directed to the backpack icon at the bottom of the lesson screen to access a tutorial on using 6 Trait Power Write, a program that is used for writing assignments.

The screenshot shows a web browser window with the URL [https://www.connetus.com/nd/course/1499-English 11 Foundations B](https://www.connetus.com/nd/course/1499-English%2011%20Foundations%20B). The page is titled "English 11 Foundations B" and features a navigation menu on the left with the following units:

- 1. Voices of Modernism (1920s to 1940s)
 - 1. Introduction to Modernism
 - 2. Hemingway
 - 3. Steinbeck
 - 4. Harlem Renaissance
 - 5. Ellison
 - 6. Hughes
 - 7. Frost
 - 8. Rough Draft: Literary Analysis
 - 9. Fitzgerald
 - 10. Porter
 - 11. Voices of Modernism (1920s to 1940s) Unit Review
 - 12. Voices of Modernism (1920s to 1940s) Unit Test
 - 13. Writing Workshop: Literary Analysis Final Draft
- 2. Post War Voices Emerge (1950s-1960s)
 - 1. Genres and Literary Movements
 - 2. Yonnegor
 - 3. Updike
 - 4. Compare and Contrast
 - 5. Speeches
 - 6. The Rough Draft
 - 7. Beat Generation
 - 8. Post War Voices Emerge (1950s-1960s) Unit Review
 - 9. Post War Voices Emerge (1950s-1960s) Unit Exam
 - 10. The Final Draft
- 3. The Great Gatsby
 - 1. The Great Gatsby: The Jazz Age
 - 2. The Great Gatsby: F. Scott Fitzgerald
 - 3. The Great Gatsby: Tone and Point of View
 - 4. The Great Gatsby: Social Groups and Class
 - 5. The Great Gatsby: Significance of Time
 - 6. The Great Gatsby: The Dilemmas of Nick Carraway
 - 7. The Great Gatsby: The American Dream
 - 8. The Great Gatsby: Symbols and Allusions

The main content area is titled "Course Directions and Tips" and contains the following text:

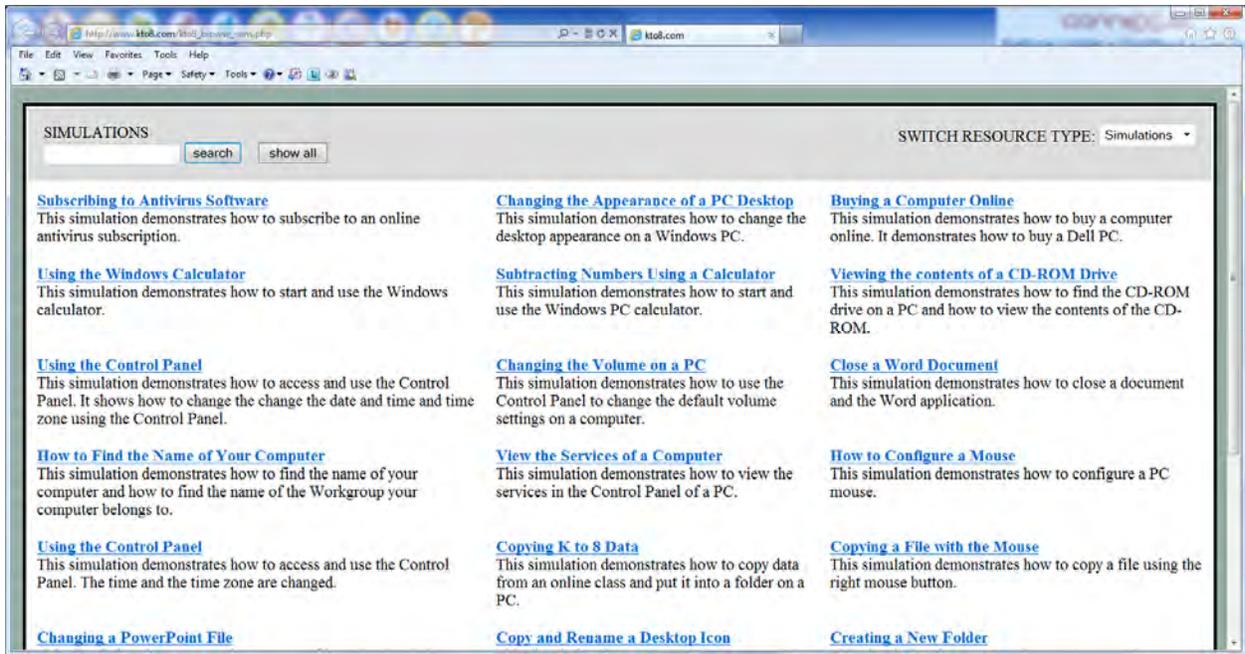
Before you proceed with the course, it's important to understand how lessons and units are organized and to familiarize yourself with your course materials:

- Most lessons focus on a particular literary element posed in the literary lens question at the beginning of the literature selection. Keep this question in mind as you read the assigned selections in the Perfection Learning *American Short Stories* and *A Multicultural Reader* textbooks.
- Respond to the assigned questions in *American Short Stories* and *A Multicultural Reader* and complete any assigned pages in the *Writing with Power* for additional practice with reading, vocabulary, and grammar skills.
- Your *Writing with Power* textbook includes writing models; suggested activities for prewriting, drafting, revising, and editing; and numerous activities for learning and applying correct grammar and mechanics.
- You will have extended time to complete portfolio assessments. The assignments will be introduced well before they are due. Lessons will often include writing activities designed to prepare you for completing the assessments. **It is strongly recommended that you complete these activities, even when you are not required to turn them in for a grade.**
- Most lessons will conclude with a Quick Check of 3-5 questions that assess your understanding of the concepts covered in the lessons. Quick Checks may address any of the following areas: literary analysis, reading skills, vocabulary, writing skills, and grammar. Use the Quick Checks to identify any areas where you may need additional practice. Other graded assessments include longer quizzes and tests, discussions, and writing assignments.
- Teachers may access *The Old Man and the Sea* assessments in the Virtual Library.
- **To learn more about how to complete your writing assessments using 6 Trait Power Write®, please click on the 6 Trait Power Write Tutorial Web Link, which can be found in the backpack.**
- Quizzes are cumulative assessments. Review content from previous lessons prior to completing quizzes.

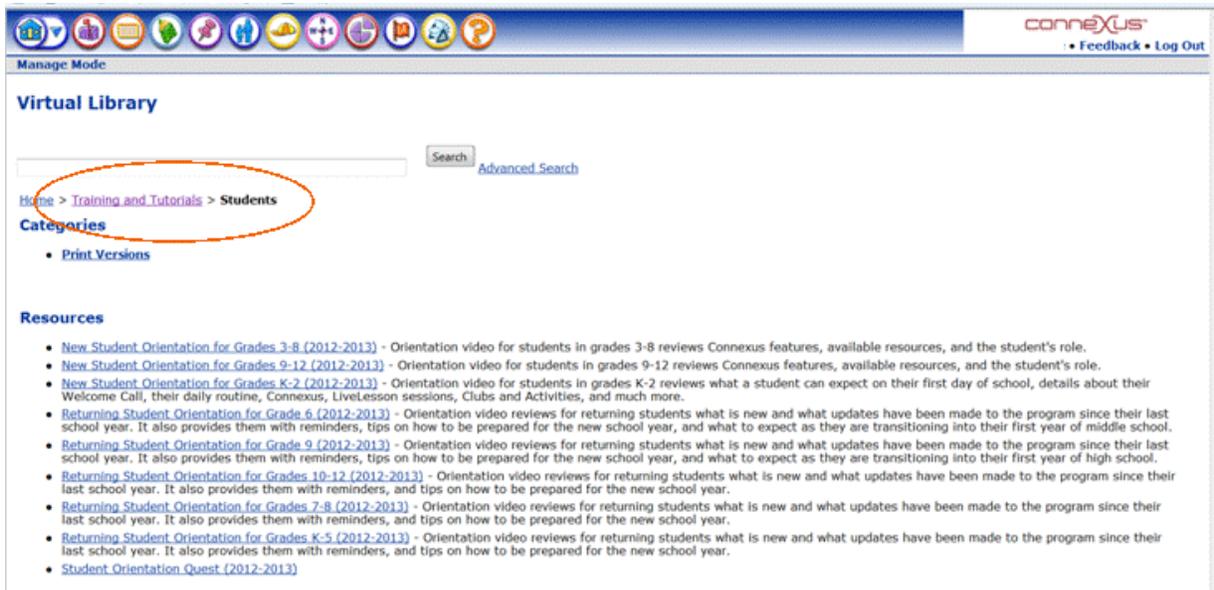
At the bottom of the page, there are several icons and a "Mobile Friendly" link. A red circle highlights the instruction in the "Course Directions and Tips" section to click on the 6 Trait Power Write Tutorial Web Link in the backpack.

Course Directions and Tips communicate discrete skills or concepts required prior to learning.

For discrete skills relating to technology, there are an abundance of simulations available to students from their learning management home page. These cover everything from copying a file with the mouse and using the Control Panel to creating subfolders and creating a short cut icon, as shown in the screen shot below.



Students will also have access to tutorials and orientation guides to learn—or refresh their learning—of features of the learning management system or computer programs. The screen shot below is of Training and Tutorials found in the Virtual Library, linked on the home page for students and teachers.



References for Students to learn prerequisite skills or refresh their learning are available through links on the home page.

Formative/summative assessments

Nexus Academy courses contain diverse assessment strategies—many involving next-generation technologies—for both formative and summative assessments that then drive tailoring of curriculum and instruction.

Specific assessment protocols include the following, shown with examples from high school courses:

- **Formative Assessments.** Lessons incorporate student application of new concepts, such as the exercises shown below from Algebra I.

The screenshot shows a digital interface for a math activity. At the top, there is a navigation bar with icons for 'Back', 'Activities', 'Parent/Teacher', 'Standards', and 'Instructions'. The main area is a large rectangle with a red border, containing a smaller rectangle with a red border. The left side of the inner rectangle is a pink vertical bar labeled 'x', and the bottom side is a blue horizontal bar labeled 'y'. Below the main area is a toolbar with buttons for 'Clear', '1', '5', 'x', 'y', 'x^2', 'y^2', and 'x'. To the right of the main area is a text box titled 'Multiplying Binomials - 1' with the following text: 'Illustrate the question, "What is x groups of (y + 2) things?" by placing an x piece along the vertical side and a y piece combined with 2 green cubes along the horizontal side. Fill in the rectangle with pieces that represent an xy value, and 2x values. What is your answer? Change the value of x or y by dragging the sliders.'

- **Quick Checks.** Brief online assessments at the end of almost every lesson that provide automatic feedback for students and teachers

The screenshot shows a digital assessment interface. At the top, there is a navigation bar with icons for 'Getting Started', 'Instruction', 'Activity', 'Review', and 'Assessment'. The main area is a large rectangle with a purple border, containing the following text: 'Introduction to Equations' and 'Multiple Choice'. Below this are three multiple-choice questions: 1. 'Is $-7 + 9 = -9 + 7$ true, false, or open? (1 point)' with radio buttons for 'true', 'false', and 'open'. 2. 'Is $4x - 3 = 19$ true, false, or open? (1 point)' with radio buttons for 'true', 'false', and 'open'. 3. 'Which of the following is a solution to the equation $16 = 4x - 4$? (1 point)' with radio buttons for '-5', '-4', '5', and '16'. At the bottom of the interface, there is a navigation bar with icons for 'Mobile Friendly' and '5 of 5'.

- **Quizzes.** Short online assessments that provide automatic feedback for students and teachers

Lesson 9: Playing with Point of View

Honors English 10 A Unit 1: The Literature of the Americas

Playing with Point of View

Multiple Choice

1. _____ is a memory sequence that interrupts the chronological order of events for the purpose of telling what happened at some time in the past. (1 point)
 - Flashback
 - Point of view
 - Setting
 - Chronological order
2. Which of the following statements are true of both third-person objective and third-person omniscient point of view? (1 point)
 - The narrator observes and participates in the the story's action.
 - The narrator observes but does not participate in the story's action.
 - The narrator uses pronouns such as *I* and *we*.
 - The narrator relates the thoughts and feelings of all the characters.
3. Recall the definition of the prefix *omni-*. Which of the following best defines the adjective *omnipotent*? (1 point)
 - all powerful

Mobile Friendly 5 of 5

- **Portfolio Items.** Student work such as written compositions, lab reports, short-answer paragraphs, essays, book responses, and other various assignments that require teacher evaluation

Lesson 14: Writing Workshop: Persuasive Essay
Honors English 10 A Unit 4: Types of Nonfiction

Writing Workshop

Review the writing prompt on p. 558 of *Literature* and the guidelines for completing this assessment on pp. 558–565. Refer to the strategies and model on pp. 130–145 in *Writing and Grammar* as you work through the stages of the writing process. Working from the prewriting you completed earlier, write, revise, and edit a 3-page persuasive essay.

Click on the link below to refer to the Persuasive Essay Rubric as you write.

[Persuasive Essay Rubric](#)

Lesson 14: Writing Workshop: Persuasive Essay
Honors English 10 A Unit 4: Types of Nonfiction

Your persuasive essay is a portfolio item. When you are finished, please submit your work to your teacher using the Drop Box below.

Drop Box
Complete and [submit the Persuasive Essay assessment](#).

- **Graded Discussions.** Teacher-monitored class discussions in which students post thoughts, ideas, and reactions in a designated discussion board. The postings follow specific assignment guidelines outlined in the curriculum and are evaluated by the teacher.

Who Are These Strangers?

Discussion Details

Discussion for Who Are These Strangers?

Select one of the following questions introduced at the beginning of this lesson and compose an expository paragraph in response. Respond to at least one of your peers' posts.

- People from one region or ethnic group cannot possibly understand people from another region or ethnic group.
- Americans have more interest in other cultures than other cultures have interest in America.
- Members of a family share certain values.
- One person can speak accurately for a racial or ethnic group.
- Traveling to a different part of the world changes a person forever.
- English should be everyone's first or second language in order to ease communication in the twenty-first century.
- Traditions are lost whenever a culture becomes modernized.
- Success means the same thing in all cultures of the world.
- People, of whatever backgrounds, are more alike than they are different.

- **Semester and Unit Tests.** Substantial end-of-unit and end-of-semester assessments, both online and offline, provide students and teachers with more comprehensive information about a student's cumulative understanding of the instructed material.

Lesson 9: Solving Equations Unit Test

Algebra 1 A Unit 2: Solving Equations

Assessment

Solving Equations Unit Test

Multiple Choice

1. Is the equation true, false, or open? Explain.
 $9p + 8 = 10p + 7$ (1 point)

Open, there is a variable.
 True, the expressions are the same for all values of the variables.
 False, the expressions are never the same.

2. Is $x = 1$ a solution of the equation $2 - 8x = -6$? (1 point)

yes
 no

3. Is $(3, 13)$ a solution of the equation $y = 4x$? (1 point)

yes
 no



- **Audio/Visual Assessments.** Integrated into some courses such as foreign languages and speech and debate, these assessments allow students to record themselves and submit the recording to their teachers.

Lesson 6: Listen and Learn Part 1

Chinese I A Unit 1: Greetings

[Edit Document](#)

In this voice activity, you will record your voice for both parts of the Conversation assessment in Chinese. You can print the conversation to use as a reference. Save the recording for your teacher. Also, remember to save a copy of your work on your hard drive.

1. (10 points)

Instructional materials/textbooks

Each Nexus Academy course includes interactive instructional materials and textbooks, samples of which are shown below. Courses include Teachlet® interactive instructional movies and primary source and instructional videos as well. Integrated “i-text” electronic textbooks are licensed from a variety of leading publishers including Prentice Hall®, McGraw Hill®, Pearson®, and others, while non-proprietary technology-based content is licensed from “best of breed” providers such as BrainPop® videos, Grolier Online™ multi-media encyclopedias, SkillsTutor™, Compass®, and United Streaming®.

The screenshot shows a digital interface for a textbook page. At the top left is the 'CONNECTIONS EDUCATION' logo. The page title is 'from Ten Songs' by W.H. Auden. On the left side, there is a vertical navigation bar with 'Menu' and 'Search' buttons. The main content area is divided into two columns. The left column contains a 'Before You Read' section with a short biography of W.H. Auden and a 'World Context' section about the political and social climate of the 1930s. The right column features a large illustration of a hand holding a pen, with various symbols like a plane and a gear around it. Below the illustration is a 'LITERARY LENS IMAGERY' section. At the bottom of the page, there are navigation controls including a search bar and a page number '169-170'.

The image shows the cover of a Pearson Biology textbook. The cover features a vibrant photograph of a red parrot. The title 'Biology' is prominently displayed in a large, white, serif font. Below the title, the authors' names 'Kenneth R. Miller, Ph.D.' and 'Joseph S. Levine, Ph.D.' are listed. The Pearson logo is visible at the bottom left of the cover. The background is a mix of green and red tones.

The screenshot shows a digital interface for an Algebra 1 textbook. At the top, there is a navigation bar with 'Page Cover' and a zoom level of '75%'. The main content area is split into two panels. The left panel displays a 'Table of Contents' with a list of chapters and sections, including 'Using Your Book for Success', 'Contents', 'Entry-Level Assessment', and chapters 1 through 8. The right panel shows the cover of the 'Algebra 1' textbook, which features a detailed illustration of a futuristic, metallic robot or machine. The title 'Algebra 1' is written in a large, white, sans-serif font at the bottom of the cover. The background is a dark blue with a grid pattern.

Instructional strategies inclusive of any distinctive pedagogy

A hallmark of Nexus Academy is a personalized educational path for each student, and this includes personalized instructional strategies. Each student will have a Personal Learning Plan (PLP), part of which is a Learning Style Questionnaire. Instructional strategies are geared to each student's learning style, found in his or her PLP. Please see the following example, with important sections circled in orange.

The screenshot displays the 'Personal Learning Plan (PLP): High School 2012-13 - Drew A.' interface. At the top, there is a navigation bar with icons and the 'conneXus' logo. Below the navigation bar, the page title is 'Personal Learning Plan (PLP): High School 2012-13 - Drew A.'. The main content area is divided into several sections:

- Transition Plan Notation:** Includes 'Current Grade Level: 11' and 'Current Homeroom Teacher: Heather K'.
- High School Personalized Learning Plan (for students grade 9-12):** Includes a goal setting instruction: 'You will be focusing on three areas for your goal setting: Academics, College and Career Readiness and Personal and Social Planning. Write a goal for each area to complete during this school year. Now let's get started!'.
- 9th - 11th Post High School Plans:** Includes 'Honor Code', 'NCAA', '2012-13 Academic Planning' (circled in orange), 'Take a Learning Style Questionnaire', and 'Review Academic History'.
- 2012-13 College and Career Readiness Planning:** (circled in orange)
- Take this quiz to discover what you would like to do after High School. Career Quiz**
- Links For College and Career Planning**
- Personal Learning Plan Log Data:** Includes 'Instructional PLP Log Data' (Total Number of PLP contacts: 2) and 'Advising PLP Log Data'.
- 2012-2013 Personal/Social Information and Planning:** Includes a 'Log Entry' section with a timestamp of 4/24/2012 9:38 AM and a text entry: 'EOY call held 4/24. Drew is on a fine pace for the Dual Diploma, program. He wants to work in the movie industry and is considering Full Sail or Scad. Encouraged PLP completion, ITR-Yes, Course Final.'

An orange arrow points from the text 'Contains the student's individualized program of study' to the '2012-13 Academic Planning' section.

Individualized Learning. Personalized instructional strategies are possible through the Personal Learning Plan.

In addition, Nexus Academy courses include teaching guides with instructional strategies for teachers. These guides provide teachers with distinctive pedagogy for multiple learning paths, options for customization/differentiation, and additional opportunities for instruction. Please see below for a screen shot of a section of a teaching guide from the Biology course.

Lesson 1: The Nature of Science

Biology A Unit 1: The Nature of Life

Teaching Tips

Teaching Tips

- Have students read the description of the salt marsh in Figure 1-3 on p. 6. The description provides a good example of a controlled experiment.

Strategies and Resources for Differentiation

Strategies for Differentiation

- Strategies will be added based on teacher feedback.

Resources for Differentiation

- Discovery Education™ *streaming* movie
[How Scientists Work: What is Scientific Inquiry? Curiosity and Persistence \(00:50\)](#)
 - Use the [SSTAIR Database*](#) to locate additional resources.

* The database is in Microsoft® Access and is stored in SharePoint. If your computer does not have Access installed, you will not be able to view the resources in the database.

[SharePoint website](#)

- Username = your CA username (e.g., jdoe, ssmith)
- Password = your CA OUTLOOK password

[Using the SSTAIR Database](#)

Teaching Guide. This page shows teachers strategies for differentiation as well as resources to use.

Nexus Academy teachers will have 24/7 access to an online Professional Learning Community through Connections Education with a plethora of resources, including instructional strategies. This community of educators is dedicated to shared values and vision, working and learning collaboratively, shared decision-making, collective creativity, and supportive and shared leadership—all facilitated via technology for anytime/anywhere peer support. The following screen shot shows just some of the many resources.

Professional Learning Community Resources

Welcome to the Professional Learning Community Resources for Connections Education!

The Connections Education Professional Learning Community Resources (PLCr) is a website dedicated to assisting school-based staff with shared values and vision, networking and collaboration resources, shared decision-making, collective creativity, and supportive and shared leadership. As a collegial group of educators, we are united in our commitment to student learning through our collaboration in our school-based communities and through the resources found on the PLCr site.

Send a [WebMail message](#) with comments, updates, and suggestions for your Professional Learning Community Resources (PLCr).



Professional Development

Week of April 16-20, 2012

Teacher Talk Tuesday
Pre-LiveLesson Session
Audience: All Math and Science Teachers

Current Professional Development Opportunities

- [2011-12 Professional Development Calendar](#)
 - Link to join is listed below the session title on the calendar.
 - Recording links are added 24 hours after the session.
- **PACE Teachers**
 - [Meeting Link](#)
 - [PACE Program Manual](#)
- **Tracking Your Professional Development**

Instructional Support



SSTAIR Resources

- [SSTAIR Guide](#)
- Personal Learning Plan (PLP) Overview
 - [Presentation and FAQ](#)
- [Essential Skills and Standards](#)
- Content Prioritization Templates
 - [Language Arts](#)
 - [Math](#)
- Assessment Information
 - [LEAP Resources](#)
 - [DIBELS® Next Resources](#)
 - [Assessment Objective Performance Report](#)
 - [Alternative Assessments](#)

Networking

Curriculum and Instruction

- Curriculum Previews for 2012-13
 - [Ele/Middle School Courses, Tools, and Resources](#)
 - [High School Courses, Tools, and Resources](#)
- [Who's Who in Curriculum and Instruction?](#) (March 2012)
- Teacher Course Liaisons (TCLs) Program
 - [Teacher Course Liaisons \(2011-12\)](#)
 - [Teacher Course Liaison Program](#)
- [Message Boards](#)
- Course Release Information: Refer to the [Course Release Listing](#) to learn more.
 - [K-8 Courses for 2011-12](#)
 - [9-12 Courses for 2011-12](#)
- Curriculum FAQs
 - [2011-12 Elementary Curriculum FAQs](#)

School Support

School Support Help Desk

Whenever you have a question, need assistance, or just want to talk through how to do some school-related task, the School Support Help Desk acts as a triage center for all Connections Academy departments. Call us and we can direct you to the department and employee who can best assist you. Please call our **School Support Help Desk: 1 (800) 382-6010**, press 1 then ext. 2339. We are open from 8:30 a.m. to 6:00 p.m. (ET).

Brown Bag Discussion

Brown Bag Discussions are hosted by Dr. Pat Hoge, Senior Vice President of Curriculum and Instructional Services and Chief Academic Officer, and open to all Connections Academy employees. These interactive LiveLesson sessions provide an open forum for us to discuss protocols, practices, and other topics of interest.

Instructional Strategies. This figure shows how Professional Learning Community Resources will be available to Hamilton County teachers as part of the professional development package.

Sequence and pacing guide, which aligns to the objectives

Sequence and pacing guides are built into courses ensuring that all course objectives are covered and aligned. For examples of these, please see the sample walk-through of the lessons that we have provided. The following screen shot is from Honors World History and indicates that the average lesson time is 60 minutes, with the pacing set at 5 lessons per week.

Grading Scale Type	9-12 A-F Honors <i>Choose the type of grading scale this course shall use in the Grade Book.</i>
Period Length	Semester <i>The length of the course.</i>
Credits	.50 <i>General course length: use .25 for quarter, .5 for semester, and 1 for a year.</i>
Average Lesson Time	60 <i>Set the length of time in minutes that a typical lesson in this course will take.</i>
Lessons Scheduled per Day	<i>Enter the default number of lessons to be scheduled per day.</i>
	Sunday <input type="text" value="0"/>
	Monday <input type="text" value="1"/>
	Tuesday <input type="text" value="1"/>
	Wednesday <input type="text" value="1"/>
	Thursday <input type="text" value="1"/>
	Friday <input type="text" value="1"/>
	Saturday <input type="text" value="0"/>
Course Levels	9,10,11,12

High School Scope and Sequence

In addition to the course-level individualized sequence and pacing guides described above, the Nexus Academy curriculum is both broad and deep enough to ensure that all students will be on pace to graduate from high school in four years with enough credits to enter competitive four-year colleges.

The complete alignment of the Nexus Academy curriculum to the District of Columbia High School Graduation Requirements is shown below, followed by a sample four-year scope and sequence for a typical college-bound Nexus Academy student.

High School Subject Area	District of Columbia Requirements (Carnegie Units/Credits)	Nexus Academy Course Choices ("A" and "B" designate semesters)
English	4 units: <ul style="list-style-type: none"> English I English II English III English IV 	<ul style="list-style-type: none"> English 9 A and B – Foundations, Standard, Honors English 10 A and B – Foundations, Standard, Honors English 11 A and B – Foundations, Standard, Honors English 12 A and B – Foundations, Standard, Honors AP English Language A and B* AP English Literature A and B*
Mathematics	4 units: <ul style="list-style-type: none"> Algebra I Geometry Algebra II Higher-Level Math 	<ul style="list-style-type: none"> Algebra 1 A and B – Foundations, Standard, Honors Geometry A and B – Foundations, Standard, Honors Algebra 2 A and B – Foundations, Standard, Honors Precalculus A and B – Standard and Honors Calculus A and B Advanced Algebra with Financial Applications AP Statistics A and B* AP Calculus AB A and B* AP Calculus BC A and B* <p>Options:</p> <ul style="list-style-type: none"> Pre-Algebra A and B Consumer Math A and B Explorations in Mathematics A and B
Science	4 units: <ul style="list-style-type: none"> Biology 	<ul style="list-style-type: none"> Biology A and B – Foundations, Standard, Honors

High School Subject Area	District of Columbia Requirements (Carnegie Units/Credits)	Nexus Academy Course Choices ("A" and "B" designate semesters)
	<ul style="list-style-type: none"> • 2 Lab Sciences • 1 Other Science 	<ul style="list-style-type: none"> • Chemistry A and B – Standard and Honors • Earth Science A and B – Standard and Honors • Environmental Science A and B • Physical Science A and B • Physics A and B • AP Biology A and B* • AP Environmental Science* • AP Physics A and B*
Social Studies	<p>4 units:</p> <ul style="list-style-type: none"> • World History I & II • DC History • US Government • US History 	<ul style="list-style-type: none"> • World History A and B – Foundations, Standard, Honors • DC History – Course to be developed • American Government A and B – Foundations, Standard, Honors • United States History A and B – Foundations, Standard, Honors • Economics • AP U.S. Government* • AP U.S. History A and B* • AP World History A and B* • AP Microeconomics* • AP Macroeconomics* • AP Human Geography*
Health and Physical Education	<p>1.5 Units</p> <p>Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students.</p> <p>Health</p>	<ul style="list-style-type: none"> • Nexus Academy Fitness Program • Health, Fitness, and Nutrition A or B • Personal Fitness • Physical Education • Yoga <p>Integrated with Personal Fitness plan supervised by Personal Trainer</p>
World Languages	<p>2 Units</p> <ul style="list-style-type: none"> • 2 units from the same foreign language 	<ul style="list-style-type: none"> • Spanish I A/B, II A/B, III A/B, IV A/B • French I A/B, II A/B, III A/B, IV A/B • German I A/B, II A/B • Japanese I A/B, II A/B • Mandarin Chinese I A/B, II A/B, III A/B • Latin I A/B, II A/B, III A/B • AP Spanish A/B* • AP French A/B* • American Sign Language 9-12

High School Subject Area	District of Columbia Requirements (Carnegie Units/Credits)	Nexus Academy Course Choices ("A" and "B" designate semesters)
Art	.5 Unit Art	<ul style="list-style-type: none"> • Digital Arts I • Art History A or B • Digital Photography • AP Art History A or B* <p>To supplement these courses, Nexus Academy may also develop face-to-face activities with local guest-artists (similar to process at other Nexus Academy schools nationally)</p>
Music	.5 Unit Music	<ul style="list-style-type: none"> • Music Appreciation • Julliard Performance Courses (forthcoming in 2013) <p>To supplement this courses, Nexus Academy may also develop face-to-face activities with local guest-artists artists (similar to process at other Nexus Academy schools nationally)</p>
Electives	3 Units	<p><u>Career and Technology</u></p> <ul style="list-style-type: none"> • Career Exploration • Introduction to Entrepreneurship I and II • Business Keyboarding • Business Systems Technology • Emergent Computer Technology • Engineering Design I • Game Design • Introduction to Computers and Applications A • Introduction to Computers and Applications B • Programming I: VB.NET • Programming II: Java • Web Design I <p><u>Other</u></p> <ul style="list-style-type: none"> • Journalism A and B • Speech and Debate • Geography • Psychology A and B • Personal Finance • Driver's Education

High School Subject Area	District of Columbia Requirements (Carnegie Units/Credits)	Nexus Academy Course Choices ("A" and "B" designate semesters)
		<ul style="list-style-type: none"> • College Prep with ACT • College Prep with SAT • AP Psychology*
TOTAL	24 Credits	24 Credits
	At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approved "College Level or Career Prep" list (AP, IB, CTE courses and college-level courses).	* AP Courses apply toward College Level or Career Prep requirements ; students may also meet this requirement through CTE and college courses
	100 hours of Community Service	Facilitated through flexible Nexus Academy schedule and monitored using technology tools plus in-person reporting

Sample Four-Year Scope and Sequence

(Note that courses are listed in sequence, which typically equates to year/grade level (e.g., 1st = 9th grade), but in the Nexus Academy blended school students can accelerate or double-up on courses.

Subject	1st →	2nd →	3rd →	4th
English	English 9	English 10	English 11	English 12
Mathematics	Algebra 1	Geometry	Algebra 2	AP Statistics
Science	Biology	Physical Science	Chemistry	AP Environmental Science
Social Studies	World History	DC History	US Government	US History
Health/PE, Art and Music	Health, Fitness and Nutrition	Yoga Digital Arts	Julliard Music	AP Art History
World Language	Chinese 1	Chinese 2	Chinese 3	Sign Language
Elective	Game Design	Web Design	College Prep w/SAT or ACT	Personal Finance
Total Number of Required Credits = 24				

We are pleased to provide you with a sample unit from 9th grade English and Algebra I, two courses we intend to offer in the first year of operation. All courses are carefully planned using a Course Map (see below) to integrate Common Core Standards as well as 21st Century Skills, essential questions, unit objectives, and more. Explicit Common Core correlation is shown in the specific lessons in the following pages, which also contain further details of the 9th grade English and Algebra I courses for your review.

Unit Title	Lesson Days	Common Core Standards	21st Century Skills	Unit Essential Questions	Unit Summary	Unit Objectives	Unit Essential Vocabulary
Unit 1: Fiction and Nonfiction	9	Writing 3, 5, 10; Reading Inform: 3, 6; Reading Lit: 10, 4, 1; Lang: 1; Speak & Listen 1, 3	1	What is the writing process, and how do you use it to write an autobiographical narrative? How can study skills help you become a more successful student? What are types of fiction and nonfiction?	The writing focus is on the writing process and using it to write an autobiographical narrative. Students will focus on study skills as the 21st Century Skill. Lastly, the literature focus is on an overview of fiction and nonfiction. Specifically, students will read nonfiction essays and compare themes in famous U.S. historical documents as well as fictional short stories, drama, and poems, focusing on tone, mood, and dramatic irony. Lastly, the language focus is on the parts of speech.	Use the writing process to write an autobiographical narrative; Analyze and apply study skills; Analyze literary works	Writing Process, Autobiographical Narrative, Fiction, Nonfiction, Tone, Mood, Irony, Parts of Speech

Shown below, the course summary of the first semester of English 9 contains instructional and learning strategies. Circled in orange are the suggested lesson time and pacing.

English 9 A Course Summary

This is the first of two courses that comprise English 9. In this course, the student will take an in-depth look at a variety of literature selections. In reading and responding to these diverse selections, the student will gain a thorough understanding of fiction and nonfiction genres, including short stories, essays, poetry, and drama. The student will also read Jack London's *The Call of the Wild*. This selection enables the student to explore universal themes and make connections between the characters' experiences and his own. Harper Lee's *To Kill a Mockingbird* may be read instead of *The Call of the Wild*. Writing instruction focuses on analytical and expository writing but also provides opportunities for the student to write creatively.

Course Directions and Tips

- Read and complete each section of every lesson to increase your understanding of the material.
- Take note of any problem areas that you are having and review material as necessary.
- Remember, Quick Checks in the Assessment portion of the lesson are worth 5% of your overall grade, and are good indicators of whether or not you understand the material, and provide you with immediate feedback to that end.
- Actively participate in the Teachlets™ by answering questions and following directions. Review Teachlets™ as necessary.
- Lessons are designed to be completed over a one or two-day period. Note the amount of time you have for each lesson to pace yourself appropriately.
- Jack London's *The Call of the Wild* is the recommended novel for English 9A. Harper Lee's *To Kill a Mockingbird* may be read instead with prior teacher approval. Lessons and activities for *To Kill a Mockingbird* will appear on the lower half of the page. Do not proceed with *To Kill a Mockingbird* unless you have received approval from your teacher.
- Teachers may access *To Kill a Mockingbird* assessments in the Virtual Library.
- Please note that this course includes online practice. The practice is automatically scored and does not count toward your grade; however, the practice will appear in your grade book. This tool allows you to monitor your practice and to revisit topics, as appropriate, before completing the assessment at the end of the lesson.
- Please note that the online version of the entire *Grammar, Usage, & Mechanics Skillbook* which is the source for the Practice questions, is available in the back pack. It is attached as a Web Link.
- For a complete list of the websites in this course, please see the 'Web sites for English 9 A' resource packet in the backpack. Please note that the resource packet is attached to only the first unit of this course.
- To learn more about how to complete your writing assessments using 6 Trait Power Write®, please click on the 6 Trait Power Write Tutorial Web Link, which can be found in the backpack.

Grading Scale Type 9-12 A-F Choose the type of grading scale this course shall use in the Grade Book.

Period Length Semester The length of the course.

Credits .50 General course length: use .25 for quarter, .5 for semester, and 1 for a year.

Average Lesson Time 60 Set the length of time in minutes that a typical lesson in this course will take.

Lessons Scheduled per Day Enter the default number of lessons to be scheduled per day.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

The unit summary is shown below. Circled on the left is the syllabus, or “Course Tree.” You will see icons at the end of each lesson, signifying the type of assessment embedded in that lesson. Assessments range from short Quick Checks with three to five questions that are autograded for immediate feedback for the student, to teacher-graded portfolio assessments such as writing assignments or lab reports.

Unit 2: The Forces of Nature
English 9 A

Unit 2: The Forces of Nature
English 9 A

Unit Summary

In this unit, you will analyze fiction, nonfiction, and poetry selections about the natural world, with a focus on nonfiction selections. As you read, you will apply active reading strategies such as analyzing details and using text features and graphics to understand informational texts. You will also learn to understand and analyze elements of prose and poetry such as imagery, irony, figurative language, and text structure. Throughout the unit, you will also learn strategies for learning new vocabulary, with a focus on using context clues and understanding multiple-meaning words. Grammar instruction will focus on understanding the components of a sentence and using different sentence types. Finally, you will develop your writing skills as you create a descriptive essay.

Objectives

- Understand and analyze fiction, nonfiction, and poetry
- Apply a variety of active reading strategies for understanding nonfiction
- Learn and apply strategies for developing vocabulary
- Learn elements of grammar, usage, and style, focusing on the sentence base
- Use the writing process to compose a descriptive essay

Materials

Course Materials are not available as of this time as this User has not been assigned to any Courses. Please check back once the User has been placed into a Course.

Lessons

COURSE TREE

- 6. Writing Workshop: Family Narrative p p
- 7. The Scarlet Ibis: Hurst q
- 8. My Brother's Keeper: Bennett p q
- 9. Language Focus: Word Choice and Voice p q
- 10. Growing Up: Unit Review
- 11. Growing Up: Unit Test T
- 12. Writing Workshop: Family Narrative p
- 2. The Forces of Nature**
 - 1. The Forces of Nature: Unit Introduction p q
 - 2. Of Wolves and Men: Lopez q
 - 3. Poems of Nature: Frost, Chiyo, Basho, Cummings p q
 - 4. An Inconvenient Truth: Gore p q
 - 5. Writing Workshop: Description p
 - 6. Tsunami 2004 q
 - 7. Language Focus: Sentence Fluency and Voice p q
 - 8. The Forces of Nature: Unit Review
 - 9. The Forces of Nature: Unit Test T
 - 10. Writing Workshop: Description p
- 3. The Call of the Wild**
 - 1. The Call of the Wild: Unit Introduction q
 - 2. Chapter 1: Into the Primitive q
 - 3. Chapter 2: The Law of Club and Fang p q
- 2. The Forces of Nature**
 - 1. The Forces of Nature: Unit Introduction p q
 - 2. Of Wolves and Men: Lopez q
 - 3. Poems of Nature: Frost, Chiyo, Basho, Cummings p q
 - 4. An Inconvenient Truth: Gore p q
 - 5. Writing Workshop: Description p
 - 6. Tsunami 2004 q
 - 7. Language Focus: Sentence Fluency and Voice p q
 - 8. The Forces of Nature: Unit Review
 - 9. The Forces of Nature: Unit Test T
 - 10. Writing Workshop: Description p
- 3. The Call of the Wild**
 - 1. The Call of the Wild: Unit Introduction q
 - 2. Chapter 1: Into the Primitive q
 - 3. Chapter 2: The Law of Club and Fang q
 - 4. Chapter 3: The Dominant Primordial Beast q
 - 5. Chapter 4: Who Has Won to Mastership q
 - 6. Chapter 5: The Toil of Trace and Trail q
 - 7. Chapter 6: For the Love of a Man q
 - 8. Chapter 7: The Sounding of the Call q

For a more in-depth look at the unit itself, below are slides from Lesson 4, Unit 2. Every lesson begins with a lesson summary explaining what the student will learn and do, lesson objectives, and key words. Instructional materials and resources are accessed by clicking on the backpack icon at the bottom of the screen.

Lesson 4: An Inconvenient Truth: Gore

English 9 A Unit 2: The Forces of Nature



Graphics and Text Features

In this lesson, you will read an excerpt from former Vice President Al Gore's *An Inconvenient Truth*. Published in 2006, this nonfiction book warns of an approaching climate crisis. Gore later presented his arguments in an Oscar-winning documentary film.

Public response to both the book and the film has been intense. Some people dismiss Gore's concerns as exaggerated, while others worry that businesses and governments are not acting quickly enough to prevent a global environmental crisis.

The documentary *An Inconvenient Truth* uses informational **graphics** to make complex scientific concepts understandable for the audience. Similarly, the excerpt you will read today includes several types of **graphics** to present information clearly. **Text features** such as headings and subheads also help make information easier to digest by organizing it into smaller, manageable chunks.

Objectives

- Use text features to improve understanding of a nonfiction text
- Analyze the use of graphics in a nonfiction informational text
- Use context clues to understand new vocabulary
- Understand and identify complements in a sentence

Key Words

- chart
- complements
- context clues
- diagram
- graphics
- illustration
- text features



The backpack icon contains the lesson materials and resources.



A variety of lesson materials and resources, from textbooks to extension activities, are available to teachers and students in the backpack.

Unit Resources

[Resources](#) > **Resource Packets**

Course Resources - Materials from "English 9 A"

[Resources](#) > **Materials**

Supplied to You

Online Text/eBook

- iText E Guide to Language, Writing, & Literature
- iText Pathways: Literature for Readers and Writers
- iText Romeo and Juliet
- iText The Call of the Wild

You Need to Supply

There are no materials at this time.

Download the resource packet for the units that are linked below.

1. [Growing Up](#)
2. [The Forces of Nature](#)
3. [The Call of the Wild](#)



9B. Differentiate between opinions that are substantiated and unsubstantiated in the text

ENG9A_02_04_An Inconvenient Truth: Gore

In "An Inconvenient Truth," Al Gore substantiates his opinions with several graphics—a diagram, a chart, an illustration, and a photo. Use the chart below to compare his written explanation to the graphic. How do the graphics substantiate the text?

Graphic	How It Substantiates Gore's Explanation
Diagram	
Chart	
Illustration	
Photo	

People that have equally strong opinions about climate change are not taken seriously because their explanations are not substantiated. Explanations without evidence lack substance. They are easily dismissed.

Conduct some research of your own to find an article that includes an unsubstantiated argument, explanation, or opinion. Suggest two ways the author could better substantiate his or her claim.

11A. Analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications)

ENG9A_02_The Forces of Nature

Procedures and instructions are another type of nonfiction writing. Procedures explain steps required to complete a job. Instructions explain how to complete the necessary steps.

Read pp. 500–501 in *The Essential Guide to Writing, Language, and Literature*. Using the chart below, identify whether the two models follow the features of good procedures and instructions.

Feature	Employee Evaluation Procedures	Instructions for Receiving Continuing Education Money
Provides all of the information necessary to complete the task		

The Common Core Standards inform course design and have a major influence on lesson activities and assessments. Reading Standards for Informational Text 6-12 is shown below, along with its specific application in Lesson 4.



Reading Standards for Informational Text 6-12

The CCR anchor standards and high school grade-specific standards work in tandem: the former providing broad standards, the latter providing additional specificity.

Grades 9-10 students:	
Key Ideas and Details	
1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft and Structure	
4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas	
7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9.	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Civil Rights Speech).

Lesson 4: An Inconvenient Truth: Gore

English 9 A Unit 2: The Forces of Nature

Getting Started
Instruction
Activity

how this paragraph contrasts incandescent and fluorescent bulbs. This helps the reader understand more about both types of bulbs.

Reading

1. Read the background information on p. 210 in *Pathways*. Then read the excerpt from Al Gore's *An Inconvenient Truth* on pp. 212–218.
2. Respond to Think and Discuss questions 1–5 on p. 219.

Here are a few examples of actions you can take to make a difference:

- Avoid overpackaged food and other products with extra wrappers and boxes of unnecessary plastic. For instance, use a refillable water bottle instead of buying single-use plastic bottles.
- Ride your bike or walk instead of driving in a car.
- When you're at home, remember to turn off any lights that you aren't using. And don't stand in front of an open refrigerator door—leaving it open for just a few seconds wastes a lot of energy.
- Talk to your parents, teachers, and friends about the impact they might be having on the environment. Explain what they can do to help solve the climate crisis.

For additional information, you can go to www.dismasterclass.com.



Al Gore during one of his speeches

AFTER YOU READ
from *An Inconvenient Truth*

Think and Discuss

1. Why does Gore call information about climate change “an inconvenient truth”?
2. What evidence does Gore offer that humans are contributing to global warming?
3. Gore refers to several graphics—a diagram, a chart, an illustration, and a photo. In each case, compare the written explanation with the graphic. Explain what the graphics add to the text.
4. The facts and statistics in these excerpts, on their own, could be tedious to read. What techniques does Gore use to keep readers interested? Find at least three examples.
5. Gore’s book outlines problems and solutions related to global warming. The following graphic organizer identifies some of the problems highlighted in the article. Come up with some suggestions of your own for solving these problems and complete the table below.

Problem	Possible Solution(s)
Wasteful Home Heating Systems	
Energy-wasting Lightbulbs	
Pollution from Vehicles	
Industrial Pollution	
Excess Carbon Dioxide	
Rising Sea Levels	
Violent Weather	

Write to Understand: Zooming In

Writers often supplement their factual writing with a close-up look at how their subject relates to real, specific people. Choose an aspect of this excerpt on global warming and write a brief anecdote that explains it further by focusing on how it affects real people. Base it on your own knowledge and experience. For example, you might write about someone you know who rides a bike instead of driving, a family that’s “greening” its house, or a school or community center that is raising public awareness of global warming.

Writing informative, explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately, the second of Common Core Writing Standards 6-12, is shown below, along with Lesson 5's implementation.



Writing Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem standards, the latter providing additional specificity.

Grades 9-10 students:

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Lesson 5: Writing Workshop: Description

English 9 A Unit 2: The Forces of Nature



Writing Workshop: Description

Throughout this unit, you've read examples of writing about nature, including nonfiction selections and poetry. Each of the selections you have read uses **description**.

Some writers focus on presenting information clearly, while others focus on conveying an image. But regardless of the writer's purpose, each selection uses detailed examples, descriptions, and sensory images to convey ideas.



Good descriptive writing has the following characteristics:

- a central idea or dominant impression that comes across throughout the writing
- a clear organizational structure
- facts and examples to support the writer's ideas
- vivid descriptive details that appeal to the senses and create a "verbal picture"

Earlier in this unit, you began work on a descriptive essay about an object or place in nature. In this lesson, you will write the draft of your essay. Keep the elements listed above in mind as you compose your draft.

Objectives

- Use drafting strategies to compose a description
- Use vocabulary words correctly in writing
- Apply understanding of sentence variety in writing

Each lesson contains proprietary, highly interactive Teachlet® tutorials, Discovery Education™ streaming videos, and activities. Two slides of the “Sentence Sense” tutorial are shown below, followed by a screen shot of a Discovery Education™ video from Lesson 4.

Sentence Fluency and Voice

Throughout this unit, you have reviewed the components of a sentence. In this lesson, you will look more closely at the relationship between **sentence fluency** and **voice** in good writing.

Remember that voice is the personality you project in your writing. Word choice is one important aspect of voice. So is **sentence fluency**. Effective writers keep the following points in mind when they write:

- **fluency**—Do sentences flow naturally from one to the next? Are the ideas clearly connected throughout the paragraph?
- **variety**—Does the writing use varied sentences to avoid sounding monotonous? Varying sentence length and sentence structure adds interest to the writing.

Click on the link below to view the "Sentence Sense" Teachlet® tutorial.

[Sentence Sense](#)

Read more about sentence fluency on pp. 273–275 in *The Essential Guide to*



Draw a line from the sentence to the correct sentence type.

Declarative	Why do certain rides have a height requirement?
Imperative	Employees dressed in scary costumes roam the park during Fright Fest.
Interrogative	I just lost a contact lens!
Exclamatory	Please help me fasten my seat belt.

The Atmosphere & the Burning of Hydrocarbons

A Segment of: [Geography Principles: Global Problems](#)



A variety of assessments are built into each lesson. Lesson 4 of Unit 2, for example, contains an online grammar practice and a Quick Check autograded for immediate feedback, as well as a writing assignment. Writing assignments, lab reports, and other longer assessments are teacher-graded and come with rubrics embedded into the lesson.

Reading

1. Read the background information on p. 210 in *Pathways*. Then read the excerpt from Al Gore's *An Inconvenient Truth* on pp. 212–218.
2. Respond to Think and Discuss questions 1–5 on p. 219.

Writing

1. Refer to the strategies on pp. 325–326 in *The Essential Guide to Language, Writing, & Literature* as you work through the stages of the writing process. Take note of the specific tips for drafting the introduction, body, and conclusion. Choose a topic and begin drafting your descriptive essay.
2. Review your topic ideas and notes for the descriptive essay assignment.
3. Choose a topic and begin planning how to organize your descriptive essay.

Click on the links below to review the Descriptive Essay Guidelines and the Descriptive Essay Rubric for the assignment.

[Descriptive Essay Guidelines](#)
[Descriptive Essay Rubric](#)



English 9
Descriptive Essay Grading Rubric

SCORE	Audience and Purpose	Organization	Elaboration of Ideas	Voice and Language	Conventions
9–10	The essay is tightly focused on a single object or place. The importance of the subject of the event is explained in detail to the audience.	The essay is consistently well-organized. It follows a clear pattern of organization. Transitions are used consistently and effectively within and between paragraphs.	The essay consistently develops the description effectively with vivid details (including sensory details) and specific examples and explanations.	The essay consistently uses precise word choice and varied sentences. The voice reflects the writer's personality and is appropriate to the subject and audience.	The narrative contains few or no errors in grammar, usage, and spelling.
8	The narrative is focused on a single	The essay is generally well-	The description is effective	The essay generally uses precise word choice and varied sentences. The voice is appropriate to the subject and audience.	The essay contains few errors in grammar, usage, and spelling.

 Your Descriptive Essay is a portfolio item. When you are finished, please submit your work to your teacher using the Drop Box below. 

Now answer the questions.

An Inconvenient Truth Online Practice

Multiple Choice

Identify the correct form of the pronoun in parentheses.

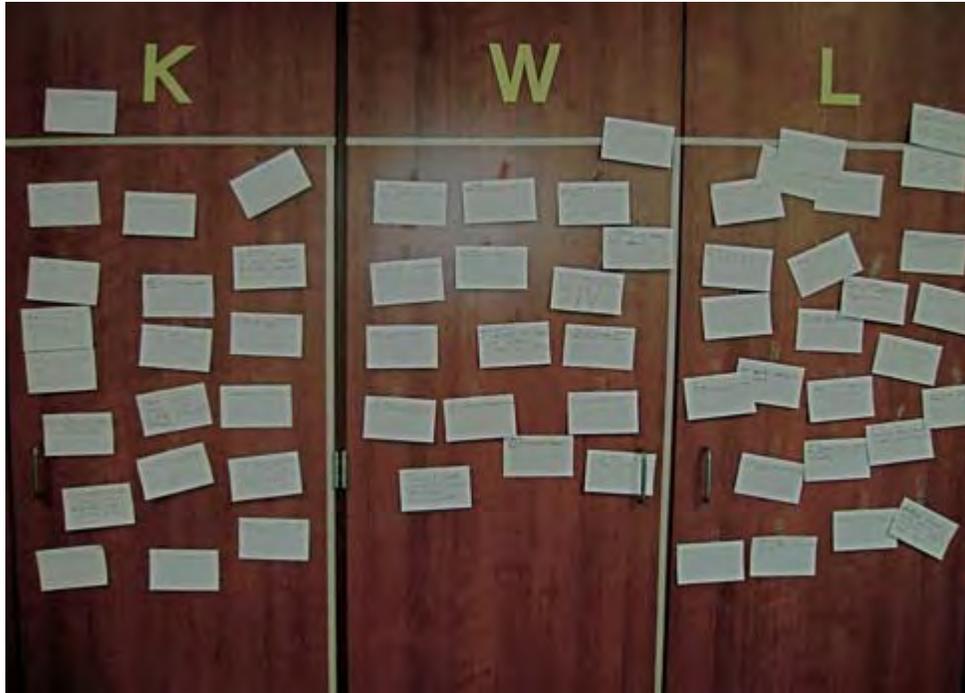
1. Mom told (us, we) that it was time for our dental appointments. (1 point)
 - us
 - we
2. Dr. Garcia, our dentist, always tells (I, me) jokes. (1 point)
 - I
 - me

An Inconvenient Truth: Quick Check

Multiple Choice

1. What does the graph on p. 214 in *Pathways* show about atmospheric carbon dioxide levels? (1 point)
 - Each year, the CO₂ level rises and then falls. Over the past 50 years, it has steadily increased.
 - Each year, the CO₂ level increases at a faster rate. Over the past 50 years, it has nearly doubled.
2. According to the selection, what is the role of infrared radiation in global warming? (1 point)
 - All of the sun's energy is converted to infrared radiation and then remains in the atmosphere. This warms the atmosphere.

Instructor-led, project-based learning activities are easily incorporated into lessons. For example, for Unit 2, “The Forces of Nature,” the teacher could lead groups of students in creating a KWL chart and then create a wall-size KWL chart in the classroom. This KWL chart could be used throughout the unit, with students using yarn to connect the W's (Want to learn) to the L (Learned). The students would be responsible for making the connections, and the instructor could give extra credit to group members who identify items on the chart.



Below is the course summary of the first semester of Algebra I and the syllabus, or “Course Tree.” You will see icons at the end of each lesson, signifying the type of assessment embedded in that lesson. Assessments range from short Quick Checks with three to five questions that are autograded for immediate feedback for the student, to class discussions and teacher-graded portfolio assessments such as writing assignments or lab reports. Circled in orange are Unit 1 lessons and assessments, and the suggested lesson time and pacing.

Algebra 1 A Course Tree

- 1. Variables and Expressions
- 2. Order of Operations and Evaluating Expressions
- 3. Real Numbers and the Number Line
- 4. Properties of Real Numbers
- 5. Adding and Subtracting Real Numbers
- 6. Multiplying and Dividing Real Numbers
- 7. The Distributive Property
- 8. Foundations for Algebra Unit Review
- 9. Unit Test: Unit 1 Foundations for Algebra

Course Summary

This course is the first of two that comprise Algebra 1. In this course, the student will gain a foundational understanding of the real number system, expressions, equations, and inequalities. The student will be taught to solve simple and multi-step equations and inequalities and represent those solutions graphically. In addition, students will explore linear or nonlinear functions and represent those functions on the coordinate plane. Finally, the student will solve systems of equations and inequalities and represent those solutions graphically.

Throughout the course, problem solving, critical thinking, and real-world application of mathematical concepts will be required.

Course Directions and Tips

The student may be asked to complete several exercises using a graphing calculator. The student can purchase a graphing calculator, such as the Texas Instruments TI-83™, or download the DreamCalc™ graphing calculator, which is provided by Connections Academy. The DreamCalc graphing calculator is similar to most hand-held graphing calculators.

Grading Scale Type 9-12 A-F Choose the type of grading scale this course shall use in the Grade Book.

Period Length Semester The length of the course.

Credits .50 General course length: use .25 for quarter, .5 for semester, and 1 for a year.

Average Lesson Time 60 :

Lessons Scheduled per Day Enter the default number of lessons to be scheduled per day.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Course Levels 9,10,11,12

Notes

The Unit 1 overview gives the students a summary of what he or she will learn, along with the unit objectives and materials. Every lesson begins with a lesson synopsis explaining what the student will learn and do, lesson objectives, and key words. Instructional materials and resources are accessed by clicking on the backpack icon at the bottom of the screen.

Unit 1: Foundations for Algebra

Algebra 1 A

Unit Summary

In this unit, you will be provided with a general introduction to Algebra 1 by reviewing many concepts from previous math courses including variables, expressions, and real-number operations. This unit provides you with a solid foundation for the remainder of Algebra 1. You will complete a unit portfolio project in which you will apply your knowledge of using variables to represent unknown and variable quantities, and writing expressions and equations.

Objectives	Materials
<ul style="list-style-type: none">• Write and simplify expressions• Graph, order, and compare real numbers on a number line• Use properties of real numbers to simplify expressions• Add, subtract, multiply, and divide real numbers	<ul style="list-style-type: none">• <i>Algebra 1: On Level</i> †• iText Algebra 1: On Level

Lesson 1: Variables and Expressions

Algebra 1 A Unit 1: Foundations for Algebra



Variables and Expressions

Jeremy wants to download songs for his MP3 player. He is comparing the prices of different music websites. Some charge per song and some allow you to download a number of songs for one price. Jeremy can write and use algebraic expressions to compare the prices. In this lesson, you will learn how to write expressions to represent real-world situations.

Objective

- Write algebraic expressions

Objectives derived from Pearson Education, Inc. © Pearson Education, Inc., publishing as Pearson Prentice Hall. All rights reserved.

Key Words

- algebraic expression
- numerical expression
- quantity
- variable



The lesson materials linked in the backpack icon include the online textbook (below), a list of approved websites such as the National Library of Virtual Manipulatives (example at bottom), and the Course Guide, which contains a summary of lessons and offline activities.

Lesson Resources - Materials from "Solving Equations with Variables on Both Sides"

[Resources](#) > **Materials**

Supplied to You

Online Text/eBook

iText Algebra 1: On Level

Textbook/Novel

Algebra 1: On Level †

You Need to Supply

There are no materials at this time.

The Common Core Standards inform course design and have a major influence on lesson activities and assessments. Seeing Structure in Expressions (A-SSE) and Arithmetic with Polynomials and Rational Expressions (A-APR) are shown below, along with their specific application in the lesson and the Pearson textbook, *Algebra 1*, on the following pages.



Seeing Structure in Expressions

A-SSE

Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.*
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on R .
2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^2 - y^2$ as $(x^2) - (y^2)$, thus recognizing it as a difference of squares that can be factored as $(x - y)(x + y)$.

Write expressions in equivalent forms to solve problems

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
 - a. Factor a quadratic expression to reveal the zeros of the function it defines.
 - b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
 - c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{12})^{t/12} \approx 1.012^{t/12}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*

Arithmetic with Polynomials and Rational Expressions

A-APR

Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Understand the relationship between zeros and factors of polynomials

2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems

4. Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle!

*The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

Lesson 1: Variables and Expressions

Algebra 1 A Unit 1: Foundations for Algebra



Defining Variables and Writing Expressions

Jeremy wants to purchase 100 songs. The chart below shows the costs for some popular music websites, along with a variable that Jeremy chose to represent each website. Remember that when you select a variable, you may use any letter you want, but it helps to use a letter that relates to the original item.

Website	Variable	Cost
website a	a	\$0.99 per song
website i	i	\$1.29 per song
website r	r	\$10.00/month for unlimited downloads
website w	w	\$0.64, \$0.94, or \$1.24 per song



Online instruction paired with engaging textbook activities, videos, online practices with immediate feedback, and face-to-face contact with the instructor equal multiple learning opportunities.

Solving Equations with Variables on Both Sides

A health club charges a \$50 sign-up fee and \$65 per month. Another club charges a \$90 sign-up fee and \$45 per month. For what number of months is the cost of the clubs equal?

To solve equations like this one, you will need to set up an equation with variables on both sides. In this lesson, you'll investigate how to create these equations and solve them.

Objectives

- Solve equations with variables on both sides
- Identify equations that are identities or have no solution

Objectives derived from Pearson Education programs © Pearson Education, Inc., or its affiliates. All rights reserved.

Key Word

- identity



Click on the link below to watch the "Solving Equations with Variables on Both Sides" Teachlet® tutorial. As you watch the tutorial, pay attention to the process used to move all variables onto one side of the equation.

[Solving Equations with Variables on Both Sides](#)

Click on the links below to complete problems 1–4 from the PowerAlgebra website. Each problem below includes step-by-step instructions.

[Problem 1](#)

[Problem 2](#)

[Problem 3](#)

[Problem 4](#)

Now that you have seen some problems worked out for you, try the following problems on your own. When you are finished, click on the Answer link below to reveal the solution and steps.

1. Solve. $3x + 4 = 5x - 10$
2. Solve. $2a + 3 = \frac{1}{2}(6 + 4a)$
3. Solve. $4x - 5 = 2(2x + 1)$

The Teachlet® tutorial linked in the lesson above includes interactive video instruction with audio and visual components, further reinforcing the Common Core standards. Every lesson incorporates tutorials, Brain POP® videos, Gizmos, online practices, or other learning activities.

Solving Equations with Variables on Both Sides

$$M_1 = e^{V/I} \quad M_1'$$

Solve the equation for y .

$$10y - 22 = 29 - 7y$$

Click here to solve.

$x = x$
 $x = \text{number of weeks}$
 $10x + 70 = 12x + 40$

A variety of assessments are built into each lesson. Unit 1, for example, contains online practice and Quick Checks autograded for immediate feedback, as well as two quizzes, a class discussion, a teacher-graded portfolio assessment, and a unit test. Teacher-graded portfolio assessments include rubrics embedded into the appropriate lesson.



Checklist for Algebra 1 Unit 1 Portfolio

What?	When?	Completed?
Read p. 67, Pull It All Together, in <i>Algebra 1</i>	Unit 1, Lesson 1	
Read Supplemental Portfolio Directions	Unit 1, Lesson 1	
Read Rubric	Unit 1, Lesson 1	
Complete Task 1	Unit 1, Lesson 3 (recommended)	
Complete Task 2	Unit 1, Lesson 5 (recommended)	
Complete Task 3	Unit 1, Lesson 7 (recommended)	

1 Pull It All Together

To solve these problems, you will pull together many concepts and skills related to expressions, real-number properties and operations, and equations.



BIG idea Variable

You can use variables to represent quantities that are unknown or vary and to write expressions and equations.

Task 1

Solve. Show all of your work and explain your steps.

A riding-stable manager is planning a nutritional diet for 6 horses. The manager finds the table below in a guide about horse health. The cost of 1000 Calories of horse feed is \$15. What is the cost per day to feed the 6 horses? (*Hint:* First, try writing an expression for the number of daily Calories needed for h horses.)

Calories Needed				
Number of Horses	1	2	3	4
Daily Calories Needed	15,000	30,000	45,000	60,000

Task 2

Use the table at the right to complete each part.

- Copy the table. Extend the table by writing expressions for y when $x = 5, 6,$ and 7 .
- Simplify each expression for y in your table from part (a). What pattern do you notice in the simplified expressions?
- Write an equation that relates x and y . Use your equation to find the value of y when $x = 15$.

x	y
1	1
2	$1 + 2$
3	$1 + 2 + 4$
4	$1 + 2 + 4 + 8$

BIG idea Properties

The properties of real numbers describe relationships that are always true. The properties of real numbers are true in both arithmetic and algebra. You can use them to rewrite expressions.

Task 3

Solve. Show all of your work and explain your steps.

You are buying gifts for 10 people. You decide to buy each person either a CD or a DVD. A CD costs \$12 and a DVD costs \$20.

- Let c = the number of CDs you decide to buy. What is an expression in terms of c for the number of DVDs you buy?
- What is an expression in terms of c for the cost of the CDs? For the cost of the DVDs?
- Write and simplify an expression in terms of c for the *total* cost of all the gifts you buy. What properties of real numbers did you use to simplify the expression?

You will submit your Unit 1 Portfolio on the next page. Be sure that you have completed Tasks 1, 2, and 3. Use the links below to review the requirements for this portfolio before submitting.

 [Portfolio Supplemental Directions](#)

 [Portfolio Checklist](#)

 [Portfolio Rubric](#)



Scoring Rubric – Algebra 1, Unit 1 Portfolio

	0	1	2	POINTS AWARDED
Understanding the Problem	Responses demonstrate complete misunderstanding of the problem	Part of the problem misunderstood or misinterpreted	Responses demonstrate complete understanding of the problem	
Effort	Responses demonstrate little or no effort	Responses demonstrate moderate effort	Responses demonstrate significant effort and an attempt to complete the assignment	
Task 1 Answers	Answer is completely incorrect or missing	Answer is partially correct or contains minor computational errors that affect the final answer	Final answer is correct	
Task 1 Work	No work is submitted	Partial work is submitted	All work is submitted; steps are easy to follow and lead to the correct response	
Task 2 Answers	Answer is completely incorrect or missing	Answer is partially correct or contains minor computational errors that affect the final answer	Final answer is correct	
Task 2 Work	No work is submitted	Partial work is submitted	All work is submitted; steps are easy to follow and lead to the correct response	
Task 3 Answers	Answer is completely incorrect or missing	Answer is partially correct or contains minor computational errors that affect the final answer	Final answer is correct	
Task 3 Work	No work is submitted	Partial work is submitted	All work is submitted; steps are easy to follow and lead to the correct response	
Comments:				___ out of 16

Lesson 4: Properties of Real Numbers

Algebra 1 A Unit 1: Foundations for Algebra



Complete the following review activities.

1. The assessment for this lesson is a discussion of a mathematical statement. You will have to determine if the statement is true or false. If it is false, you will give a counterexample and explain your reasoning. You will also be asked to respond to at least two of your classmates. Before engaging in the discussion, view the Discussion Guidelines and the Discussion Rubric to ensure that you understand the expectations for this activity.
2. Review the vocabulary from this lesson.
3. Be sure that you understand the properties of real numbers. Practice reviewing them by completing the activity below. For each example, decide what property of real numbers is being demonstrated. This practice will not be graded.
4. Click on the links below to view and print the Discussion Guidelines and Discussion Rubric.

 [Discussion Guidelines](#)

 [Discussion Rubric](#)

See next page for this assessment.

Click on the link below to complete the Properties of Real Numbers Practice to review the vocabulary from this lesson.

 [Properties of Real Numbers](#)



Extension: How many different ways can you write $a + b + c + d + e$? Share your answers with your Learning Coach.

Properties of Real Numbers

Multiple Choice

- $16y + 0 = 16y$ (1 point)
 - Associate Property of Addition
 - Zero Property of Multiplication
 - Commutative Property of Addition
 - Identity Property of Addition
- $d \cdot r = r \cdot d$ (1 point)
 - Commutative Property of Multiplication
 - Identity Property of Multiplication
 - Zero Property of Multiplication
 - Commutative Property of Addition
- $27a \cdot 0 = 0$ (1 point)
 - Associative Property of Multiplication
 - Commutative Property of Multiplication
 - Zero Property of Multiplication
 - Identity Property of Multiplication
- $16x + 5y = 5y + 16x$ (1 point)
 - Commutative Property of Addition
 - Zero Property of Addition
 - Identity Property of Addition

Other activities include Gizmos, online math interactions.

Welcome, Connections Academy Students and Teachers!

Modeling Linear Systems - Activity A

Experiment with a system of two lines representing a cat-and-mouse chase. Adjust the speeds of the cat and mouse and the head start of the mouse, and immediately see the effects on the graph and on the chase. Connect real-world meaning to slope, y-intercept, and the intersection of lines.

Exploration Guide [View](#)

CONTROLS TABLE

Mouse: head start, in feet

Mouse: average speed, in feet per second

Cat: average speed, in feet per second

Show whether cat catches mouse

Distance from starting point (in feet)

Time (in seconds)

Cat
Mouse

SIMULATE

Assessment Questions (4):

The Distributive Property Quiz

Multiple Choice

1. Use the Distributive Property to simplify the expression.

$$(-1)(4 - c) \text{ (1 point)}$$

- $4 - c$
 $-4 + c$
 $4 + c$
 $-4 - c$

2. To which subsets of real numbers does the number 22 belong? Choose all subsets that apply.
(4 points)

- whole numbers
 rational numbers
 integers
 irrational numbers
 natural numbers

Essay

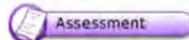
Note: Your teacher will grade your response to questions 6–7 to ensure that you receive proper credit for your answers.

6. A square field has an area of 479 ft^2 . What is the approximate length of a side of the field? Give your answer to the nearest foot. Explain your response. (2 points)

7. Simplify the expression $(7 + 5) + 4 \cdot 13 - 2$. (1 point)

Lesson 9: Unit Test: Unit 1 Foundations for Algebra

Algebra 1 A Unit 1: Foundations for Algebra



28. Simplify the expression. Show your work.
 $4(20 + 12) \div (4 - 3)$ (2 points)

Common Symbols/Templates Geometry Trigonometry Greek Symbols Additional Symbols/Templates

$+$ $-$ \times \cdot \div $/$ $=$ $<$ \leq $>$ \geq \approx π $\%$ $:$ $\$$ ∞

$\sqrt{\quad}$ $?$ $(?)$ $[?]$ $|?|$

italics c

?

Extension activities make ideal opportunities for group interaction. Teachers can have students each take a section of a problem, work in small groups, and compare answers.

Complete the following activities.

1. Read pp. 10–13 in *Algebra 1*.
2. Complete problems 9–35 (odd only) on p. 13 in *Algebra 1* to practice simplifying and evaluating algebraic expressions.
3. Complete problems 45–51 (odd only) on p. 14 in *Algebra 1* to practice evaluating expressions.
4. Continue working on your Unit 1 Portfolio Project. You will work on this portfolio throughout Unit 1 and will submit your responses to Tasks 1, 2, and 3 in Lesson 8 of Unit 1.

Click on the link below to access the online textbook.

 [Algebra 1](#)



Extension: Try problem 43 on p.14 in *Algebra 1* for a challenge!



43. **Think About a Plan** The snack bar at your school has added sushi to its menu. The ingredients for one roll include sushi rice, seaweed sheets, cucumbers, cream cheese, and 3 oz of smoked salmon. One roll can be cut into 8 servings. Write an expression for the amount of salmon needed to make s servings of sushi. How much salmon is needed to make 16 servings? 24 servings? 80 servings? 100 servings?
- What operations are needed in your calculations?
 - Use a table to help you organize your results. What will you use for the column headings in your table?

Online activities easily become group activities when the instructor projects the screen, allowing students to take turns at solving the exercise.

Complete the following activities.

1. Read pp. 30–33 in *Algebra 1*.
2. Complete problems 11–63 (odd only) on pp. 34–35 in *Algebra 1* to practice adding and subtracting real numbers.
3. Continue working on your Unit 1 Portfolio Project. During this lesson, you should complete Task 2. You will continue to work on this portfolio throughout Unit 1 and will submit your responses to Tasks 1, 2, and 3 in Lesson 8 of Unit 1.

Click on the link below to access the online textbook.

 [Algebra 1](#)

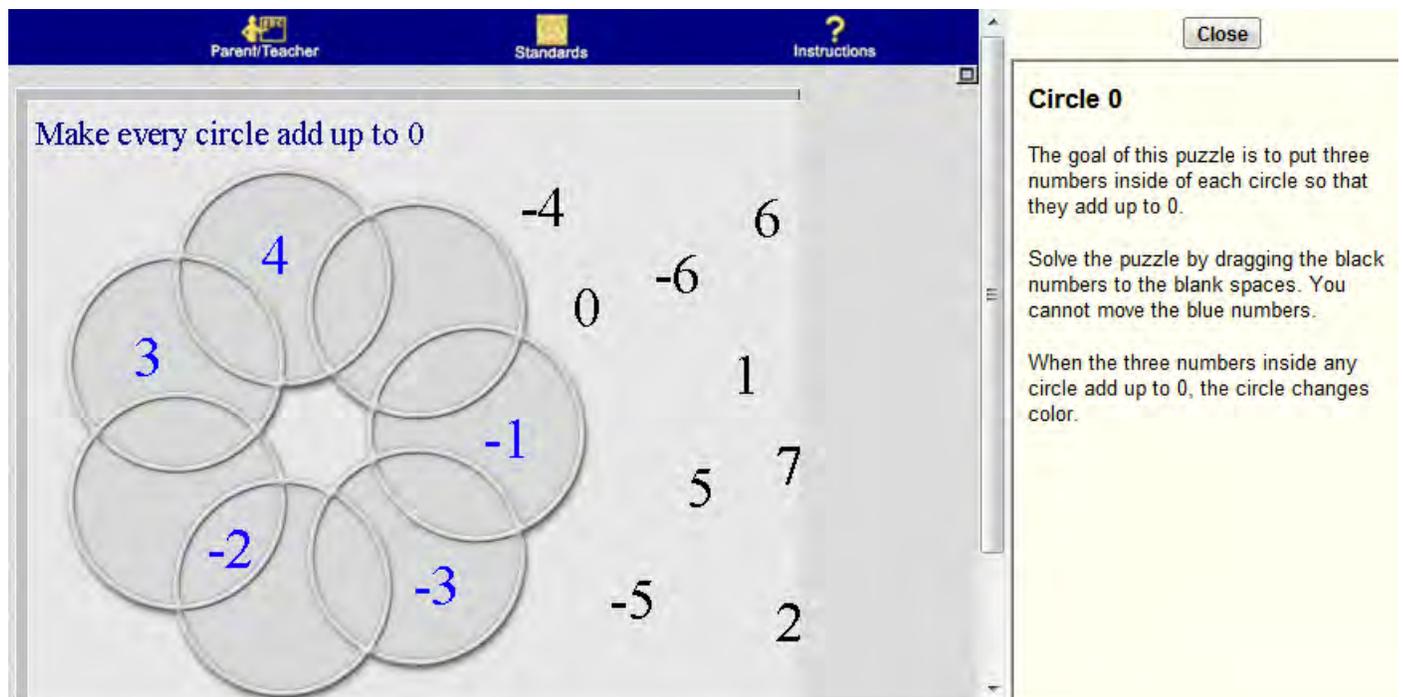
Extension: Click on the links below to go to the National Library of Virtual Manipulatives website to view the Circle Zero and Diffy games. This activity is great for practicing addition and subtraction of integers as well as logic skills.



[Circle Zero](#)

[Diffy](#)

Click on the "integers" radio button at the bottom of the screen to practice working with positive and negative numbers.



Parent/Teacher Standards Instructions

Close

Make every circle add up to 0

4 3 -1 -2 -3 -4 6 0 -6 1 5 7 -5 2

Circle 0

The goal of this puzzle is to put three numbers inside of each circle so that they add up to 0.

Solve the puzzle by dragging the black numbers to the blank spaces. You cannot move the blue numbers.

When the three numbers inside any circle add up to 0, the circle changes color.

We are pleased to provide you with a walk-through of two sample lessons: one from Earth Science and one from U.S. History. Lessons are laid out in an intuitive, user-friendly format, with one-click access to the course tree (syllabus) from any lesson. The screen shot below shows the course tree to the left and the lesson to the right. Lessons typically begin with the Getting Started page: an introduction of the lesson's topic, an overview of what students will do and learn, and the lessons' learning objectives.

Earth Science A

- 1. Introduction to Earth Science
 - 1. What is Earth Science?
 - 2. A View of Earth
 - 3. Representing Earth's Surface
 - 4. Earth System Science
 - 5. What is Scientific Inquiry?
 - 6. Unit Review
 - 7. Unit Test
- 2. Minerals
 - 1. Matter: Part 1
 - 2. Matter: Part 2
 - 3. Minerals
 - 4. Properties of Minerals
 - 5. Lab: Mineral Identification
 - 6. Unit Review
 - 7. Unit Test
- 3. Rocks
 - 1. The Rock Cycle
 - 2. Igneous Rocks
 - 3. Sedimentary Rocks
 - 4. Metamorphic Rocks
 - 5. Lab: Rock Identification
 - 6. Unit Review
 - 7. Unit Test
- 4. Earth's Resources
 - 1. Energy and Mineral Resources
 - 2. Alternate Energy Resources
 - 3. Water, Air, and Land Resources
 - 4. Protecting Resources
 - 5. Lab: Products that Conserve Resources
 - 6. Unit Review
 - 7. Unit Test
- 5. Sculpturing Earth's Surface
 - 1. Weathering
 - 2. Soil
 - 3. Mass Movements
 - 4. Lab: Effect of Temperature on Chemical Weathering
 - 5. Running Water

Lesson 5: Lab: Mineral Identification
Earth Science A Unit 2: Minerals

Getting Started | Instruction | Activity | Review

In this lesson, you will complete your first lab on mineral identification. You will be asked to examine and identify various mineral samples using the Lab Investigator: Rocks and Minerals virtual tool.

In order to complete this lab, you will need to create a data table, like the example on p. 59 in *Earth Science*. Your data table will display information that you gather from observations and tests performed on your mineral samples.

Click and print the [Science Lab Reports](#) instructional document. You may use this document as a guide for how you should structure your lab reports throughout the course.

Note 1: Each of the portfolio-based labs in this course will have a rubric attached to them. You will refer to the rubrics when creating lab reports throughout the course.

Note 2: This is a combined lab. You will submit one lab report that covers your results from the Mineral Identification lab AND your results from the Rock Identification lab, which you will complete in the following unit.

Click and print the [Science Lab Grading Rubric](#) for the combined Mineral and Rock Identification lab. Read the document carefully and refer to it as you complete the lab.

Objectives:

- Explain some of the simple tests that can be used to identify minerals
- Differentiate among some of the common rock-forming minerals

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1 of 4

Icons represent assessment type.

Icons for one-click access to resources

Rubrics are embedded in lessons.

Clear objectives at the start of each lesson

Number of pages in the lesson

The next image is of page 2 of the lesson, the Instruction page (the purple course tree is collapsed on the left). Students usually access instructional materials on this page through movies, tutorials, textbooks, simulations, and more. With the single-sign-on access built into the Connexus® platform, students have one-click access to these resources without needing additional logins or passwords.

Lesson 5: Lab: Mineral Identification
Earth Science A Unit 2: Minerals

Getting Started Instruction Activity

Now click to watch the [Identifying Minerals](#) Discovery Education™ streaming movie.

It may be helpful for you to take notes in your science journal as you watch the movie.

2 of 4

Discovery EDUCATION

Minerals and Rocks

Minerals Rocks

You can often identify a mineral by looking at it carefully and by performing simple physical or chemical tests. Use the buttons beneath the photo of the mystery mineral to perform tests and narrow down the list of possible minerals. When you have only one possible mineral remaining, click the "Check Sample Identity" button.

Streak can be more useful than color because it reveals the color of the unweathered, unaltered mineral. Striking the mineral across the streak plate (an unglazed white tile) reveals the color of the mineral's powder. A mineral's surface color may vary, but its streak will always be the same.

What color is the mineral sample's streak?

gray yellow
 red green
 black brown
 white
 colorless

Start Here Background Questions Activities

Mineral Sample N

Proprietary Teachlet® tutorials are interactive films built into most lessons (below).

Students actively participate through simulations such as this from Discovery Education™ (above).

Which type of geologist studies fossils extracted from sedimentary rock layers?

A) a historical geologist
 B) a physical geologist

Check Answer

Page 3 of each lesson is the Activity page. In this lesson, students are using the Lab Investigator: Rocks and Minerals virtual tool to complete a lab. They are also answering questions in their textbook, which they can access through an embedded link. Tools such as the Rocks and Minerals kit have been designed expressly for the online student to have access to extraordinary interactivity and learning depth. Students can perform virtual experiments on elements, testing for hardness, reactivity, mass, and many other properties.

Lesson 5: Lab: Mineral Identification
 Earth Science A Unit 2: Minerals

Complete the lab Mineral Identification on pp. 58–59 in *Earth Science* using the Lab Investigator: Rocks and Minerals virtual tool.

Note: You may choose to have your Learning Coach assist you when you are using the virtual tool.

Lab Instructions

- Once you have opened the virtual tool, select **10 mineral samples** to investigate in this lab.
- Use the magnifying glass and 3-D Rotate Tool to observe each mineral's color, luster, texture, and crystal shape. Record your observations in your data table.
- Watch the video tests for streak, hardness, cleavage/fracture, mass, and specific gravity. Record the data in your data table.
- Then watch the videos that test the other properties including: magnetic, double refraction, and reaction to HCl. Record the data in your data table.
- Answer Analyze and Conclude questions 1–4 on p. 59 in *Earth Science*. Be sure to include your answers in your lab report.

Click on the link below to use the “Lab Investigator: Rocks and Minerals” virtual tool.

[Lab Investigator: Rocks and Minerals](#)

Click on the link below to access the online textbook.

[Earth Science](#)

3 of 4

Prentice Hall
EARTH SCIENCE
 Glossary | Index | Skills Handbook | Appendices
 Earth's materials > Chapter 2 Minerals > 2.3 Properties of Minerals

Exploration Lab

Mineral Identification

Most minerals can be easily identified by using the properties discussed in this chapter. In this lab, you will use what you have learned about mineral properties and the table on pages 54 and 55 to identify some common rock-forming minerals. In the next chapter, you will learn about rocks, which are mixtures of one or more minerals. Being able to identify minerals will enable you to understand more about the processes that form and change the rocks at and beneath Earth's surface.

Problem How can you use simple tests and tools to identify common minerals?

Materials

- mineral samples
- hand lens

LAB INVESTIGATOR
 ROCKS AND MINERALS

HOME | MY SETTINGS | HELP

ANTHRACITE

Van(t)-thro-sit-ih
 Anthracite, a metamorphic rock, is a hard, compact form of coal. Anthracite has the highest carbon count of all of the different types of coal.

PROPERTIES	USAGE
Magnetic	Conduct Test
Double Refraction	N/A
Float/Sink	Sink
Mass	Close Test
Specific Gravity	N/A
Reaction to HCl	No

Watch the video to observe a mass test for this rock or mineral sample. Note the final mass reading on the balance.

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2. Record the color and luster of each sample in a data table like the one shown on the next page.

Part B: Streak and Hardness

3. To determine the streak of a mineral, gently

The final page of this lesson is the assessment. Each lesson contains objective measures to assess students' acquisition of the lesson content. Assessment types include Quick Checks, 3-5 question mini-quizzes with immediate feedback; Quizzes, longer assessments that are partially automatically graded for immediate feedback and partially teacher-graded for personal feedback; Portfolio assignments that students submit offline or online via "Drop Boxes"; Discussions, asynchronous group activities where students share opinions and ideas on specific lesson content; and cumulative Exams.

The icons at the bottom of each lesson page give the student 24/7 access to (from left): checking a lesson complete, the Virtual Library, lesson resources, lesson assessment(s), lesson objective(s), print command, and help. Three of these resources are shown below.

Earth Science A Unit 2: Minerals

Assessment

Minerals Unit Test

17 The mass number of an atom is obtained by totaling the number of ____ and _____. (1 point)

- electrons and protons
- electrons and neutrons
- protons and neutrons
- neutrons and isotopes

Note: your teacher will grade your responses to questions 18–20 to ensure you receive proper credit for your answers.

18. If an atom has 17 electrons and its mass number is 35, calculate the following: number of protons, atomic number, and number of neutrons. (3 points)

$$\text{Na} \cdot + \cdot \ddot{\text{Cl}}: \rightarrow \text{Na}^+ : \ddot{\text{Cl}}:^-$$

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Lesson Resources - Resources from "Lab: Mineral Identification" ?

- [Course Guide](#) - The Course Guide provides information about lessons and the materials needed for each.
- [Materials](#) - A list of items you will need to complete lessons.
- [Glossary](#) - Need help with a word? Check the glossary.
- [Web Links](#) - Links for Web sites that pertain to this course.
- [Resource Packets](#) - Download Unit Resource Packets.

The next lesson shown is one from U.S. History. The lesson begins with the Getting Started, which contains the lesson overview, objectives, and key words, and moves to the Instruction page. In this lesson on U.S. involvement in Asia, students watch period reenactments of battles and historical film footage, and then move on to application, reinforcement, and assessment.

Lesson 9: The United States and East Asia
U.S. History A Unit 3: Emergence of the Modern United States

Getting Started | Instruction | Activity | Review | Assessment

U.S. Interests in East Asia

The end of the Spanish-American war left the United States with increased interests in East Asia. The United States acquired the Philippines from the Spanish. The Filipino people were dismayed to discover that the United States did not intend to grant them independence. Instead, the United States decided to keep possession of the Philippines. The Filipinos revolted. Despite a long and brutal war, the United States did not grant independence to the Philippines until the end of World War II.

Objectives

- Examine the causes and consequences of the Philippine insurrection
- Analyze the effects of the Open Door Policy
- Describe how the United States dealt with the rising power of Japan

Objectives derived from Pearson Education, Inc. © Pearson Education, Inc., publishing as Pearson Prentice Hall. All rights reserved.

Key Words

- Great White Fleet
- guerrilla warfare
- insurrection
- Open Door Policy
- sphere of influence

The Philippines is a chain of islands north of Indonesia and southeast of China. How might the location of the Philippines have benefited the United States?

Lesson 9: The United States and East Asia
U.S. History A Unit 3: Emergence of the Modern United States

Getting Started | **Instruction** | Activity | Review | Assessment

The War in the Philippines on Film

Learn more about the U.S. war in the Philippines and the first films of wartime. Click on the link below to go to the "War and Peace in the Philippines" History Interactive. As you watch the films, think about the influence they would have had on American audiences.

[War and Peace in the Philippines](#)

PEARSON Prentice Hall

War and Peace in the Philippines

At the turn of the 20th century, Americans could go to a theater and witness something they had never seen before: war films. The Spanish-American War and the Filipino Insurrection were the first conflicts actually filmed by motion picture companies. One company also filmed reenactments of battles using National Guard troops and settings in New Jersey. For the first time, Americans

Edison's Reenactment Films

The Edison Manufacturing Company wanted to show real battles during the Filipino Insurrection. However, film equipment in 1900 made it difficult and expensive to shoot actual fighting. Instead, Edison shot reenactments near West Orange, New Jersey, using National Guard troops.

U.S. Troops and Red Cross in the Trenches Before Caloocan	Advance of Kansas Volunteers at Caloocan	Colonel Funstan Swimming the Baglag River

[View Biograph Films](#)

A second Instruction page contains historical film footage from Discovery Education™. Students have 24/7 access to state-of-the-art multimedia learning resources as well as to electronic versions of leading textbooks (shown on next page).

Lesson 9: The United States and East Asia
U.S. History A Unit 3: Emergence of the Modern United States



The United States and China

The United States was interested in the Philippines partially because of its proximity to China, or more importantly, China's resources and markets. Many European countries had control over parts of China in the late 1800s. The United States, coming to China later than the others, wanted equal access to China's riches.

Click on the link below to watch "The Open Door Policy" Discovery Education™ streaming movie.

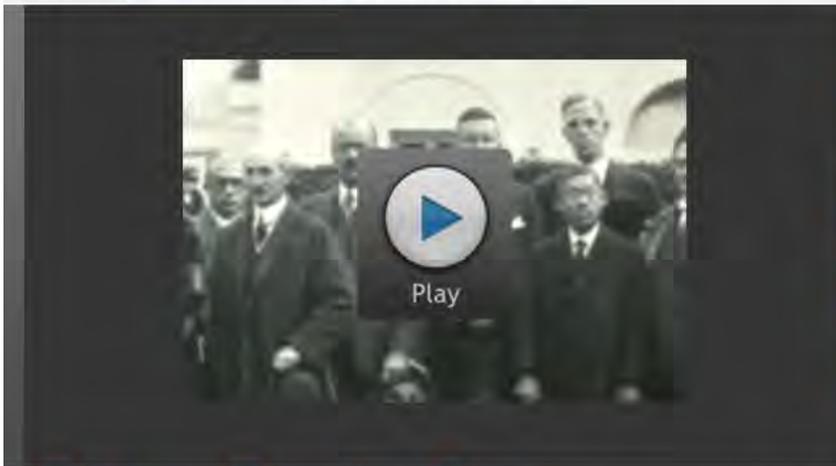
As you watch the movie, answer the following questions:

1. What were some of the problems China faced at the beginning of the 1900s?
2. What was the Open Door policy?
3. Why did the United States want an Open Door policy?
4. What did the Boxers believe in?
5. What was the result of the Boxer Rebellion?
6. What was the Boxer Protocol?

[The Open Door Policy](#)

China: The Open Door Policy

A Segment of: [America in the 20th Century: America Becomes a World Power](#)



Segments Citations

- America in the 20th Century: America Becomes a World Power [30:00]
- 14 SEGMENTS
- America Begins the Twentieth Century [01:09]
- Expansionism [03:06]
- Opening Japan [01:49]
- Purchasing Alaska [01:40]

Stream Type Flash (400 Kbps) Download Type Flash (400 Kbps) Share

SEGMENT DESCRIPTION
The U.S. sought to establish the Open Door Policy with regard to trade with China. "Boxers" sought to drive foreigners out of China, but were defeated when foreign forces marched on Peking.

CC EDIT Student
Grades: 6-8 | Copyright: 2001

Add To My Favorites ADD

MORE TO EXPLORE 1 - 3 of 10

- FULL VIDEO China Today
- IMAGE Map, European "scramble for concessions" in China.
- EVENT 1978: China lifts ban on classics

The Activity and Review pages' interactive elements allow students to practice newly learned concepts within the framework of the lesson. Students may choose to complete some of their coursework offline, such as textbook questions.

Lesson 9: The United States and East Asia

U.S. History A Unit 3: Emergence of the Modern United States



Complete the following activities.

1. Read pp. 599–603 in your textbook.
2. Then answer questions 4–6 in the Section 3 Assessment on p. 603.

Click on the link below to access the online textbook.

 [United States History](#)

SECTION

3



WITNESS HISTORY

A Plea for Peace

Sixto Lopez, a leading Filipino spokesman, wrote to President McKinley to express his disapproval of America's decision to keep control of the Philippines. When he wrote the letter, many Filipinos had already taken up arms against the U.S. military.

“I only know that the Filipino people are asking for [what] the American people have enjoyed for more than a hundred years. . . . At this season of peace I plead for peace. I plead on behalf of the wife and mother whose cheeks are coursing the silent tears . . . on behalf of the sad little faces, too young to realize what has happened. . . .”

—Sixto Lopez, 1900

The United States and East Asia

Objectives

- Examine the causes and consequences of the Philippine insurrection.
- Analyze the effects of the Open Door Policy.
- Describe how the United States dealt with the rising power of Japan.

Terms and People

<p>insurrection</p> <p>guerrilla warfare</p> <p>William Howard Taft</p> <p>sphere of influence</p> <p>John Hay</p> <p>Boxer Rebellion</p>	<p>Open Door Policy</p> <p>Russo-Japanese War</p> <p>"Gentlemen's Agreement"</p> <p>Great White Fleet</p>
---	---

NoteTaking

Reading Skill: Recognize Sequence As you read, use a timeline to trace events and

Why It Matters America's decision to keep the Philippines reflected a desire to expand its influence, compete with European colonial powers, and gain new trade in Asia. American leaders devised policies to open China and other Asian markets to U.S. producers. They also wanted to extend the benefits of American culture to the people of the region. Imperialism in East Asia brought greater power and wealth to Americans, but it also increased international tensions in Asia. **Section Focus Question:** How did the United States extend its influence in Asia?

Filipinos Rebel Against U.S. Rule

The Filipino nationalist leader Emilio Aguinaldo had thought that the United States was an ally in the Filipino struggle for independence. His forces had fought side by side with the Americans against the Spanish. However, after the United States decided to maintain possession of the Philippines, Aguinaldo grew disillusioned with America. He helped organize an **insurrection**, or rebel-

▲ An American soldier and two Filipino women

The Review page allows students to check their work, receive immediate feedback, and further reinforce lesson concepts.

Lesson 9: The United States and East Asia
U.S. History A Unit 3: Emergence of the Modern United States



Complete the following review activity.

Click on the link below to check your answers to the Section 3 Assessment.

[Section 3 Assessment Answers](#)

Extension: You can review what you have learned. Click on the link below for the "Know It? Show It. The United States and East Asia Self-Test."

[The United States and East Asia Self-Test](#)

Extension activities allow students even greater depth and learning opportunities.

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Self-Test

An Emerging World Power (1890–1917)
The United States and East Asia

Click the button next to the response that best answers the question.

1. What strategy did President Roosevelt use to protect U.S. interests in Asia?
 - He negotiated an end to the Russo-Japanese War.
 - He won congressional support for a new force of naval ships.
 - He ended America's Open Door Policy.
 - He supported the Boxer Rebellion.
2. Who were the Boxers who rose up during the Boxer Rebellion in China?
 - Chinese converts to Christianity
 - foreigners in China
 - Chinese secret police
 - a secret society of nationalistic Chinese

This final Assessment page is designed to give students immediate feedback on objective components, while teacher-graded components are later incorporated along with teacher feedback. Students have 24/7 access to their grades through the online, continuously upgraded grade book. Assessments also incorporate portfolio assignments, longer writing projects students turn in for teacher grading. A sample from U.S. History, Lesson 11, is shown on the following page.

Lesson 9: The United States and East Asia

U.S. History A Unit 3: Emergence of the Modern United States



Getting Started



Instruction



Activity



Review



Assessment

The United States and East Asia

1. When did the United States grant independence to the Philippines? *(1 point)*
 - in 1898, as part of the Treaty of Paris
 - in 1916, with the Jones Act
 - in 1941, when the Spanish occupied the islands during World War II
 - in 1946, when the islands were liberated from Japanese occupation during World War II
2. Unlike Britain, France, and Russia, the United States *(1 point)*
 - controlled large areas of China.
 - wanted to keep trade in China open.
 - had no interest in trade with China.
 - broke China into distinct spheres of influence.
3. When Filipinos rebelled against U.S. rule, the United States found itself *(1 point)*
 - quickly defeated by the rebel soldiers.
 - at risk of losing the Philippines to the Spanish.
 - using some of the same tactics that the Spanish had used in Cuba.
 - able to easily restore order in a few months.

Lesson 11: Emergence of the Modern United States Portfolio
 U.S. History A Unit 3: Emergence of the Modern United States



Should the United States Become an Imperialist Power?

What is the United States' role in the world? Should this country continue its isolationist policies? Should it expand into new territories? Does the United States have a responsibility to "civilize" other nations? Does it have a responsibility to broker peace between other nations?

The period between 1890 and 1920 saw a huge shift in the way Americans viewed their role in the world and Americans had many different opinions on how the United States should engage with the world.

Project Description

For this project, you will explore this shift by imagining a conversation between two famous Americans with different opinions on the United States' role in the world. What would they talk about? How would they express their opinions? What would they say about the other person's ideas? You will write a dialogue between two famous Americans who lived during 1890–1920 in which they discuss their thoughts on American foreign policy and the differences between their beliefs.



Your portfolio assignment has the following five steps:

- Researching American foreign policy between 1890–1920.
- Choosing two people who lived during the period 1890–1920 with differing opinions on American imperialism.
- Doing further research on the opinions of the two people you chose.
- Analyzing your research.
- Writing a dialogue between the two famous Americans.

Click on the link below if you wish to print out a copy of the portfolio directions.

[Imperialism Dialogue Portfolio Project](#)

Objectives

- View a historical event from multiple perspectives.
- Identify both pros and cons of an event.
- Support viewpoints with at least two pieces of evidence.



United States History A
Imperialism Dialogue Portfolio Project



Rubrics and detailed directions are linked within lessons for student and teacher use.

	Excellent	Average	Poor	Comments
	The dialogue content shows thoughtful analysis of the information gathered. 5 pts	The dialogue content shows analysis of the information gathered. 3 pts.	The dialogue content shows little analysis of the information gathered. 1 pt.	
	Each person in the dialogue states his or her opinion on the issue in a paragraph. 5 pts.	Each person in the dialogue states his or her opinion on the issue. 3 pts	It is difficult to determine the opinions of the people in the dialogue. 1 pt.	
	The conversation between the two people is focused on the issues. 4 pts	The conversation between the two people is mostly focused on the issues. 3 pts	The conversation between the two people is not focused on the issues. 1 pts	
	The dialogue is based on both historical facts and creative inferences drawn from the historical facts. 8	The dialogue is based on both historical facts and some creative inferences drawn from the historical	The dialogue is based on few historical facts and no creative inferences are drawn from the historical	