



Pearson Virtual Schools

Response to RFP #26-004
Virtual and Hybrid Learning

Submitted to Manor Independent School District
February 23, 2026

Nik Osborne, Senior Vice President, Sales & Business Development,
nik.osborne@pearson.com

Angela Bryant, National Head of Sales & Customer Engagement,
angela.bryant@pearson.com

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Cover Letter

Ms. Chrissie Bryant
Manor Independent School District
10335 US Hwy 290E
Manor, TX 78653

Dear Ms. Bryant,

Connections Education LLC dba Pearson Virtual Schools (Pearson)¹ is committed to partnering with Manor Independent School District (Manor ISD) to help students achieve both academic and personal success. Our organization is dedicated to supporting Manor ISD's mission to provide equitable resources, a safe learning environment, and high-quality educational services for all scholars to successfully achieve and reach their full potential.² To best support the needs of Manor ISD, Pearson proposes its comprehensive Pearson Connexus solutions. This district partnership option includes high-quality online courses, instructional support services, along with a variety of customizable services to support Manor ISD in providing online curriculum that meets the needs of its K-12 students. (We can offer a turnkey, full-service provider solution for Manor ISD to add a campus through a Connections Academy option. We have provided information in the [Connections Academy Appendix](#).)

Pearson is an accredited provider of high-quality, highly accountable online and blended education solutions for students in grades K-12. When searching for a partner in online education, Manor ISD will clearly see that Pearson's lesson design and customizable platform features set the bar in this industry. Furthermore, the level of customer service offered by Pearson is simply unrivaled. A designated Implementation Specialist and District Success Partner will work directly with Manor ISD to ensure a smooth and successful program launch and ensure that Manor ISD's needs and goals are met throughout the school year.

Our District Partnerships team has an average of over 10 years tenure with Pearson, and more than 70% of us have been a teacher and/or administrator. We know virtual education, and we understand districts' needs and nuances. We're proud to serve hundreds of districts and schools with our online and blended learning products, content, curricula, and services. In addition to serving over 12,000 full-time virtual students in grades 3-12 at Texas Connections Academy @ Houston, we partner with Texas districts, including Alief, Crowley and Smithville, and with the recent passing of [SB 569/ HB 2196](#), Harmony ISD, La Vega ISD, Midway ISD, and Reagan ISD have joined the Pearson family. Quite a few additional districts are in discussions to launch their own virtual programs in partnership with Pearson. We know virtual education in Texas.

A virtual school/program can also help to address district budget challenges by recapturing students who have left the district to homeschool or attend another cyber school, as well as retaining students (and their associated funding) – thus creating a new revenue stream. This newfound revenue can support salary increases, staffing needs, and other district initiatives.

Providing a quality alternative learning pathway + creating a new revenue stream = a true win with a Pearson partnership. No other provider offers the depth of our experience or breadth of proven solutions.

Sincerely,



[Angela Bryant](#) Feb 18, 2026 08:57:29 PST

Angela Bryant, National Head of Sales and Customer Engagement
Pearson Virtual Schools; angela.bryant@pearson.com; 1-919-709-8772

¹ In the fall of 2011, Connections Education became part of Pearson plc (Pearson), a public company. Connections Education does business under the tradename Pearson Virtual Schools USA.

² [Manor ISD 2021-2026 Strategic Plan "At a Glance"](#)

Table of Contents

COVER LETTER	I
TABLE OF CONTENTS	II
EXECUTIVE SUMMARY	1
STATEMENT OF WORK	2
SPECIFICATIONS	2
<i>Operational and Attendance Requirements</i>	2
<i>Security and Data Privacy</i>	5
<i>Personnel Requirements</i>	7
<i>Curriculum and Instruction</i>	15
<i>Program Support</i>	21
TECHNICAL REQUIREMENTS	25
1. <i>Hosting</i>	25
2. <i>Network</i>	29
3. <i>User Accounts</i>	30
4. <i>Workstation and Client Device Requirements</i>	32
5. <i>Mobile</i>	34
6. <i>Application Development</i>	39
7. <i>Email</i>	41
8. <i>Security Controls and Data Privacy</i>	42
9. <i>Describe Support Strategy</i>	49
10. <i>Service Level Agreement</i>	53
11. <i>Data</i>	57
COURSE LIST	63
REFERENCES	70
RESUMES	81
PROFESSIONAL DEVELOPMENT FOR PEARSON TEXAS- CERTIFIED ONLINE TEACHERS	107
CONNECTIONS ACADEMY APPENDIX	127

Executive Summary

a. Organization/Agency: Connections Education dba Pearson Virtual Schools USA (“Pearson”)

b. Contact Person and Contact Information and Alternate

Angela Bryant; cell: (919) 709-8772; fax: (410) 630-4931; angela.bryant@pearson.com

Maribeth Tulenko; cell: (410) 707-2941; fax: (410) 630-4931; maribeth.tulenko@pearson.com

c. Organization Background Information/History: Connections Education dba Pearson Virtual Schools USA was founded in 2001 to provide high-quality, highly accountable online and blended education solutions for students in grades K–12. We now educate an average of over 100,000 students annually via full-time virtual education in 31 states via 42 public virtual schools, plus a global private online school now known as Pearson Online Academy. We are an accredited international provider of online learning services, and each of the full-time virtual schools we support has undergone rigorous accreditation by regional, national, and global bodies such as Cognia, Middle States Association, and Western Association of Schools and Colleges. Since 2001, we have successfully served more than 1 million students using our products and services.

d. Describe experience, qualifications, and successes in the selected service area: We have been recognized nationally for quality and innovation. Connections Academy schools managed by Pearson were recognized as an EdTech Digest Awards 2022 finalist in the e-learning, blended, flipped solution or remote solution category in the “Cool Tools” Awards. Pearson Virtual Schools was honored as a 2022 finalist in the “EdTech Trendsetter” Award. Not only is the Pearson program accredited by Cognia, but Pearson was also named a Tech & Learning Winner: 2021 Best Remote & Blended Learning Tools for Primary (K–6) and Secondary (6–12). Six Tech & Learning judges deemed Connections Academy schools as standouts for helping students, parents, and teachers succeed.

e. Describe what services, activities, or strategies will be provided and frequency: Pearson is a leading virtual school provider for curriculum, technology, and school support services. We can offer Manor ISD two solutions: a district partnership or a Connections Academy collaboration. For a district partnership, our platform, Pearson Connexus, combines a learning management system (LMS), communication tools, TEKS-aligned curriculum, the option to utilize Pearson TX-Certified Online Teachers or training/professional development for Manor ISD’s teachers, and wrap-around services to take these burdens off the district. In addition, we provide comprehensive educational services, including professional development and student, family, and educator technical assistance, along with additional consulting and support. Our products and wrap-around services are continually available to customers for the duration of contracts. Most of our response addresses our district partnership offering. For information about a Connections Academy alternative on our Pearson Online Classroom platform, please see the [Connections Academy Appendix](#).

f. Name/title of staff members, and # of staff to be involved. Indicate the number of people in your organization and their level of experience and qualifications and % of their time that will be dedicated to this project: Pearson is a global company that employs over 17,300 individuals. The Virtual Schools Division employs 985 employees who support over 4,500 virtual school staff members across the US. We will provide Manor ISD with the support of our knowledgeable and experienced staff including Nik Osborne, Senior Vice President – Business Development and Customer Success; Angela Bryant, National Head of Sales & Customer Engagement; Jon Leyh, Chief Product and Technology Officer; Dr. Kristie Clements, Director of District Services; Dr. Sharon Jaso, Manager of District Partnership Customer Experience & Services; Rhae Massey, Manager of the District Success Partner Team; Katrina Bauer, Senior Manager of Teaching & Substitute Services; Audrey Harrell, Director of District Partnerships; and Maribeth Tulenko, District Partnership Sales Specialist. Pearson staff is dedicated to ensuring Manor ISD’s successful virtual school program. (Resumes are attached near the end of this document.) The percentage of time any of our various specialists devote to the project to support Manor ISD depends on several factors, including the complexity of the requirements and the nature of any unforeseen challenges.

Statement of Work

Description of services and capabilities as outlined in the Statement of Work section of the RFP, in the order shown. Clearly describe the statement of the goods and /or services to be provided based upon the information in the Statement of Work and Specific Conditions and Specification Sections stated in the RFP. Respond to each item listed.

SPECIFICATIONS

Operational and Attendance Requirements

Operational Minutes Requirement

The vendor must ensure the instructional schedules support a minimum of 75,600 operational minutes annually.

Operational Minutes Response

Pearson is equipped to ensure that the Pearson Connexus platform can accommodate an academic schedule that will facilitate a minimum of seventy-five thousand and six hundred (75,600) operational minutes annually. The District or School is responsible for the full-time enrollment of students and for establishing expectations regarding student engagement to ensure academic standards are met. The Pearson District Success Partner serves as a resource to provide support and assistance with using the Pearson Connexus platform.

Within Pearson Connexus, Manor ISD, the LEA, has several methods to track attendance from teachers and/or students manually entering attendance, to tracking students' time logged into the platform, and/or engagement in each of their courses. Manor ISD's Pearson District Success Partner (DSP) will work with the client to utilize the functionality that best meets the requirement.

TEA Authorization Support Requirement

The vendor must support Manor ISD throughout the TEA authorization process for new full-time virtual or hybrid campuses.

TEA Authorization Support Response

Pearson will support Manor ISD throughout the TEA authorization process for new full-time virtual or hybrid campuses.

Daily Attendance Measurement Requirement

The platform must provide verifiable daily attendance data based on instructional engagement indicators such as LMS activity, student-teacher interaction, or assignment completion.

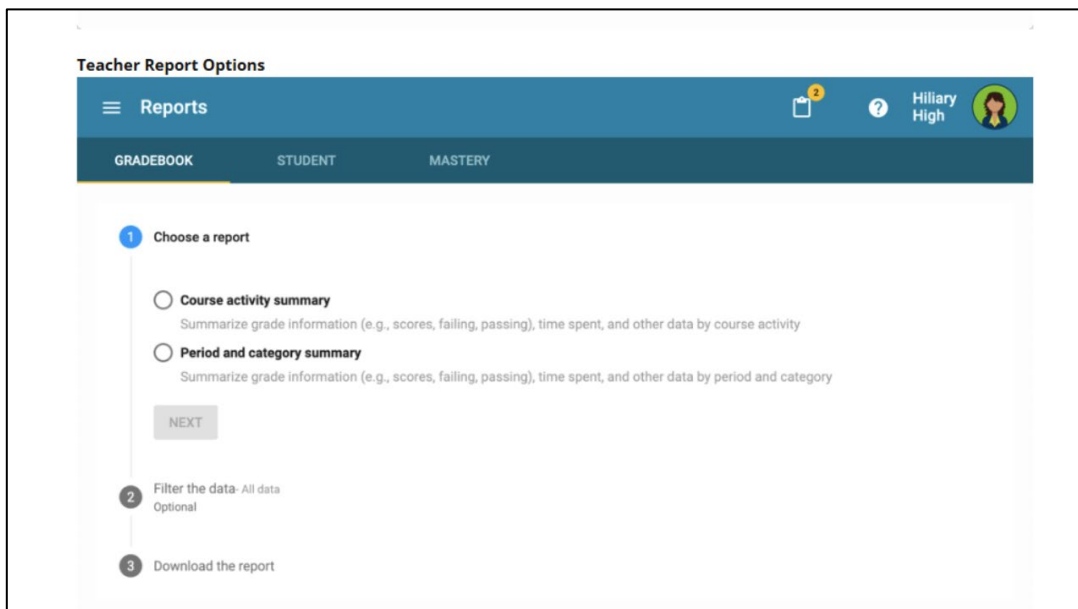
Daily Attendance Measurement Response

Pearson Connexus provides verifiable data for daily attendance. Students in a virtual school program may not have physical classrooms but still must meet all regulatory and statutory requirements for attending public schools. Attendance will be tracked and reported through Pearson Connexus. Learning Coaches will ensure that students meet their school's attendance requirements, and that the student's attendance is properly documented within the platform.

While students will have a great deal of flexibility regarding when and where they complete their coursework, they will nevertheless be held fully accountable for meeting all state-mandated attendance requirements. Entering attendance is expected to be taken seriously as a regular part of the school day for the Learning Coach. Attendance, which includes not only the hours recorded by the Learning Coach, but also the lesson and assignment completion rates and the amount of communication the student has with the teacher. During course design and alignment, lesson and assignment completion times are estimated, thus student lesson and assignment completion can be used to estimate the amount of student time spent on learning.

Reporting Attendance in Pearson Connexus

Pearson Connexus provides the ability to track attendance via a variety of reports. Manor ISD program administrators will be trained on how to run various reports. Pearson will work with Manor ISD to help fulfill all state reporting requirements. Your District Success Partner can also help identify and run reports.



Below is a summary of reports that best address the needs outlined in this question. (Please note that Pearson Connexus has a robust report library - please refer to our initial response for a comprehensive overview of reporting capabilities [Attribute #75 for RFP #3341-25]).

- The “**Student Usage by Day**” report details the time spent in courses by day. This is also known as an “Attendance Report” or “Idle Time Report,” since it reports idle time for a student by day. Details can be found here: [Run Student Usage by Day Report](#)

	DomainId	Domain Name	CourseId	Course Name	Student FirstName	Student LastName	Username	StudentId	Enrollment Id	Enrollment Status	Date	TimeIn Course (seconds)	Time Online (seconds)
1													
2	30482280	Demo High School	31613054	English 9 A; 6.24	Demo	Student 1	dstudent1	31559905	31686149	Active	10/1/2024	0	1574
3	30482280	Demo High School	31613058	Health; Fitness; and Nutrition A; 6.23	Demo	Student 1	dstudent1	31559905	31686150	Active	10/1/2024	470	1574
4	30482280	Demo High School	31613059	Animation 1a: Introduction; 6.24	Demo	Student 1	dstudent1	31559905	31686148	Active	10/1/2024	11	1574
5	30482280	Demo High School	31686160	AP Human Geography A, 6.23	Demo	Student 1	dstudent1	31559905	31686162	Active	10/1/2024	0	1574
6	30482280	Demo High School	31613054	English 9 A; 6.24	Demo	Student 1	dstudent1	31559905	31686149	Active	10/3/2024	1797	4512
7	30482280	Demo High School	31613058	Health; Fitness; and Nutrition A; 6.23	Demo	Student 1	dstudent1	31559905	31686150	Active	10/3/2024	2	4512
8	30482280	Demo High School	31613059	Animation 1a: Introduction; 6.24	Demo	Student 1	dstudent1	31559905	31686148	Active	10/3/2024	672	4512
9	30482280	Demo High School	31686160	AP Human Geography A, 6.23	Demo	Student 1	dstudent1	31559905	31686162	Active	10/3/2024	0	4512
10	30482280	Demo High School	31613054	English 9 A; 6.24	Demo	Student 1	dstudent1	31559905	31686149	Active	10/8/2024	0	5661
11	30482280	Demo High School	31613058	Health; Fitness; and Nutrition A; 6.23	Demo	Student 1	dstudent1	31559905	31686150	Active	10/8/2024	0	5661

Sample Student Usage by Day Report

- The “**Student Activity Summary**” report displays a summary of student activity, such as current grades, time, and days students have been in a course. Details can be found here: [Run Student Activity Summary Report](#)

Course Name	Course ID	Enrollment ID	Enrollment StartDate	Enrollment EndDate	Enrollment Status	FirstActivity Date	LastActivity Date	DaysIn Course	TimeIn Course	Seconds	Current Grade	percent of Gradable Complete	percent of DaysLeft	OnTrackTo Complete	percent of AllActivities Complete
CR Health, Fitness, and Nutrition (GP) 25-26	32329422	32807070	1/6/2026	5/19/2026	Active	1/6/2026 19:47	1/6/2026 19:54	1	0:06:09	369	--	6	95	Y	5
CR Geometry A (GP) 25-26	32329419	32812448	1/7/2026	5/19/2026	Active	1/7/2026 15:40	1/7/2026 17:41	1	2:14:46	8086	--	0	96	N	1
CR Earth Science A (GP) 25-26	32329408	32807286	1/6/2026	5/19/2026	Active	1/8/2026 20:45	1/11/2026 19:14	2	1:52:11	6731	85%	54	95	Y	55
CR Algebra 2 A (GP) 25-26	32329402	32662775	10/4/2025	5/19/2026	Active	10/14/2025 14:43	1/10/2026 20:34	2	1:44:56	6296	28%	27	56	N	28

Sample Student Activity Summary Report

- The “**Overall Usage**” report provides an aggregate of online time and time in courses for students. Administrators and teachers can use this report to report on student usage as well as attendance for a specified date range. Manor ISD can also use this report to determine which students have never logged into the system. Details can be found here: [Run Overall Usage Report](#)

Domain Name	DomainID	Student Id	LastName	FirstName	Email	UserName	Description	TextNumber	ExternalId	FirstLogin Date	LastLogin Date	TotalOnline Time	Total NumberOf Sessions	Total CourseTime	Total IdleTime
	28939781									11/17/2025	1/11/2026	10:09:22	12	4:58:30	5:10:52
	28939781									10/23/2025	1/6/2026	8:49:42	11	4:07:44	4:41:58
	28939781									1/7/2026	1/7/2026	2:28:09	1	2:14:46	0:13:23

Sample Overall Usage Report

Manor ISD teachers can create additional requirements to track student engagement such as completion of specific dated assignments, attending asynchronous sessions, and/or live calls or chat sessions. Documentation of those additional requirements is made in individual student log notes. Administrators can access all student log notes.

Pearson Connexus’ attendance capabilities allow authorized users to enter and track offline activity using Daily Codes, Numeric Hours, and Activity Types. Authorized users also can export their offline activity to a CSV file.

Instructional Minutes Tracking Requirement

Systems must track and report daily instructional minutes to ensure compliance with half-day (120 minutes) and full-day (240 minutes) attendance thresholds.

Instructional Minutes Tracking Response

Pearson Connexus offers multiple reports, as noted in above response, to help track student attendance. The Pearson District Success Partner can help Manor ISD choose the most suitable report(s) for monitoring whether students are meeting the required instructional minutes.

Auditable Attendance Records Requirement

The vendor must maintain documentation sufficient to support PEIMS attendance reporting and provide either scheduled reports or real-time dashboard access for District staff.

Auditable Attendance Records Response

Attendance documentation will be stored in Pearson Connexus and is available 24/7 to Manor ISD for PEIMS. Roles represent a predetermined set of permissions assigned at the domain and course levels. More information can be found here: [Roles & Permissions](#).

- **Customer Administrator Role** – There are two types of Customer Administrators: District and School Customer administrators. District Customer Administrators manage the district domain and can manage all school domains. School Customer Administrators manage the single school domain only. The task you wish to perform in Pearson Connexus will dictate the domain you need to access and the administrator type you use. For more information refer to the resources in Pearson Connexus including the Manage User Domain Permissions in Help. Generally, there is one Customer Administrator at the district that serves as the primary point of contact with Academic Program Management. This single point of contact helps streamline communications.
- **Teacher Role** – Teachers may be employed by Pearson or by the district. Teachers can be assigned a role to perform their essential duties or one that allows them access to significant course editing and creating capabilities.
- **Student Role** – The Student role is assigned to those participating in courses and completing course content. This is the system default role assigned automatically to any user created.
- **Observer** – Customers may grant the Observer role to caretakers, parents, or other individuals who may need to observe student progress. It is the customer's responsibility to grant this role to its users. Observers are parents, guardians, teachers, counselors, principals, or tutors who are granted read rights to view student activity, course completion, and monitor student progress. Students observed by staff users can be aligned to the existing staff accounts. Parents and caretakers need a unique Observer account and then must be aligned to student(s).

Administrators select which users have access to record attendance and establish a time frame within which attendance entries must be entered. Teachers can enter Numeric or Daily Code attendance entries for multiple students and run reports for all of their students. Students and Observers are able to add, edit, and remove their personal entries within the timeline set by the Administrator. Attendance must be entered into the system by one of the permissioned roles. Users can download CSV export files to review and edit manual entries. This functionality is available to all users who have permissioned access. Please see [Attendance Help for Administrators and Teachers in Pearson Connexus](#) for more information.

Security and Data Privacy

Device Compliance Requirement

Any vendor-provided devices must comply with SB 820 and the Texas Student Privacy Act.

Device Compliance Response

Manor ISD will be responsible for providing student devices which comply with SB 820 and the Texas Student Privacy Act.

Endpoint Security Requirement

Devices must utilize Mobile Device Management (MDM) and Endpoint Detection and Response (EDR).

Endpoint Security Response

Manor ISD will be responsible for providing student devices that utilize Mobile Device Management (MDM) and Endpoint Detection and Response (EDR).

Content Filtering Requirement

Devices must include persistent, CIPA-compliant web filtering.

Content Filtering Response

Manor ISD will be responsible for providing student devices that include persistent, CIPA-compliant web filtering.

Pearson Connexus complies with all district, state, and federal policies related to student privacy. Pearson Connexus is Family Educational Rights and Privacy Act (FERPA) compliant. We also comply with COPPA and any other law applicable to the provision of products and services to students. Additional information can be found in our Privacy Policy available here: [Pearson Virtual Schools Privacy Policy](#). In addition, Pearson Connexus complies with applicable provisions of CIPA.

Data Use Restrictions Requirement

Student data may not be used for targeted advertising, profiling, or commercial purposes.

Data Use Restrictions Response

Pearson understands that it is prohibited from using Manor ISD student data for targeted advertising or commercial profiling; we will not use Manor ISD's student records for purposes other than providing the contracted services.

Pearson will only process student data as required to perform its obligations and will comply with any reasonable, lawful, and written instructions from Manor ISD regarding student data. Following separation of services, Pearson will never use student data.

Incident Response Requirement

The vendor must coordinate with Manor ISD's Cybersecurity Coordinator to report data breaches to TEA and affected parents in accordance with state law.

Incident Response

Pearson agrees to notify Manor ISD's Cybersecurity Coordinator promptly of a suspected security breach of Pearson Connexus that places the district's data at risk. We agree to cooperate in the investigation of a security breach.

Personnel Requirements

Texas Certification Requirement

All instructional staff provided by the vendor must hold appropriate Texas educator certification.

Texas Certification Response

We can provide Texas-Certified Online Teachers who deliver TEKS-aligned courses for grades 3-12, including Honors, AP, CTE, and World Languages on our platform. Specifics are provided on our [Course List](#).

Special Education Support Requirement

The vendor must provide access to Special Education-certified staff capable of delivering accommodations, curriculum modifications, and related services as required.

Special Education Support Response

Supporting Manor ISD as a District Partner, Pearson can accommodate students with IEPs and 504 plans, as well as ELL students. Manor ISD will remain the Local Education Agency (LEA) and will be responsible for providing direct, special education services to the students. Our teachers will serve as the regular education teachers and can provide documented general education accommodations to support students. We have a Special Populations team (which includes special education certified teachers) that mentors our staff to ensure documented accommodations are supported in the virtual environment.

In Pearson Connexus, accommodations can be recorded that inform IEPs and compliance with 504, NCAA, ELL, etc. Once accommodations are created for a user, an Accommodations (flag) icon displays in various places of the Teacher app. This content is visible in a read-only form to the users' teachers but is not available to students.

Pearson teachers are unable to modify any content within the platform, nor are they able to alter the overall objectives of any assignment or assessment. (Pearson Connexus fosters student engagement and addresses multiple learning styles by using a variety of content delivery methods, including videos, text-to-speech, interactive simulations, visual learning animations, performance-based assessments, and guided and independent practice activities. These activities may include interactive multiple-choice questions with immediate feedback and hints, drag-and-drop diagrams, lists, charts, illustrations, and graphic organizers to review and organize thoughts. Our courses are designed to meet the needs of a diverse group of learners.) Should significant modifications to content be needed, individual conversations about the specific situation can be arranged between the Special Populations team and the district. It is important to note that all students are offered additional support from their classroom teacher and/or *advisor through small groups or 1:1 meetings during Teacher Time and/or Advisor office hours. (*A Pearson Advisory Teacher is provided for every 6-12 grade student, if Manor ISD elects to utilize our Full-Time Student Seat with Pearson Certified Online Teachers License.)

Common accommodations in a virtual setting include the following:

- **Retaking tests and quizzes:** The teacher may provide an alternative assessment, relearning opportunity, or retake of the assessment or meet with the student to review the material, if in accordance with the IEP or 504 plan.

- **Extra time:** This accommodation is inherently embedded in the platform as students can self-pace through the course. A course reduction may also be considered to fulfill this accommodation, allowing additional time to work through course content. For tests or quizzes, timers within the platform will be disabled.
- **Course Reductions:** Any course reduction beyond 20% must be reflected in the IEP or 504 plan, or through written district approval. It is important to be clear if the intent is to reduce activities, content, or number of items on tests/assignments. (Reducing the number of answer choices will be provided by the LEA).
- **Alternative assignments/assessments:** A student may be provided an alternate assignment or assessment that will not alter the objectives being measured.
- **Restatement or clarification of directions/instructions:** Teachers can provide this through Live Lesson sessions, in recordings, and during office hours. Students can schedule a meeting or drop in. (Special Education teachers at the LEA can also do this in small groups or individually to supplement general education instruction).
- **Copies of presentation notes:** LiveLesson sessions are recorded and accessible on the teacher's home page. Links to the presentation can be sent upon request.
- **Supplemental course resources (i.e., outlines, study aides, teacher notes):** Course resources are available within courses to aid students while they work through course content. Due to the platform capabilities, students can access prior content as they progress through the course. Unique needs will be discussed with the Special Populations team, District Success Partner, and Program Coordinator. (Special Education teachers at the LEA may also support this accommodation to supplement depending on individual student need).
- **Accessibility:** Text-to-speech, speech-to-text, highlighting, masking, and enlarged font features are built into some courses, and there are compatible extensions for others. Specific guidance can be sent upon request.

If Manor ISD would like to consider the option of a Connections Academy school, Pearson as a turnkey provider will provide all Special Education services with indemnification language. Pearson Virtual Schools has over 20 years of experience providing special education services in a virtual setting. More information can be found in the [Connections Academy Appendix](#).

Professional Development Requirement

All instructors must have documented training in virtual or hybrid instruction and receive ongoing professional development beyond basic platform use.

Professional Development Response

Pearson provides documented training in virtual or hybrid instruction and teachers receive ongoing professional development beyond basic platform use.

Training for Pearson Texas-Certified Online Teachers

Pearson uses a set of teaching competencies to guide teacher expectations and practice when training Pearson Texas-Certified Online Teachers. These competencies are in line with the [National Standards for Quality Online Teaching](#). All teaching staff members are assigned a supervisor who ensures teacher quality through observation, coaching, and evaluation cycles. Supervisors use a series of observation tools aligned with teacher competencies and expectations to gather data on teacher practice and support instructional coaching.

Pearson develops a yearly map of Professional Development and training session offerings for Pearson Certified Online Teachers. This map is in line with the [National Standards for Quality Online Teaching](#). Trainings focus on developing virtual classroom management, digital pedagogy, data driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards.

With the guidance of a supervisor, Pearson Certified Online Teachers select two individual professional goals each school year. These individual goals outline opportunities for personalized professional development intended to grow a specific area of a teacher's practice. Pearson supports each teacher's development of individualized professional goals. In addition, Pearson Certified Online Teachers participate in Professional Learning Communities (PLCs) monthly. Within their PLC, small groups of teachers work together on a shared goal designed to improve instruction and impact on student learning.

Evaluation Process for Pearson Texas-Certified Online Teachers

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

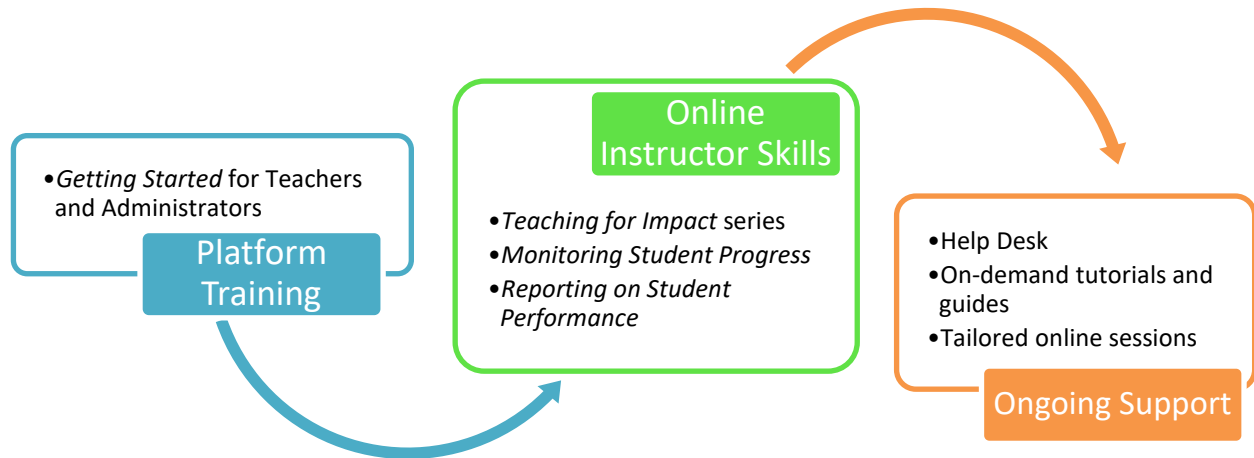
Teachers receive a formal mid-year review commencing in December, and a formal end-of-year review commencing in May; these reviews are conducted by the teacher's manager, a role which is filled by the director-level position for each group of staff. Teachers also receive periodic feedback both formally and informally from their manager throughout the school year. Competencies for teachers will be evaluated in the context of the department's goals, which evaluate student growth and achievement metrics, and observations of an employee's proficiency within each competency.

Teachers will be evaluated using various methods, including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data. The outcome of a staff member's evaluation will affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. Pearson staff will be evaluated based on the following rating scale: highly effective, effective, needs improvement, or ineffective. The evaluation will incorporate student achievement metrics and may include the following: parent feedback, supervisor observations, assessment results, school assessment results, and/or student participation/completion.

Training for Manor ISD Administrators and Teachers

Pearson offers several training solutions as well as professional support staff to ensure Manor ISD a successful program launch and ongoing professional development. The training includes a combination of synchronous and asynchronous activities. Synchronous training is delivered online and facilitated by a training consultant. Asynchronous activities include administrator and teacher review of the tutorials and guides available in Pearson's online resource portal.

Pearson will provide a range of training and professional development services to Manor ISD, which teachers, administrators, counselors, and content coordinators may attend. Our trainers are specialized in digital instruction and individualized learning approaches.



District Training Model

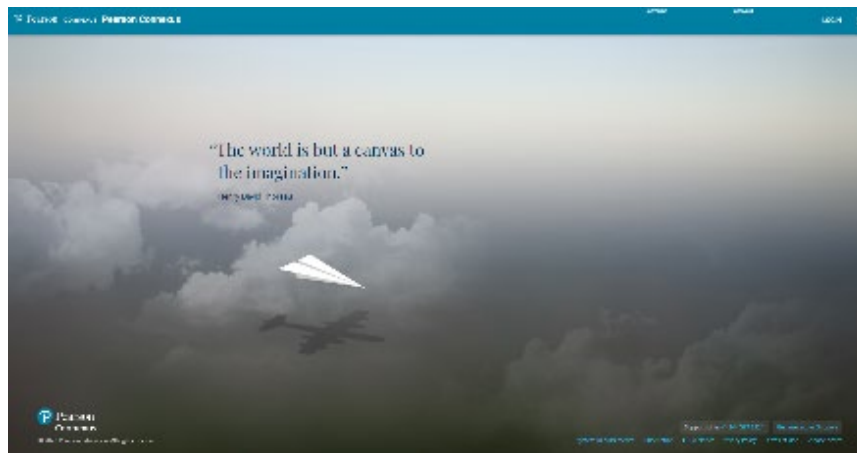
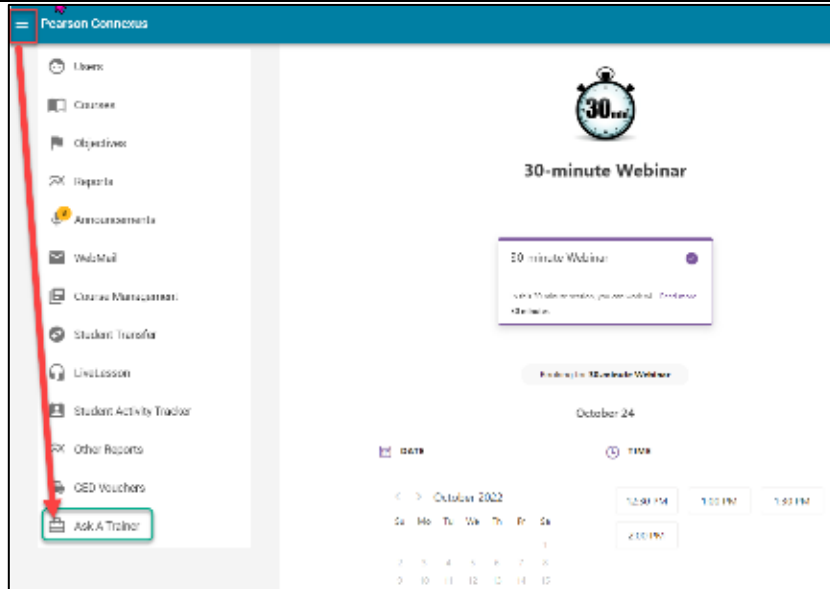
Every administrator and teacher will have access to [Pearson Connexus Support](#), a one-stop training site to help make the most of our versatile Pearson Connexus platform. This site has dozens of professional development resources including tutorials, webinars, user guides, and training materials. Manor ISD will have access to various asynchronous support resources to refer to following initial onboarding and can schedule 30-minute help sessions for continued professional development throughout the year on [Pearson Connexus Support Tutorials](#). You can ensure that your entire team is working towards the same goals by sharing resources from our training website or scheduling interactive professional development sessions.

For immediate staff assistance throughout the school year, the School and Application Support Help Desk (1-855-318-2460) will also be available for efficient and comprehensive support, troubleshooting, information, and guidance for all questions and issues reported directly to them by schools and programs. This toll-free number is staffed 8am-6pm ET and may be closed Fridays from 3:25 PM – 4:00 PM EST for team meetings.

The Help Desk answers questions related to the platform (functionality, permissions, roles, reports, etc.), LiveLesson® accounts (synchronous, direct instruction sessions), school or program procedures, and general how-to inquiries. Support hours are subject to change and the teams observe common national holidays. Administrators and teachers can also access a variety of support documents through Pearson Connexus Support. The full listing of step-by-step resources can be found online at the following locations:

- [Pearson Connexus Support for Administrators](#)
- [Pearson Connexus Support for Teachers](#)

Likewise, administrators and teachers may request a virtual webinar training with a Pearson Learning Facilitator.



Pearson Connexus Online Training Portal

Training for Manor ISD Administrators

Pearson provides comprehensive online training to the person(s) identified by Manor ISD as the administrator. The administrator is responsible for creating users with the correct permissions, copying down courses, and enrolling users into courses. Since their role and permissions are different from a teacher's, Pearson supports them by providing three hours of online training on tasks that are key to getting started and using the platform specific to their role. This training equips the administrator with an understanding of Pearson Connexus from the perspective of the administrator and prepares them to successfully set up the platform to best support their program. Additionally, administrators have access to various asynchronous support resources to refer to following initial onboarding and can schedule 30-minute help sessions throughout the year through our online training portal.

Examples of Synchronous Session Topics	Examples of Asynchronous Topics to Support Initial Onboarding
<ul style="list-style-type: none"> ▪ Announcements ▪ Courses ▪ Customization ▪ Domains ▪ Student Transfer ▪ Users 	<ul style="list-style-type: none"> ▪ Administrator Start-up Tasks ▪ Copying a Course ▪ Course Management Tool ▪ Modify Course Start and End Dates ▪ Working with Domain Tools ▪ Using Proxy

Example Training Topics to Support Onboarding for Administrators

Getting Started: Training for Administrators

At the completion of this training, Administrators will have a basic understanding of the administrative tools available in Pearson Connexus, including how to provision users, copy courses, and enroll students and teachers into course sections. This training is required for all new Pearson customers.

Reporting on Student Performance

This targeted training opportunity provides administrators with guidance on how to use Pearson Connexus reporting tools to monitor student performance. This training is geared to administrators who are using Pearson teaching services.

Initial Consultation and Special Populations Readiness Survey

This readiness survey is a service for districts looking to determine the needs of their special population students when in-person services may not be able to be delivered. This service provides a bridge into a virtual or blended environment and helps the district determine a path for the delivery of services. It consists of a survey and interview that covers three main areas:

- Special Populations Policy, Practices, and Procedures.
- Special Populations Instructional Implementation; and
- District Special Populations Operational Logistics.

Pearson will share the results with Manor ISD which will outline any next recommended steps by the Pearson Special Populations Consulting department.

Special Populations Ongoing Consulting

Based on the results of the Readiness Survey, Pearson’s Special Populations Consultant will provide daily consultation to Manor ISD to help ensure fidelity of service implementation for students with special needs. The Consultant will refer to your district’s policies, procedures, and implementation to determine how best to troubleshoot issues and support educators. This service does not include any case management services.

The following services are included at no cost with your Pearson partnership:

- Implementation Specialist: The Implementation Specialist will be dedicated to ensuring a smooth and successful program launch. A collaborative call between Manor ISD and Pearson will begin the process, to gather program objectives and critical academic and technical information.

The Implementation Specialist will then build a custom Pearson Connexus domain based on client preferences. The Implementation Specialist will also facilitate scheduling administrator/teacher user trainings, assigning Pearson teachers, and provisioning courses in Pearson Connexus to prepare the district program for academic success. At the culmination of the process, the dedicated District Success Partner will become the Pearson point of contact.

- **Program Management Services:** The District Success Partner will ensure a successful implementation and will work directly with the Manor ISD–designated Program Coordinator to provide support in driving successful academic performance for your students; provide management support for Manor ISD as the single point of accountability and day-to-day contact; ensure that all of the curriculum, platform, and instructional resources necessary for successful operation of the program are in place and functioning correctly; manage relationships with Manor ISD and stay current on district policies, procedures, and legislation; manage the implementation of the curriculum and school operation protocols; assist the Manor ISD Program Coordinator with implementing any program and/or policy changes; monitor student performance and provide meaningful recommendations; and provide assistance to resolve issues relating to the hardware, software, and services we provide.

Examples of Synchronous Session Topics	Examples of Asynchronous Topics
<ul style="list-style-type: none"> ▪ Pearson Connexus Help ▪ Courses ▪ Dashboard ▪ Editor ▪ Enrollment ▪ Gradebook ▪ Implementation ▪ Objectives ▪ End-of-semester processes ▪ On-demand resources ▪ Reports ▪ Users 	<ul style="list-style-type: none"> ▪ Adding an Assignment to a Course ▪ Announcements ▪ Calendar ▪ Clipboard ▪ Creating New Users and Assigning Roles ▪ Creating/Resetting User Passwords ▪ Dashboard (tutorial and guide) ▪ Editor (tutorial and guide) ▪ Enroll Students in a Course (individual and batch) ▪ Guide to Course Sequencing ▪ LiveLesson® Sessions ▪ Main Menu and Account Information ▪ Manipulation Guide ▪ Performance (tutorial and guide) ▪ Sending a School-wide Announcement ▪ Teacher–Author Advanced Course

Example Training Topics to Support Onboarding for Teachers

Training and Professional Learning for Manor ISD Teachers

As part of Pearson’s continuum of training and professional learning, and our commitment to support each teacher’s use of Pearson Connexus to personalize student learning, a Pearson training consultant will facilitate trainings throughout the school year. They include *Getting Started*, *Monitoring Student Progress*, *Navigating the Semester Closeout Process*, *Course Customization Training*, *Special Populations Training*, and *Getting Started: District Support Staff Training*. These sessions are available to all customers to support teachers in using the platform, modifying courses, supporting individualized learning plans, monitoring student performance, and analyzing reports.

Getting Started: Teaching on Pearson Connexus

At the completion of this training, teachers will have a basic understanding of how to teach in Pearson Connexus, including how to: navigate course materials; engage/communicate with students; grade assignments and provide student feedback; use basic Pearson Connexus teacher tools, etc. This training is required for all customers planning to use their own District Teachers on Pearson Connexus.

Monitoring Student Progress

This targeted training opportunity provides teachers with guidance on how to use Pearson Connexus reporting tools to monitor student progress and performance. This training is best suited for delivery to teachers after they have been working on the platform for 4-8 weeks.

Navigating the Semester Closeout Process

This targeted training opportunity provides teachers with guidance, helpful tips, and important reminders around final grading and closing out the semester on Pearson Connexus. This training is best suited for delivery to teachers towards the end of fall semester and/or as a refresher at the end of the academic year.

Course Customization Training

At the completion of this optional training, teachers will be able to successfully use the course customization features of Pearson Connexus to modify and/or personalize courses.

Special Populations Training

Pearson's targeted training opportunity provides online Special Populations Service Providers and Case Managers guidance on how to use the features of Pearson Connexus to support individualized plans for students including IEPs, 504s, Gifted, and English Language Learners.

Getting Started: District Support Staff Training

Upon completion, support staff will understand the student, observer (parent/caretaker), and teacher tools in Pearson Connexus. They will learn to navigate the apps, pull reports, and find resources to support student learning.

Teaching for Impact

Teaching for Impact is included for all Manor ISD teachers at no cost with a Pearson partnership. Teaching for Impact is a series of three asynchronous, self-directed professional development courses in Pearson Connexus designed to provide teachers with research-based instructional strategies and effective practices for teaching in a virtual or blended learning environment.

Each course includes video clips of teachers modelling best practices with students, utilizing an online learning platform. Course topics align to the National Standards for Quality Online Teaching and include resources that teachers can print and use immediately to plan and facilitate their online classes. This course will be offered through three different bundles of four modules each: Getting Started in with Online Teaching, Implementing Quality Online Teaching and Advancing your Online Teaching Practices. Upon completion of each course, teachers are awarded a certificate of completion. In some states, teachers could also earn PD hours/CEUs for completing Teaching for Impact courses.

Course: Getting Started with Online Teaching (4 modules)

Getting Started with Online Teaching is the first course in the Teaching for Impact professional development series. Modules included in this course are: Developing Meaningful Student Teacher Connections, Effective Strategies to Engage Students in Learning, Empowering Students to Take Ownership of Their Learning, and Feedback That Fuels Student Learning.

Course: Implementing Quality Online Teaching (4 modules)

Implementing Quality Online Teaching is the second course in the Teaching for Impact professional development series. Modules included in this course are: Driving Student Success through Practice and Reteaching, Developing Grit and Persistence, Questioning Strategies that Maximize Student Achievement and Making Real-World Connections.

Course: Advancing Your Online Teaching Practices (4 modules)

Advancing Your Online Teaching Practices is the third course in the Teaching for Impact professional development series. Modules included in this course are: Developing Vocabulary to Enhance Student Comprehension, Supporting At-Risk Students, Using Questioning for Productive Discourse in the Virtual Classroom and Fostering Outcome-based Goals. To help Manor ISD successfully implement your online learning program, Pearson provides easy-to-use start up video tutorials as well as access to live online training for large or small groups where teams can ask questions unique to their school or district and perform hands-on learning activities.

Curriculum and Instruction

TEKS Alignment Requirement

All courses must be aligned to TEKS and support graduation pathways, including Foundation with Endorsements.

TEKS Alignment Response

Designed for a full-time virtual school solution, as well as a range of instructional settings, including remediation, blended, fully virtual, summer school, flipped learning, project-based, and more, Manor ISD will have a continuum of courses on a unified platform through Pearson Connexus. Pearson Connexus offers TEKS-aligned initial credit courses for grades 3 -12 at a variety of course levels. Our course catalog contains courses in the following categories: Core, Advanced, Elective, and Credit Recovery. With the expertise of Pearson teachers, the initial credit courses will meet the requirements for the National Collegiate Athletics Association (NCAA) Eligibility Center. Pearson Connexus meets the needs of every learner right where they are, with a robust course catalog that includes the following:

- **Core Courses:** standards-based courses in which students work independently and sequentially, guided by both system- and teacher-generated feedback and grading.
- **Advanced Courses:** comprised of Advanced Placement (AP), Honors, and Gifted and Talented courses.
- **Elective Courses:** sequential, standards-based courses that provide students with opportunities to extend their learning in areas of interest, such as the arts, STEM, world languages, and Career & Technical Education (CTE). CTE electives may focus on various career clusters and/or pathways.

- **NCAA Courses³:** standards-based courses which student athletes may use for NCAA initial eligibility. When Pearson teachers are assigned to your student, our courses are NCAA-approved by the Clearinghouse. (Note that NCAA courses taught by Manor ISD teachers are NCAA eligible, and Manor ISD is responsible for submitting additional information to the NCAA Clearinghouse for approval.) The list of Pearson NCAA approved courses can be found on the [NCAA website](#). In the High School field, enter Pearson Virtual School, and click submit. Select “Pearson Virtual School” on the next page to view all courses that are NCAA eligible.
- **Credit Recovery Courses:** standards-based courses designed to support students in the mastery of essential objectives and the recovery of required credits, based on the personalized results of a pre-test. The courses provide a prescriptive pathway down to the objective level, prescribing what the student has not mastered, and assessing following their learning of that content.

Please see our [Course List](#) for our TEKS-aligned offerings for grades 3 –12.

Quality Standards Requirement

Instruction must meet the National Standards for Quality Online Courses.

Quality Standards Response

Pearson’s curriculum aligns to the National Standards for Quality Online Courses ([Courses Currently QM-Certified](#) – Click K12 Providers and select Pearson Virtual Schools).

QualityMatters is the widely recognized and regarded reviewer of online courses. Pearson’s curriculum has been reviewed and approved against their rigorous rubric ([Specific Review Standards from the QM K-12 Rubric, Fifth Edition for K-12 Publisher Reviews](#)) and deemed to be QM-certified.

Rigor and Progression Requirement

Content must prepare students for grade-level advancement or subsequent coursework.

Rigor and Progression Response

Pearson Connexus courses prepare students for the next grade level or subsequent coursework.

Texas Connections Academy at Houston (TCAH), managed by Pearson, demonstrates a strong record of academic performance that informs the design and expectations to meet and exceed Manor ISD’s needs. For more information on the academic performance of this partnership, please see the [Connections Academy Appendix](#).

Learning Management System Requirement

The vendor must provide an LMS that integrates with Manor ISD systems or allows full access to student data for District personnel.

Learning Management System Response

Pearson Connexus supports rostering and SSO through ClassLink. In addition, Pearson Connexus can integrate with many Student Information Systems using 1EdTech's OneRoster 1.1 standard so users can be added from the SIS for rostering. Finally, Pearson Connexus Domain Administrators can add new users to a domain, edit existing users, or delete existing users in bulk or individually.

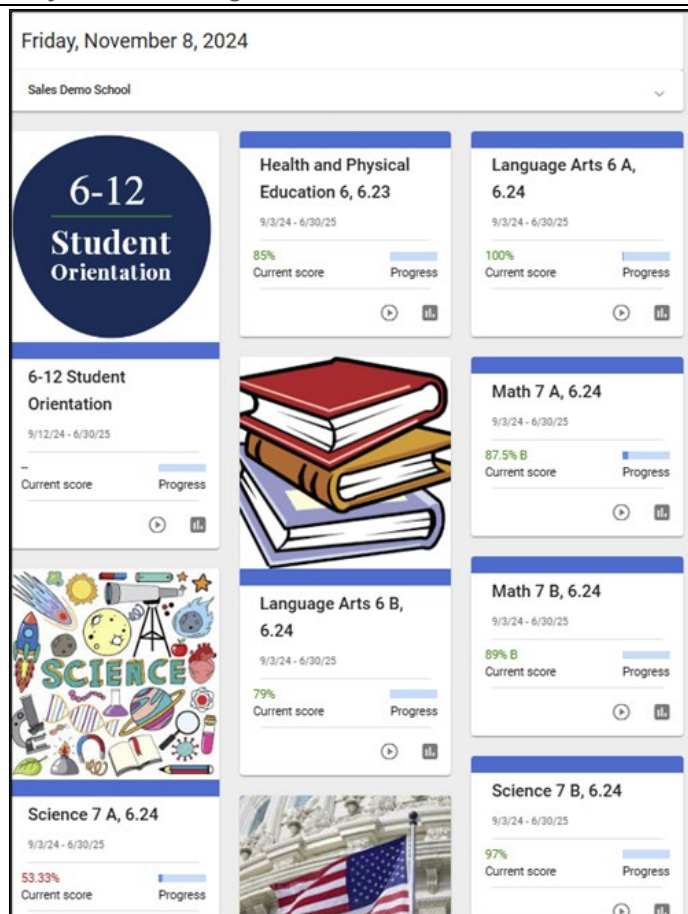
The Pearson Connexus platform is a comprehensive Learning Management System (LMS) that has been thoughtfully designed for course delivery, student data management, and detailed reporting and analysis, as well as an internal communication system for stakeholders. The Pearson Connexus platform is a comprehensive Learning Management System (LMS) that has been thoughtfully designed for course delivery, student data management, and detailed reporting and analysis, as well as an internal communication system for stakeholders. Our platform ensures complete transparency in student activity and performance.

Roles and Permissions in Pearson Connexus

Please review the response to Auditable Attendance Records Response on page 5 for information about a predetermined set of permissions assigned at the domain and course levels on our platform.

Student Dashboards

Upon logging in, students are brought to a Landing page where they see their active courses displayed in graphic representations, called Course Cards. Selecting a Course Card will allow students to view course details, activities, see their current score, and view course progress. From the Landing page, students can view teacher announcements, see a To Do list of past due assignments, along with assignments due in the next seven days, access their WebMail, and view the Gradebook. Students can earn badges for reaching teacher-established milestones, which are displayed on the student's homepage.



Pearson Connexus Student Dashboard

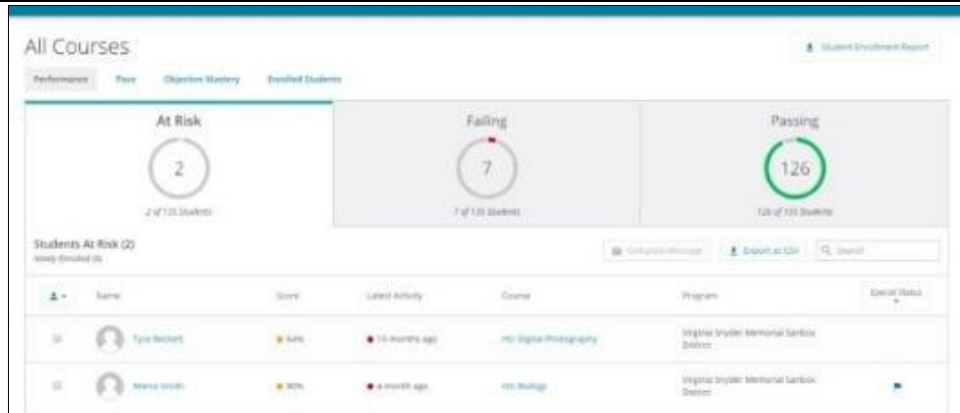
Pearson Connexus offers two types of badges to recognize and encourage students:

- Automatic badges are configured to be awarded to students when they complete an activity, unit, or course.
- Administrator-assigned badges to reward a specific achievement or behavior. Administrators can choose from badges in specific categories (e.g., leadership, scholarship, service, etc.) and provide personalized comments and/or evidence, so students know why they're being recognized.

Teacher and Administrator Dashboards

Teachers and administrators remain student-centered with a dashboard that monitors student progress throughout a course, completion of individual lessons, as well as mastery of distinct skills and knowledge. When teachers log in, they see when students finish coursework, require help, or need additional assignments. Teachers readily see any students who are falling behind and need extra assistance, along with other data.

Green, red, and yellow buttons appear next to student names that indicate pace, performance, and objective mastery status. Administrators have one-click access to the Gradebook, student data, mastery levels, user activity, and a variety of reports.



Teacher and Administrator Dashboard

Student Activity Tracker

Students' engagement in courses is recorded in several ways in our platform. The Student Activity Tracker is a transparent interaction tool that allows administrators, Manor ISD teachers, and/or Pearson Texas-Certified Online Teachers to see all created logs and WebMails sent to each student. Messages can be marked as public or private (seen only by the creator and administrator), are searchable, and printable. The Student Activity Tracker is an invaluable tool that provides educational stakeholders with instant information to assess student progress and their communication with teachers in each course. This feature makes informed collaboration possible, while the easily obtained information is a valuable resource for productive IEP/GIEP/ 504 meetings, etc.

Reports can also be generated to indicate the overall time a student has been logged into the online classroom portal or how much time a student spent in a particular course. Administrators can configure the settings for the Student Activity Tracker, determine who is able to enter attendance, within what timeline, and how attendance will be entered.

	A	B	C	D	E	F	G	H
1	Domain ID	Domain	User ID	First Name	Last Name	Reference	Login	Logout
2	1788033	West High School	8877017	Anita	Admin		2015-12-22T07:07:59.31Z	2015-12-22T07:10:38.49Z
3	1788033	West High School	8877017	Anita	Admin		2015-12-22T07:11:31.053Z	2015-12-22T07:13:42.067Z
4	1788033	West High School	8877017	Anita	Admin		2015-12-22T07:17:09.087Z	2015-12-22T07:32:09.087Z
5	1788033	West High School	8877017	Anita	Admin		2015-12-22T16:10:44.51Z	2015-12-22T16:22:40.667Z
6	1788033	West High School	8877017	Anita	Admin		2015-12-22T19:25:14.527Z	2015-12-22T22:38:32.03Z
7	1788033	West High School	8877017	Anita	Admin		2015-12-23T22:59:19.173Z	2015-12-23T22:59:50.557Z
8	1788033	West High School	8877029	Kush	Chawla		2015-12-22T07:14:01.077Z	2015-12-22T07:15:39.973Z
9	1788033	West High School	8877029	Kush	Chawla		2015-12-22T07:16:10.137Z	2015-12-22T07:16:55.123Z
10	1788033	West High School	8877029	Kush	Chawla		2015-12-22T18:56:32.407Z	2015-12-22T18:59:11.837Z
11	1788033	West High School	8877029	Kush	Chawla		2015-12-22T19:02:28.497Z	2015-12-22T19:02:44.943Z
12	1788033	West High School	8877029	Kush	Chawla		2015-12-22T19:10:07.423Z	2015-12-22T19:30:07.467Z
13	1788033	West High School	8877029	Kush	Chawla		2015-12-22T23:00:47.63Z	2015-12-22T23:01:03.607Z
14	1788033	West High School	8877029	Kush	Chawla		2015-12-28T19:47:19.777Z	2015-12-28T22:38:11.383Z

User Activity Report by Domain (Login and Logout Session Times)

Program Management Services

The District Success Partner will ensure a successful implementation and will work directly with the Manor ISD-designated Program Coordinator to provide support in driving successful academic performance for your students; provide management support for Manor ISD as the single point of accountability and day-to-day contact; ensure that all of the curriculum, platform, and instructional resources necessary for successful operation of the program are in place and functioning correctly;

manage relationships with Manor ISD and stay current on district policies, procedures, and legislation; manage the implementation of the curriculum and school operation protocols; assist the Manor ISD Program Coordinator with implementing any program and/or policy changes; monitor student performance and provide meaningful recommendations; and provide assistance to resolve issues relating to the hardware, software, and services we provide.

Special Populations Requirement

Curriculum must accommodate students receiving Special Education or Section 504 services in compliance with federal and state law.

Special Populations Response

Pearson can accommodate students with IEPs and 504 plans, as well as ELL students. Manor ISD will remain the LEA and will be responsible for providing direct, specialized instruction services to the students. Pearson teachers will serve as the regular education teachers and can provide documented accommodations to support students. We have a Special Populations team (which includes special education certified teachers) that mentors our staff to ensure accommodations are supported in the virtual environment. Please reference the Additional Support Response starting on page 7 for more details.

Pearson Virtual Schools complies with the requirements of the National Instructional Materials Accessibility Standard (NIMAS) and fully meets Web Content Accessibility Guidelines (WCAG) 2.1A and AA criteria. Most criteria are met for WCAG 2.1 AAA and WCAG 2.2A and AA as well. Pearson Connexus fosters student engagement and addresses multiple learning styles by using a variety of content delivery methods. Students are able to work at their own speed, and timers can be disabled to allow for varying speed of response.

Visual adjustments can be made using rich text editor keyboard shortcuts. Sound is adjustable with sliders/buttons within the individual audio presentations in addition to controls allowed on the device being used. Closed captioning with translation is now available in Live Lesson recordings.

If Manor ISD prefers to consider more robust Special Education services, these are available via a turnkey Connections Academy school partnership. More information can be provided upon request. Please also see the [Connections Academy Appendix](#).

Transition Plan Requirement

The vendor must collaborate with Manor ISD on a transition strategy to integrate District teachers and curriculum over time.

Transition Plan Response

Pearson will collaborate with Manor ISD on a transition strategy to integrate District teachers and curriculum over time, and work with the District to determine the license type(s) that best meet their needs as their implementation evolves. We can provide the LMS (Pearson Connexus), curriculum, and Texas-certified teaching staff to provide direct instruction. Additionally, we can support a courseware implementation where we provide training and support for Manor ISD to use its own staff to provide direct instruction and support to students using the content. As the district's needs evolve, Pearson's District Success Partner will continue as the point-of-contact for collaboration with the Manor ISD.

The District Success Partner will ensure a successful implementation and work directly with the Manor ISD–designated Program Coordinator to:

- Provide support in driving successful academic performance for students.
- Deliver management support for Manor ISD as the main point of accountability and day-to-day contact.
- Ensure that all curriculum, platform, and instructional resources necessary for successful operation are in place and function correctly.
- Manage relationships with Manor ISD and stay current on district policies, procedures, and legislation.
- Manage implementation of curriculum and school operation protocols.
- Facilitate training of Manor ISD instructional and administrative staff.
- Assist the Manor ISD Program Coordinator with implementing any program and/or policy changes.
- Monitor student performance and provide meaningful recommendations.
- Provide assistance in resolving issues related to hardware, software, and provided services.

State Testing Support Requirement

The vendor must support state assessment administration, including proctoring if required.

State Testing Support Response

Manor ISD remains the LEA and is responsible for state assessments: ensuring that students participate in testing arranged by the District and proctoring of said testing. We welcome conversations with Manor ISD and will consider requests regarding any specific instructional requirements the District would want Pearson teachers to cover to further promote student success on state testing.

Pearson supports all aspects of state testing when providing a turnkey Connections Academy school option and has successfully provided statewide testing throughout the state of Texas since 2009. More information can be provided upon request. Please also see the [Connections Academy Appendix](#).

Program Support

Marketing and Recruitment Requirement

The vendor must provide targeted recruitment and marketing support tailored to Manor ISD’s student populations.

Marketing and Recruitment Response

Pearson will provide marketing strategy guidance and resources for Manor ISD. While families will interact with the district directly during the exploration, application, and enrollment process, Pearson will provide a Marketing Playbook, the assets of which can be used to promote the virtual program to the community. Assets include (but are not limited to) outreach email, website content, enrollment form template, sample contracts for families, overview flyer and course list. Manor ISD administrators can tell the story leveraging these assets.

Pearson will also co-host a synchronous virtual information session facilitated by a designated Pearson Learning Facilitator who will work collaboratively with identified Manor ISD staff to develop the session content based on District's specific needs. The session will be recorded, and the recording will be provided to Manor ISD to use to support prospective and enrolled families.

If Manor ISD desires a more robust virtual school that attracts students statewide, then our turnkey Connections Academy school is a better option for that approach. We bundle all marketing, recruitment, public relations, and enrollment processes into a seamless experience statewide. More information can be provided upon request. Please also see the [Connections Academy Appendix](#).

Program Management Requirement

Dedicated vendor staff must collaborate with District personnel to support program planning, launch, and ongoing operations.

Program Management Response

Our process starts with Pearson representatives working with Manor ISD personnel to understand the technical aspects of a school's implementation, detailing system capabilities, and using our Implementation Readiness Checklist to verify sites are ready to successfully deploy the program. Once readiness has been determined, a representative from Pearson coordinates the implementation, including the following:

- Establishing lines of communication with key personnel at the sites as well as providing ongoing implementation status reviews with administrators; and
- Building an implementation plan with our educational specialists

Once a contract is fully executed, Pearson can typically provide all the necessary trainings and implementation services to launch a partner's program over a three-week period, based on receiving needed information from the client.

Pearson requires new Manor ISD teachers to participate in onboarding training to ensure they are equipped to use the tools and features in the Pearson Connexus platform. This training is provided to Pearson teachers and/or Manor ISD teachers who will teach Pearson courses.

Sample Implementation Plan for Manor ISD

This figure shows a sample implementation plan for Manor ISD, based on our Implementation Model. The time required for implementation varies depending on several different factors including time of year and program configuration requirements.

Manor ISD's implementation plan includes the following:

- Implementation call is set and completed between Pearson District Partnerships Services Success Partner, Implementation Specialist, Technical Account Manager, and corresponding representatives from Manor ISD.
 - Identification of key stakeholders from Pearson and Manor ISD.
 - Review vision of use of Pearson Connexus with Manor ISD.
 - Design of how location(s) should be set up in the product and who should be created as initial administrative user(s).

- Overview and discussion of training needs including potential audiences, number of attendees, review of topics covered, logistics on time and dates to schedule sessions.
- Overview of access to product by users.
- Discussion of computer types utilized to access product.
- Discussion of user experience with other platforms and/or products used by Manor ISD.
- Delivery Schedules
 - Implementation call scheduled with Manor ISD. The goal is within five business days of execution of statement of work, dependent on client availability.
 - Assistance with creation of various users in the platform including administrators, teachers, students, and caretakers.
 - Access to online Help and School Support is immediate upon user set-up.
- Installation
 - Upon creation of domain, the site URL is provided to Manor ISD and/or integration process to provide user access from within other Pearson Online Classroom platforms.
 - Access is immediate upon receipt of site URL and customer administrator login credentials.
 - Users can directly access the platform or go through single sign on (SSO) from other user programs.
- Training Schedules and Documentation
 - Preparing users to effectively use the Pearson Connexus product consists of two parts:
 - Customer administrator training
 - Customer teacher training
 - There are several training sessions available for effective use of the product. Training agendas may be reviewed prior to training to tailor instruction to best fit the audience's needs.

Pearson's District Success Partner and Sales Representative will meet with Manor ISD throughout each school year as follows:

- Monthly meeting with District Success Partner (following launch of program)
 - Review student data
 - Discuss timely issues
- Quarterly meeting with District Success Partner
 - Fall: School launch review/preparedness for start of school
 - Administrator and School staff training
 - Copy courses
 - User account communications
 - Student enrollments in courses
 - Teacher sectioning into courses
 - Discuss program changes
 - Grading policies
 - Active and inactive user review
 - Calendar review

- Reporting needs
 - Monitoring students
 - Monitoring teachers
 - District and/or state reporting
- Special populations guidelines and review
- Winter: Second semester planning
 - Calendar review
 - Special senior considerations – end dates, reporting needs
 - Review and plan school year close out processes
- Spring: Summer school planning/year end reflections
 - Course selection
 - Calendar review
 - Teacher assignments
 - Reporting needs
 - AP and state testing communications from district
- Summer: Back to school planning, including Family Information Session
 - Planning for Family Information Session with client
 - New school year calendar
 - Course selecting and mapping
 - Review of users/create and/or retire users – administrative, teachers, other staff, students, and observers
 - Review grading policies
 - Other activities noted under Fall
- Quarterly meeting with Sales Representative
 - Fall: School launch review
 - Winter: Second semester planning
 - Spring: Summer school planning/year end reflections
 - Summer: Back to school planning, including Family Information Session

Manor ISD administrators will be enrolled in the “Pearson Connexus Customer Administrator School Year Cycle” course in Pearson Connexus. This helpful resource will provide reminders and associated knowledge based articles and videos to assist with completing specific tasks.

Pearson’s Key Differentiators

Below are many of the advantages enjoyed by districts and schools partnering with Pearson.

- Comprehensive offering with wrap around services
- TEKS-aligned courses for grades 3 -12, including Honors, AP, CTE, and World Languages
- Customizable courses with the ability to personalize instruction for students when using Manor ISD teachers
- Variety of license types to accommodate student and district needs, which are reusable/refillable for greater flexibility, and can include Pearson teachers, if needed
- Pearson Texas-Certified Online Teachers who provide live instruction and other opportunities for synchronous support
- Advisory Teachers who provide other opportunities for synchronous support for full time 6-12 grade students
- Synchronous Training Services to support Manor ISD teachers and administrators
- LiveLesson® (powered by Class for Zoom) used by Pearson teachers and available for use by district teachers to facilitate synchronous learning opportunities for students

- NCAA approved courses when taught by Pearson teachers; NCAA eligible courses when taught by Manor ISD instructors
- Implementation Specialist to manage program launch
- Dedicated District Success Partner for ongoing support
- Professional Development for Manor ISD teachers
- Parent Engagement support

If Manor ISD would prefer just oversight responsibilities with the ability to partner with Pearson Virtual Schools for daily operations and management including a highly experienced leadership team in virtual education, then we recommend our turnkey Connections Academy school. More information can be provided upon request. Please also see the [Connections Academy Appendix](#).

TECHNICAL REQUIREMENTS

1. Hosting

Manor ISD requires a Software as a Service (SaaS) solution. Preference will be given to solutions that are robust and minimize single points of failure.

1.A Requirement

What is the hosting service?

1.A Response

The Pearson system is cloud hosted in the AWS Virginia Region.

1.B Requirement

Describe the fault tolerance and redundancy features. Include information concerning multiple data centers and/or regions.

1.B Response

Data Security and Privacy

Pearson has systems and processes in place that provide disaster recovery, automatic backups, and data protection. We manage disaster recoveries by replicating systems and data between two Availability Zones in the AWS Virginia Region. Databases are backed up every 6 hours (full back up every day, incremental backup every six hours).

In the event of a catastrophic failure in Amazon's Northern Virginia region, Pearson Connexus can be deployed to alternate data center via automated methods. Data backups are stored in a geographically redundant method that makes them available in the event of a data center failure.

The hosting services employ the methods listed in the table below to mitigate common risks related to hosting.

Risk	Mitigation Methods
Server or network hardware failure	Managed by AWS EC2.
Database failure	The database servers are configured in a primary/mirror configuration using a witness server to provide automatic fail over. This configuration is set up using Microsoft best practices. This is also tested every month when we apply OS and DB patches. Each database server is in a separate availability zone in the AWS Virginia Region.
File redundancy	We use AWS S3 storage to store database backups and replicate those backups to the US-West-2 Oregon Region.
Data center failures. Off-site data backup.	The database and application servers and files are always running between two availability zones in the AWS Virginia Region. The database files are backed up between availability zones every 24 hours.
Internet line outage	AWS manages line redundancy. Virginia is the largest AWS Region providing the greatest line redundancy.
Data center power outage	AWS manages the data centers. We utilize two availability zones (two data centers) within the Virginia Region.
Data center HVAC	AWS manages all physical services.
Data center physical security	AWS complies with several standards and conducts independent audits at least every year. These include SOC, PCI and HIPAA. For full details, see https://aws.amazon.com/compliance/ .

Mitigation Methods

Student Confidentiality and Security

Pearson Connexus complies with all district, state, and federal policies related to student privacy. Pearson Connexus is Family Educational Rights and Privacy Act (FERPA) compliant.

The Pearson Connexus hosting environment is located in a secure, safe environment. It employs a number of industry standard security features to protect and store student data. Data is stored in accordance with all federal and state laws (e.g., FERPA).

Pearson will only process student data as required to perform its obligations, and will comply with any reasonable, lawful, and written instructions from Manor ISD regarding Pearson's processing. Following separation of services, Pearson will never use student data.

To meet and exceed data security and privacy expectations, Pearson will take the following measures:

- Staff will receive mandatory annual data privacy and security awareness training.
- The Pearson platform uses a role-based authentication system to limit access to student records. Staff accounts are disabled as part of offboarding procedures so that only authorized staff have access to student records.
- Pearson user access audits are performed regularly and users not using the system are disabled and then removed.
- Pearson will not use Manor ISD's student records for purposes other than providing the contracted services.

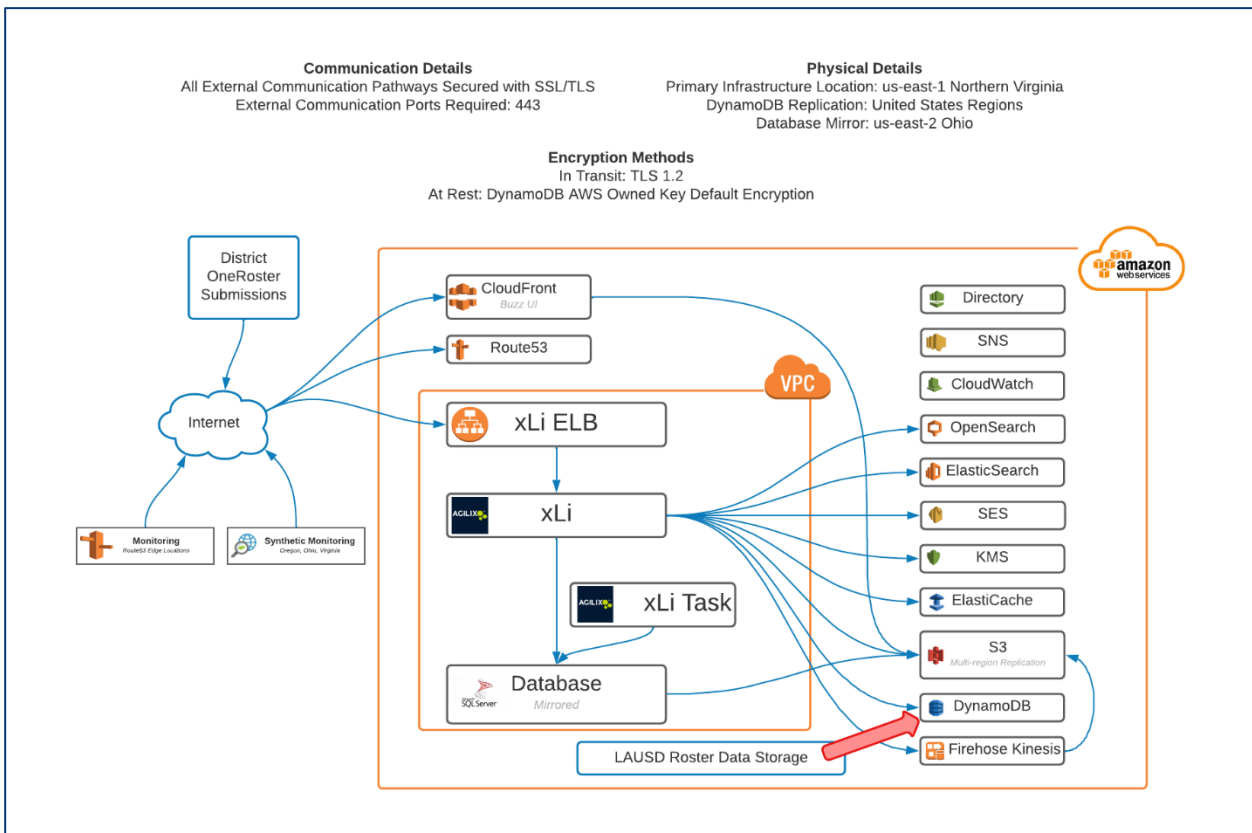
- Pearson has a well-documented incident management protocol for investigating, triaging, mitigating, and reporting unauthorized disclosure of information; and
- Pearson maintains a comprehensive information security program appropriate for the Manor ISD student data, which includes all reasonably appropriate technical security and organizational measures to protect Manor ISD student data against accidental or unlawful destruction, loss, alteration, unauthorized disclosure, or access and against all other unlawful forms of processing.
- The only personally identifiable information (PII) that is stored in Pearson Connexus is first name and last name. Email address is optional. Pearson Connexus does not store any demographic data. All student information is displayed on a secure https line. No student data is stored in an external data source from the application. Distributed Learning Application Protocol (DLAP) commands are architected to use IDs rather than student names.
- All data accessed via Pearson Connexus will be accessed through forced SSL for privacy and security purposes. Private data transmitted between systems for data reporting purposes will always be transmitted with secure FTP or over a private VPN that provides encryption.



1.C Requirement

Provide a system diagram.

1.C Response



1.D Requirement

Describe which infrastructure components are maintained by your staff vs those that are maintained by the hosting service (IaaS, SaaS, PaaS, DBaaS).

1.D Response

AWS Responsibilities

- Manage physical hardware, virtualization, and data center operations for all services (EC2, Elastic Load Balancers, CloudFront, DynamoDB, OpenSearch, SQS, S3).
- Handle service-specific infrastructure, including scaling, replication, and basic security (e.g., DDoS protection for CloudFront, encryption for DynamoDB/S3).

Pearson Staff Responsibilities

- EC2-Based Services (API Layer, SQL Server Cluster): Configure and maintain operating systems, SQL database software (including primary-mirror-witness cluster), application code, and auto-scaling groups. Manage updates, patches, and security (e.g., access controls, encryption).
- Elastic Load Balancers: Configure target groups, routing rules, health checks, and security groups.
- CloudFront: Set up distributions, cache behaviors, SSL certificates, and optimize frontend content.
- DynamoDB and OpenSearch: Design data models, queries, and integrate with applications. Manage IAM policies.
- SQS: Configure queues and manage task processing logic.
- S3: Manage bucket policies, content storage, and access controls.

Summary: AWS manages the underlying physical infrastructure and service availability, while our staff handles all configuration, maintenance, and security tasks, including OS and database updates, application management, and access control, ensuring a secure and scalable application environment.

1.E Requirement

Describe the support strategy for the components maintained by your staff including the frequency of updates for operating system, database engine, and other software components.

1.E Response

All EC2 operating systems are patched on a monthly basis. SQL database engine updates are reviewed and applied as needed each month. All EC2 systems have a Qualys Cloud Agent installed, which provides reports on vulnerabilities in both the operating systems and any installed applications. These reports are reviewed monthly, and vulnerabilities are remedied as required.

1.F Requirement

Describe how components are monitored.

1.F Response

CloudWatch monitors all AWS components and sends alarms to PagerDuty to alert on-call staff of issues.

1.G Requirement

Provide a history of unplanned outages over the past two years including how long they have lasted.

1.G Response

Historical outage reports over the past two years are not available because Pearson has not experienced any outages. Rather, there have been scheduled maintenance activities (monthly) whereby the site experiences a few minutes of slowness after hours.

1.H Requirement

Describe any additional non-production environments that will be available to Manor ISD for "sandbox" testing.

1.H Response

Manor ISD would not have access to Pearson's non-production environment. Access to the non-production environment is reserved for Pearson teams only.

2. Network

Manor ISD requires the proposer to specify all network requirements for the proposed solution – including all mandatory ("must-have") configurations, dependencies, and technical specifications.

2.A Requirement

Describe the network requirements for a customer the size of Manor ISD with a similar use case.

2.A Response

Not applicable. Manor ISD will not be hosting the solution. Pearson Connexus is cloud hosted in the AWS Virginia Region.

2.B Requirement

Include anticipated bandwidth requirements for workstations and client devices.

2.B Response

A broadband connection is required with a minimum of 8mbps for two or more students.

2.C Requirement

Include any specific considerations for Wi-Fi.

2.C Response

There are no specific considerations for Wi-Fi. A typical school or home Wi-Fi connection is sufficient for accessing Pearson Connexus.

2.D Requirement

Include Internet connection requirements.

2.D Response

A broadband Internet connection is required.

3. User Accounts

Manor ISD prefers user accounts to be automatically provisioned along with the associated application roles. Further, strong preference will be given to solutions with the ability to provide single sign-on capability with the district's single sign-on portal provided by ClassLink.

3.A Requirement

Describe how user accounts are provisioned. E.G. are they manually created or automated imports?

3.A Response

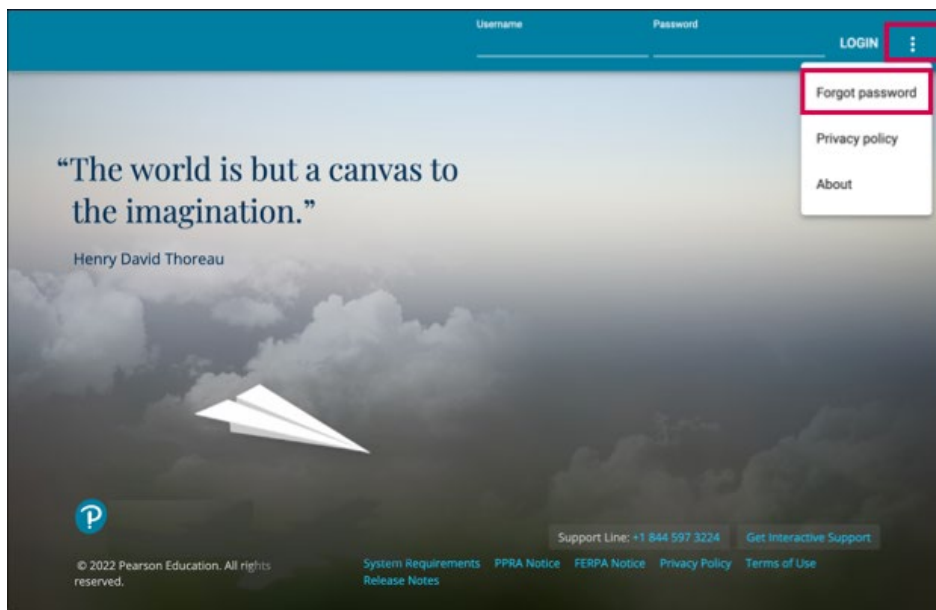
Pearson Connexus supports rostering and SSO through ClassLink. In addition, Pearson Connexus can integrate with many Student Information Systems, and users can be added from the SIS via rostering. Finally, Pearson Connexus Domain Administrators can add new users to a domain, edit existing users, or delete existing users in bulk or individually.

3.B Requirement

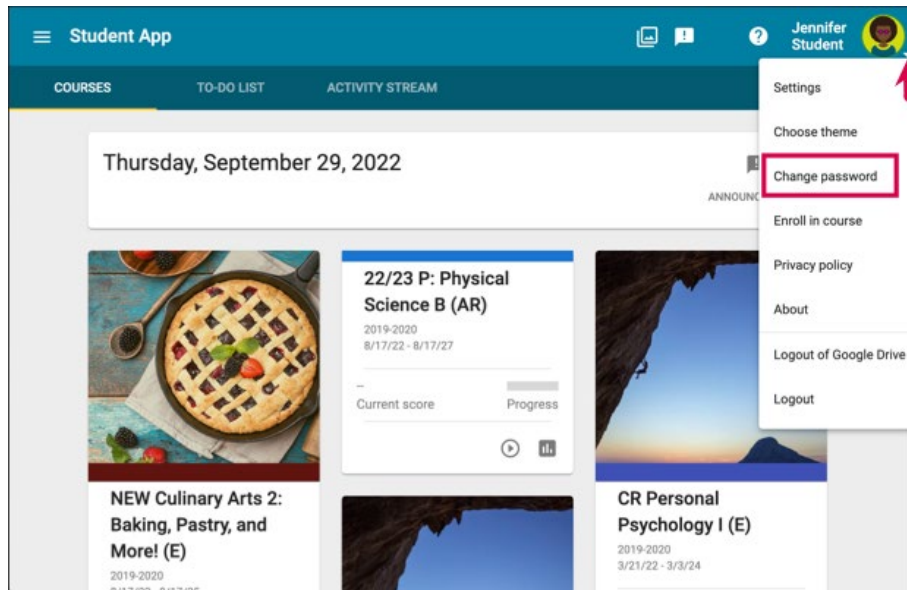
Describe how user passwords are created, maintained, and changed.

3.B Response

Password requirements can be set at the Domain level if SSO is not utilized. All users are able to reset their passwords from the "Forgot Password" option on the Pearson Connexus login page.



If users are already logged in and wish to change their password, this option is available from the User Menu within the platform.



If neither of the options above are available, students may contact the Student Support Help Desk at 1-844-597-3223, option 1. Administrators and Teachers can reset their passwords by calling 1-844-597-3224, option 2.

Additionally, Manor ISD can secure user information by adjusting password requirements. For more information on adjusting domain password requirements, please see the Pearson Connexus Support article: [Create a Domain Password Policy](#).

3.C Requirement

Describe how application roles are maintained.

3.C Response

Pearson Connexus has a dedicated Platform Management Team to manage roles and other aspects of the platform.

3.D Requirement

Describe options to integrate with Active Directory/ Microsoft Entra ID.

3.D Response

Pearson Connexus supports SSO with Active Directory/Microsoft Entra ID however, since this is an LMS, most customers integrate with their SIS. To configure SAML SSO, the following steps are needed:

- In Azure: Add Pearson Connexus to Azure Active Directory
- In Azure: Acquire metadata to provide in Pearson Connexus
- In Pearson Connexus: Provide Entra metadata and copy Pearson Connexus metadata

3.E Requirement

What SSO methods are supported; Security Assertion Markup Language (SAML), Active Directory Federation Services (ADFS)?

3.E Response

We can use any SAML or CAS-compatible system to provide single sign-on support. Our team will help Manor ISD test products for compatibility with Pearson Connexus. Pearson Connexus supports the use of single sign-on (SSO) features to allow users to sign in to one application (for example, a student information system) and be automatically logged in to Pearson Connexus without needing to re-enter credentials. This feature can help eliminate the need for teachers and students to remember multiple credential sets. ClassLink SSO is also supported. For more information, please see [Pearson Connexus Support: Enable Single Sign-On \(SSO\)](#).

3.F Requirement

What external authentication (password) methods are supported, Lightweight Directory Access Protocol (LDAP), Active Directory?

3.F Response

Pearson Connexus uses a role-based authentication system to limit access to student records. Staff Accounts are disabled as part of offboarding procedures so that only authorized staff have access to student records.

Pearson Connexus supports SSO with Active Directory, however, since this is an LMS, most customers integrate with their SIS. To configure SAML SSO, the following steps are needed:

- In Azure: Add Pearson Connexus to Azure Active Directory
- In Azure: Acquire metadata to provide in Pearson Connexus
- In Pearson Connexus: Provide Entra metadata and copy Pearson Connexus metadata

4. Workstation and Client Device Requirements

Manor ISD prefers a solution that has flexible workstation and client device requirements with respect to platform, operating systems, browsers, and hardware. This includes peripherals and attached devices. Central management of all solution components is strongly preferred.

4.A Requirement

Describe the workstation and client device requirements.

4.A Response

For the best experience, we recommend that users update software and Internet browsers regularly on each device. Although the browser should prompt users to install updates as they arise, users can ensure they're using the most current version by downloading and installing the most recent release.

<p>Operating System</p> <p>Windows 8.1 or later Mac OS 10.13 or later</p>	<p>Connectivity</p> <p>Broadband connection is required. Use the chart on the FCC Household Broadband Guide to assist with selecting the appropriate speed. For one student a minimum download speed of 4mbps. For two or more students, a minimum download speed of 8mbps. <i>If you have a satellite connection, you may experience performance issues depending on weather and latency.</i> For LiveLesson sessions and other Pearson Connexus content, the following TCP and UDP ports must be open: 80 443 1935</p>
<p>Browsers</p> <p>Google Chrome Mozilla Firefox Microsoft Edge (Windows 10 only) Apple Safari</p>	
<p>Plugins</p> <p>Adobe Reader DC VLC Media Player (Mac Only)</p>	
<p>Software</p> <p>An office productivity suite such as Microsoft Office or LibreOffice, a free productivity suite compatible with Microsoft Office files formats or the ability to open Office files on mobile devices</p>	<p>Hardware</p> <p>Desktop and laptop computers Mobile Devices: While we have a wide range of content available that works great on iPads/Chromebooks/tablets, the end-to-end course experience is not as polished if a mobile device is the only device students use. For more information on Chromebook/iPad compatibility, review this article.</p>
<p>Other Helpful Links</p> <p>Please review the Domain Allow-List for a helpful URL Whitelist. Pearson Virtual School is dedicated to making Pearson Connexus accessible. Supported formats and file sizes. Pearson Connexus Data Limits. HTML editor and browser setting. * Popup blocker should be enabled or allowed for our website, as many courses contain additional content that will open in a new window.</p>	

4. B Requirement

Include operating system, processor, memory storage and network.

4. B Response

Please refer to the information provided in 4.A Response directly above.

4. C Requirement

Describe the required workstation software components. Include how these components are managed and updated.

4. C Response

Please refer to the information provided in 4.A Response above.

4. D Requirement

Include the browser versions supported.

4. D Response

Please refer to the information provided in 4.A Response.

4. E Requirement

Include the browser components and versions, plug-ins.

4. E Response

Please refer to the information provided in 4.A Response.

4. F Requirement

Describe the solution's printer requirements.

4. F Response

There are no printer requirements.

4. G Requirement

List and describe any required and optional peripherals including input devices. Include how these components are managed and updated.

4. G Response

A keyboard and mouse/touchpad or touch screen are required. Headphones are optional peripherals that would enhance the student experience. Manor ISD would be responsible for providing students with these items and managing updates.

5. Mobile

Manor ISD prefers a solution that can effectively operate on mobile devices.

5.A Requirement

Describe the application's mobile capabilities.

5.A Response

Pearson Connexus content is designed to work seamlessly on Chromebooks, iPads, and tablets. However, for the best course experience, we recommend using a larger device. (Screen Size: For optimal viewing, a minimum screen width of 1024 px is recommended. Some screens are responsive at widths as low as 800 px.) The end-to-end course experience is not as polished if a mobile device is the only device students use. ([Hardware Recommendations](#))

5.B Requirement

What modules are not mobile capable?

5.B Response

All aspects of the LMS and content are mobile capable. There could be some course experiences that are not as polished if a smaller mobile device is used.

5.C Requirement

Is there a separate app?

5.C Response

Pearson Connexus is the application.

5.D Requirement

Describe the licensing requirements for the app.

5.D Response

Pearson Connexus Student License Types

Our products and services come in all shapes and sizes so that Manor ISD can choose the best license solution for its students.

- **Full-Time Student Seat with Pearson Texas-Certified Online Teachers** (for full-time initial credit licenses with Pearson Teachers): access for one student to be enrolled in up to *eight* courses with Texas-certified Pearson teachers. If a student completes or withdraws from their assigned course, this license may be reused to enroll the same student (or another student) in another course.
- **Course Seat with Pearson Texas-Certified Online Teachers** (for part-time initial credit licenses with Pearson Teachers): access for one student to be enrolled in *one* course with a Texas-certified Pearson teacher. If a student completes or withdraws from their assigned course, this license may be reused to enroll the same student (or another student) in another course.

- **Individual Student Seat with a Manor ISD Teacher** (for initial credit and credit recovery): access for one student to be enrolled in *up to six courses* during an academic year or per semester with Manor ISD teachers. If a student completes or withdraws from their assigned courses, this license may be reused for another student.
- **Individual Course Enrollment with a Manor ISD Teacher** (for initial credit and credit recovery): access for one student to be enrolled in *one course* with a Manor ISD Teacher. If a student completes or withdraws from their assigned course, this license may be reused to enroll the same student (or another student) in another course.

While the majority of our courses include all the necessary digital components, etexts, and workbooks, there are select courses in which we provide offline course materials for students. Students enrolled in courses that provide physical materials receive those within two weeks of enrollment, provided physical addresses and emails associated with each user are entered into the platform. Materials are sent directly to the physical addresses provided in the platform. These materials are provided at no additional cost to Manor ISD. All physical materials may be kept by users. Pearson complies with the requirements of the National Instructional Materials Accessibility Standard (NIMAS).

The following services are **included at no cost** with your Pearson partnership:

- **Implementation Specialist:** The Implementation Specialist will be dedicated to ensuring a smooth and successful program launch. A collaborative call between Manor ISD and Pearson will begin the process, to gather program objectives and critical academic and technical information. The Implementation Specialist will then build a custom Pearson Connexus domain based on client preferences. The Implementation Specialist will also facilitate scheduling administrator and teacher user trainings, assigning Pearson teachers, and provisioning courses in Pearson Connexus, preparing the district program for academic success. At the culmination of the process, the dedicated District Success Partner will become the Pearson point of contact.
- **District Success Partner:** The District Success Partner will ensure a successful implementation and work directly with the Manor ISD–designated Program Coordinator to:
 - Provide support in driving successful academic performance for students.
 - Deliver management support for Manor ISD as the single point of accountability and day-to-day contact.
 - Ensure that all curriculum, platform, and instructional resources necessary for successful operation are in place and functioning correctly.
 - Manage relationships with Manor ISD and stay current on district policies, procedures, and legislation.
 - Manage implementation of curriculum and school operation protocols.
 - Assist the Manor ISD Program Coordinator with implementing any program and/or policy changes.
 - Monitor student performance and provide meaningful recommendations.
 - Provide assistance in resolving issues related to hardware, software, and provided services.
- **Family Engagement Support:** A synchronous virtual Family Information Session will be customized to meet the unique needs of Manor ISD. Marketing resources, such as ready-to-use templates to distribute information to families on upcoming family sessions, email campaigns, and more are also provided. This service is offered annually.

- **Learning Coach Support:** Pearson provides parent/guardian, or “Learning Coach,” support for families, designed to help them maximize their online learning experience. Parents/guardians can access tips & tricks, best-practices, and information about schedules and how to best support their students’ work and keep them on task.
- **Help Desk Support:** For immediate assistance throughout the school year, the School and Application Support Help Desk (1-855-318-2460; staffed from 8am-6pm ET; may be closed Fridays for team meetings from 3:25 PM – 4:00 PM EST) and Family Technical Support Help Desk (1-888-679-7740; staffed from 9am-9pm ET) will be available for efficient and comprehensive support, troubleshooting, information, and guidance for all questions and issues reported directly to them by Manor ISD staff and students. Support hours are subject to change and the teams observe common national holidays.

Summer School Licenses for Initial Credit and Credit Recovery

Pearson offers many Summer School solutions, too. Here is the one that meets Manor ISD’s needs.

- **Summer Course Enrollment** – (Utilizes Manor ISD Teachers for initial credit and credit recovery) Each Summer Course Enrollment license provides access for one student to be enrolled in one course during the summer term. An enrollment may be in any course offered within the Pearson Connexus catalog. This license may not be reused or assigned to another student.
- **Summer School Course with Pearson Certified Online Teacher** (for initial credit) – Each Summer School Course with a Pearson Texas-certified Online Teacher provides access for one student to be enrolled in one course with a Pearson teacher. Enrollment may be in any course offered within the Pearson Summer School catalog. This license is not reusable or assignable to another student.

Additional Products & Services to Support Licenses with Manor ISD Teachers

To enhance the value of these license types, Manor ISD may add products and services for an incremental cost, as outlined in the Pricing Proposal. We recommend the options below for Manor ISD.

- **LiveLesson®:** An online teaching tool and meeting area accessed through a secured link within the platform. LiveLesson sessions allow teachers to work synchronously (live) and asynchronously (recorded session) with individual or groups of students. LiveLesson uses voice-over IP, chat, electronic whiteboard, and shared web surfing, among other features, all through a market leading, interactive, web conferencing solution. More information is available here: [LiveLesson with Class Commonly Used Tools, Features, and Instructor Guides for Teachers – Pearson Connexus Support](#).
- **Texas-Certified Online Teacher (COT):** provides for a credentialed, Texas-certified teacher to deliver student- and teacher-initiated direct instruction to one student in one course.

Pearson Texas-certified online teachers will:

- Send Welcome WebMail messages within 2-5 business days after the course start date
- Respond to WebMail messages and telephone calls within 1 business day. Within our proprietary system, WebMail communication is logged in the Student Activity Tracker, along with any other student teacher interactions (such as phone interactions or contact attempts). This allows administrators and teachers to have a holistic view of the collaborative efforts to support student success.

- Host LiveLesson® sessions (synchronous learning sessions) and provide recordings
- Provide synchronous direct instruction (individual or small group) that is teacher-initiated or in response to student-initiated questions
- Use synchronous contacts to gauge student mastery through curriculum-based assessments (CBAs)
- Provide synchronous support to students using Teacher Time Sessions, Literacy Sessions (K-2), and Targeted Small Group Intervention Sessions.
- Hold regular office hours to provide availability for synchronous student support
- Respond to student requests for 1:1 support
- Implement virtual accommodations in addition to differentiated instructional approaches to students with disabilities to meet students' IEP/504 plans supplied by the district
- Grade assignments, provide descriptive feedback, and assign final grades
 - Assessments: 2 business days
 - Portfolios: 5 business days
 - Final Grades: 5 business days
- Monitor student progress
- Moderate course discussions
- Follow protocols for synchronous communication and support related to student progress monitoring
- Implement Student Support Strategies

Please see [Professional Development for Pearson TX-Certified Online Teachers](#) for information about the extensive training our teachers receive.

A Pearson Advisory Teacher is provided for every 6-12 grade student, if Manor ISD elects to utilize our Full-Time Student Seat with Pearson Certified Online Teachers License. Advisors work to increase student success in courses through the implementation of advisor processes and protocols with an emphasis on quality communications, effective use of data and accurate documentation of efforts. Additionally, advisors aim to improve the student and family's overall online education experience and success in courses through collaboration and coordination of efforts with District Success Partners, Teacher Managers, teachers, and other internal stakeholders. Advisory teachers will:

- Send welcome messages and orientation videos
- Monitor student participation and performance
- Help students navigate the Pearson Connexus platform and other Pearson technology
- Facilitate communication between the student, and the subject matter teacher(s) as needed

5.E Requirement

What platforms and operating system (OS) versions are supported?

5.E Response

Please refer to the information provided in D.1 Response for a complete list of hardware recommendations. ([Hardware Recommendations](#))

5.F Requirement

Is the application mobile optimized for viewing on a smaller screen?

5.F Response

Mobile Devices: Our content is designed to work seamlessly on Chromebooks, iPads, and tablets. However, for the best course experience, we recommend using a larger device. (Screen Size: For optimal viewing, a minimum screen width of 1024 px is recommended. Some screens are responsive at widths as low as 800 px.)

6. Application Development

Preference will be given to solutions developed under a modern methodology and those developed with application languages considered to be memory safe by the National Security Agency (NSA). Strong preference given to solution providers whose developers are full time employees based in the United States.

The vendor must have a project manager assigned to Manor ISD that has the authority to escalate a technical problem during the implementation window for immediate resolution. The project manager should be readily available to support the initial implementation until the product is fully launched and operational.

6.A Requirement

Describe your application development methodology.

6.A Response

Pearson Connexus is a white label version of Agilix's Buzz LMS. Both Pearson and Agilix use an agile development methodology.

6.B Requirement

Describe the language the application was developed in.

6.B Response

The application was written in type script using Angular with JavaScript that runs within the browser.

6.C Requirement

Describe how the application was developed and is maintained.

6.C Response

The application is developed by Agilix Labs and maintained by Pearson.

6.D Requirement

Where are the developers located?

6.D Response

We have both U.S.-based and offshore developers.

6.E Requirement

How often are major upgrades released?

6.E Response

Pearson has a managed cycle of curriculum updates. Significant content changes occur on an annual cycle designed to provide schools time to incorporate them into the educational program. Teachers of specific courses are sent direct communication regarding minor changes to lessons or assessments throughout the school year. Other insignificant changes that do not necessitate notification, such as correcting typos, are updated when received. Pearson receives weekly updates from Agilix Labs and installs the updates to a test environment. Pearson teams thoroughly test the updates and release them monthly.

6.F Requirement

How often is the application typically updated?

6.F Response

The application is typically updated monthly. Critical updates occur promptly when needed.

6.G Requirement

Describe how application updates are applied.

6.G Response

Application updates are completed during non-school or business hours. The application is available during the update, but users may experience performance issues for 15-20 minutes. Significant updates are communicated to partners before the release.

6.H Requirement

Describe your change management policy in the context of application development, enhancements, and fixes.

6.H Response

The Change Management process at Pearson Virtual Schools (PVS) ensures that all changes are approved, minimizing risk to IT infrastructure. Its mission includes minimizing service disruption, increasing change awareness, and ensuring validation and rollback plans. Types of changes include Standard Changes (pre-authorized, low risk), Emergency Changes (immediate implementation for major incidents), and Normal Changes (all other changes).

The process involves several steps:

1. **Change Identification:** Teams propose changes, detailing what, when, where, and how the change will occur.
2. **Change Request:** Records the requested change, including impact, risks, configuration items, and implementation plans.
3. **Change Assessment:** Evaluates risk, feasibility, outcomes, and benefits.

4. **Change Planning:** Documents all steps in the change.
5. **Change Approval:** Stakeholders review and approve the change.
6. **Change Communication:** Ensures effective communication about changes.
7. **Implementation:** Manages deployment events.
8. **Change Review:** Assesses post-implementation impact.
9. **Closure:** Marks a change as complete.
10. **Change Advisory Board:** Assesses change impact and develops a forward schedule.
11. **Forward Schedule of Change:** Includes all planned work across PVS teams and third-party integrations.

The process integrates with other IT Service Management processes like Release Management, Knowledge Management, Problem Management, and Request Fulfillment. PVS follows ITIL Framework guidelines for Change Management. The scope covers changes delivered by various teams within PVS, aiming to improve overall productivity and quality of operations.

7. Email

Manor ISD requires any staff and student email addresses be maintained through automated processes. If parents email addresses are used, Manor ISD prefers there be a method for parents to self-enroll and manage their settings and preferences.

7.A Requirement

Describe any email requirements for staff, students, and parents.

7.A Response

WebMail, Pearson Connexus' proprietary email system, provides messaging capabilities to support communication between students, teachers, and administrators who have active course enrollments. Below are the instructions for using WebMail's basic functions: view, compose, reply, and delete. More details are provided here: [Pearson Connexus Support: Webmail for Students](#).

7.B Requirement

How are parent email addresses maintained?

7.B Response

WebMail, Pearson Connexus' proprietary email system, does not use email addresses. WebMail is an internal self-contained communication system that is only accessible to district users of the platform. (Manor ISD has the option to associate an external email with a parent/ observer when the District creates user accounts only for the purpose of recovering a password.)

Observers can be parents, guardians, teachers, counselors, principals, or tutors who are granted read rights to view student activity, course completion, and monitor student progress. As observers in Pearson Connexus, parents cannot self-enroll and manage their settings and preferences.

7.C Requirement

Describe any email opt in/out features for parents.

7.C Response

Not applicable. Currently no Pearson Connexus WebMail communication is sent to parents' external email addresses.

8. Security Controls and Data Privacy

8.A Security (“Common Criteria” controls) Requirement

Describe how customer and employee data is managed. Please include the items below.

- i. Physical access control.
- ii. Logical access control.
- iii. Network firewalls.
- iv. Web application firewalls.
- v. Intrusion detection.
- vi. Customer two-factor authentication access to the application.
- vii. Strategy for keeping operating systems, database engines, and other critical components up to date with security patches. Include how long before patches are installed after their release.

9.A Security Response

- i. Physical access control.
 - a. All computer, storage, and networking resources supporting the environment are hosted in AWS data centers. AWS maintains full control over physical access to these facilities. Physical security measures include perimeter barriers, 24/7 staffed security, CCTV coverage, intrusion detection systems, access badge controls, and multi-factor authentication for authorized AWS personnel. Physical access is strictly limited, logged, and audited. No customer personnel have physical access to the hardware running this environment.
- ii. Logical access control.
 - a. Logical access to servers and administrative interfaces requires a VPN connection into the secure management VPC. Most Windows and Linux servers are **domain-joined to AWS Managed Microsoft Active Directory**, and user authentication and authorization are governed through AD group membership and role-based access control.
 - b. Additional logical access protections include:
 - i. RDP/SSH access restricted to VPN networks only
 - ii. IAM roles and policies enforcing least-privilege access to AWS resources
 - iii. AWS CloudTrail logging for all AWS API activity
 - iv. Enforced password policies, account lockouts, and MFA for administrative accounts

- v. Qualys and CrowdStrike agents verifying host integrity and providing endpoint controls
 - vi. This multi-layer approach ensures strong identity validation and controlled administrative access.
 - iii. Network firewalls.
 - a. Network firewalls and segmentation are enforced using **AWS Security Groups** and **Network ACLs**:
 - b. Application servers accept traffic only through the Application Load Balancer; no EC2 hosts have public IPs.
 - c. Management access ports (RDP/SSH) are restricted exclusively to VPN-connected administrative subnets.
 - d. Outbound access is tightly controlled to approved destinations.
 - e. AWS Shield Advanced provides additional network-level protection against DDoS attacks.
 - f. These controls prevent unauthorized traffic at both the subnet and instance level.
 - iv. Web application firewalls.
 - a. AWS WAF with Shield Advanced is deployed at both the **CloudFront distribution** and the **Application Load Balancer**. The WAF configuration includes:
 - i. AWS Managed Rules for OWASP Top 10 coverage
 - ii. Application-specific custom rules
 - iii. Rate-based controls to mitigate brute force and bot activity
 - iv. Geo-blocking and IP reputation lists
 - v. Full WAF logging for monitoring and analytics
 - vi. This layered WAF posture protects the UI at the edge and the API layer at the origin.
 - v. Intrusion detection.
 - a. Intrusion detection is implemented through multiple layers of monitoring and security tooling:
 - i. CrowdStrike Falcon provides real-time endpoint detection and response (EDR), behavioral analytics, and prevention.
 - ii. Qualys performs continuous vulnerability assessment to identify exploitable or outdated components.
 - iii. AWS GuardDuty monitors VPC Flow Logs, CloudTrail activity, DNS logs, and EDR signals to detect suspicious or malicious activity.
 - iv. OS-level logs and application logs are centralized for monitoring and alerting.
 - v. This combination results in strong host-based, network-based, and cloud-native intrusion detection coverage.

- vi. Customer two-factor authentication access to the application.
 - a. Multi-factor authentication (MFA) is available as a configuration option for all schools
- vii. Strategy for keeping operating systems, database engines, and other critical components up to date with security patches. Include how long before patches are installed after their release.
 - a. The environment uses CI/CD pipelines to apply patches as details below:
 - i. Windows Servers
 - 1. Domain-joined Windows servers receive patches through automation.
 - 2. Microsoft's monthly Patch Tuesday updates are reviewed and deployed during a scheduled monthly maintenance window.
 - 3. Critical out-of-band patches may be applied earlier if required.
 - ii. Linux Servers
 - 1. Linux hosts use a golden image that is provided monthly by dedicated Cloud management team.
 - iii. Verification & Compliance
 - 1. Qualys scans verify patches were applied successfully and identify missing updates.
 - 2. CrowdStrike Falcon provides additional detection of exploit attempts or unpatched vulnerabilities.
 - 3. Golden AMIs/baseline images are updated regularly to reflect current patch levels.
 - 4. Database backups are taken daily and stored in an encrypted S3 bucket which is replicated to another US region.

8.B Availability Requirement

Describe availability controls and processes currently in place. Please include the items below and how each is documented.

- i. Handling of security incidents.
- ii. Customer notification of security events.
- iii. Disaster recovery.
- iv. Fault tolerance including servers, network, database, data center, and location/region.
- v. Performance and availability monitoring.
- vi. System and data backups including frequency and immutability.

8.B Availability Response

- i. Handling of security incidents.
 - a. If any information under our control is compromised as a result of a breach of the security of our systems or inadvertent release of information, we will take reasonable steps to investigate the situation and provide notice of the security incident in accordance with applicable laws and regulations. For further information, please visit the [Pearson Virtual Schools' Privacy Policy](#).
- ii. Customer notification of security events.
 - a. If any information under our control is compromised as a result of a breach of the security of our systems or inadvertent release of information, we will take reasonable steps to investigate the situation and provide notice of the security incident in accordance with applicable laws and regulations. For further information, please visit the [Pearson Virtual Schools' Privacy Policy](#).
- iii. Disaster recovery.
 - a. Pearson Virtual School services are redundant across multiple availability zones. In the event of a regional outage, databases, file services, and Infrastructure configurations are replicated to a secondary AWS region and can be restored as necessary.
- iv. Fault tolerance including servers, network, database, data center, and location/region.
 - a. Pearson data is backed up daily; backups are stored in multiple locations within the AWS Northern Virginia region and replicated to the AWS Oregon Region. In the case of a disaster, data can be recovered from these backups. Backups are regularly tested. We use HTTPS for all communication and encrypt all inbound and outbound traffic using 2048-bit TLS. Complete information on [the Pearson Connexus Security Model](#) can be found in the linked article.
- v. Performance and availability monitoring.
 - a. Monitoring services provide a complete end-to-end Information Assurance and Vulnerability Detection solution. Rapid Response Team and Cloud Engineering & Operations staff monitor the web hosting environment 24 x 7 x 365. If a server or application is not meeting the appropriate operating and performance criteria, alerts are sent automatically to staff to resolve the issue in real-time.
 - b. Site monitoring includes the following:
 - i. Monitor web services/content for availability and response times (Infrastructure and Synthetic monitoring)
 - ii. Display real-time status of all monitored components and services
 - iii. Automatic alert notification if established thresholds are exceeded
 - iv. Monitor server CPU, disk space, memory, network bandwidth, and required services
 - v. Monitor SQL cluster to ensure database performance metrics are within expected ranges

- vi. System and data backups including frequency and immutability.
 - a. Databases are backed up at least daily and as frequently as every 15 minutes depending on the nature of the data they contain.
 - b. Files uploaded to the system are replicated to multiple availability zones within region as well as our secondary AWS region.

8.C Confidentiality Requirement

Describe how data confidentiality is ensured.

- i. Data encryption at rest.
- ii. Data encryption over the network.
- iii. Data retention and destruction procedures.
- iv. How customer data is segregated between customers.
- v. Penetration tests including the frequency and who performs them.
- vi. Security scans including the frequency and who performs them.

8.C Confidentiality Response

- i. Data encryption at rest.
 - a. Pearson Connexus uses HTTPS for all communication and encrypts all inbound and outbound traffic using 2048-bit TLS. Data at rest is encrypted utilizing AWS Services such as EBS encrypted volumes and S3 encryption. Please view the [Pearson Connexus Security Model](#) for further information on this topic.
- ii. Data encryption over the network.
 - a. Pearson Connexus uses HTTPS for all communication and encrypts all inbound and outbound traffic using 2048-bit TLS. Data at rest is encrypted utilizing AWS Services such as EBS encrypted volumes and S3 encryption. Please view the [Pearson Connexus Security Model](#) for further information on this topic.
- iii. Data retention and destruction procedures.
 - a. Data is retained for the shortest period of time possible. Since the data belongs to the customer, the retention timeframe is part of the agreement between the customer and Pearson. When that timeframe is over, Pearson gets authorization from the customer to delete the data. When approval is given, the domain and all of the data is deleted permanently and cannot be recovered.
- iv. How customer data is segregated between customers.
 - a. Customers have their own Domains and subdomains to segregate data between customers.
- v. Penetration tests including the frequency and who performs them.
 - a. A 3rd party pentest (web application and API) was conducted in 2020 and an internal pentest was performed by Pearson AppSec team in 2021. We have regular penetration tests that look for vulnerabilities.

- vi. Security scans including the frequency and who performs them.
 - a. Security assessments are performed by Pearson CISO teams utilizing industry-leading tools such as CrowdStrike and Qualys. CrowdStrike provides real-time endpoint protection, while Qualys conducts continuous vulnerability assessments and generates daily comprehensive reports for all environments.

8.D Privacy Requirement

Describe how private data is managed. Please include the items below.

- i. Who in your organization has access to customers' data and what company policies govern topics like "need to know" when accessing data.
- ii. What contractors or anyone else not under direct employment by the company has access to customer's data
- iii. Who has access to customer privileged/sensitive data and critical system components. Include the following:
 - 1. The number of staff and contractors who have this access.
 - 2. The titles of the staff and contractors who have this access.
- iv. The use of two-factor authentication by your company staff and anyone else with access to customers privileged/sensitive data and critical system components.
- v. How access is removed for former employees and how long it takes to complete the process.

8.D Privacy Response

- i. Who in your organization has access to customers' data and what company policies govern topics like "need to know" when accessing data.
 - a. Access to customer data is limited strictly to employees with a defined business need, following the organization's formal Access Control Policies. Role-based access controls ensure users receive only the minimum permissions required for their job ("least privilege"), and access requests must be approved by leadership and documented in the access management system. Policies also require adherence to data classification rules and confidentiality expectations, with periodic reviews to validate that access remains appropriate. Unauthorized access or mishandling of data is prohibited and subject to disciplinary action.
- ii. What contractors or anyone else not under direct employment by the company has access to customer's data
 - a. There are no contractors or anyone not under direct employment with access to customer data.
- iii. Who has access to customer privileged/sensitive data and critical system components. Include the following:
 - a. The number of staff and contractors who have this access.

- i. Access to customer privileged or sensitive data is limited strictly to a small, defined group of internal employees with an established business need. The organization's response indicates that no contractors or non-employees are granted access to customer data.
 - b. The titles of the staff and contractors who have this access.
 - i. Access is restricted to specific internal roles that require elevated privileges, such as engineers, system administrators, and security personnel. Only staff in these approved roles—validated through the organization's Access Control Policies—may access privileged systems or customer-sensitive data.
- iv. The use of two-factor authentication by your company staff and anyone else with access to customers privileged/sensitive data and critical system components.
 - a. All personnel with access to customer data, privileged systems, or critical components are required to use multi-factor authentication (MFA). MFA is enforced for both privileged and non-privileged accounts to ensure users verify identity with multiple independent factors before access is granted. This applies to internal networks, administrative interfaces, and systems containing sensitive data, aligning with enterprise policies designed to prevent credential compromise and ensure secure, controlled access.
- v. How access is removed for former employees and how long it takes to complete the process.
 - a. Access for former employees is terminated on the employee's last day. Furthermore, monthly inactivity audits are performed to determine if employees with access are not using the system and that access is removed.

8.E Processing Integrity Requirement

Describe how data processing is ensured to be quick, accurate, valid, and allowed. Please include the items below:

- i. Detailed description of all system input operations and processing monitoring to include error detection and correction, job reporting, and audit trails.
- ii. Defined processing operations to guarantee that products or services fulfill requirements.

8.E Processing Integrity Response

- i. Detailed description of all system input operations and processing monitoring to include error detection and correction, job reporting, and audit trails.
 - a. All system inputs to the learning management platform are validated for accuracy and completeness before being accepted for processing. The platform continuously monitors processing workflows for errors, performance issues, and failed transactions. Automated error-detection mechanisms generate alerts and detailed logs, and job-level reporting provides visibility into successful operations and any required remediation. All system activity—including configuration changes, data

updates, and administrative actions—is recorded in immutable, timestamped audit logs to ensure full traceability and compliance.

- ii. Defined processing operations to guarantee that products or services fulfill requirements.
 - a. Processing operations follow standardized, automated workflows designed to ensure consistent and reliable execution of all LMS functions. Built-in validation rules, monitoring controls, and version-controlled processing logic ensure that course content, user data, assessments, and service components are handled accurately and in alignment with defined business and technical requirements. These structured workflows, combined with continuous operational monitoring and comprehensive auditability, ensure that all delivered products and services fulfill required specifications.

9. Describe Support Strategy

Manor ISD requires live responsive support 6 AM to 6 PM (CST) on all school days.

9.A Requirement

List the hours of support.

9.A Response

A designated Pearson District Success Partner will work directly with the Manor ISD–designated Program Coordinator to support the following tasks: Support in driving successful academic performance for your students; Provide management support for Manor ISD as the single point of accountability and day-to-day contact; Ensure that all of the curriculum, platform, and instructional resources necessary for successful operation of the program are in place and functioning correctly; Facilitate high-quality communication with program staff; Manage relationships with Manor ISD and stay current on district policies, procedures, and legislation; Manage the implementation of the curriculum and school operation protocols; Assist the Manor ISD Program Coordinator with implementing any program and/or policy changes; Monitor student performance and provide meaningful recommendations; and Provide assistance for issue resolution for problems relating to the hardware, software, and services we provided.

For additional assistance throughout the school year, the School and Application Support Help Desk will be available for efficient and comprehensive support, troubleshooting, information, and guidance for all questions and issues reported directly to them by Manor ISD. A dedicated team of Help Desk professionals will answer questions related to the platform (functionality, permissions, roles, reports, etc.), LiveLesson® accounts (synchronous, direct instruction sessions), school or program procedures, and general how-to inquiries. Pearson does not require Manor ISD personnel to manage our systems or provide technical support. In the event of technical issues, Pearson operates a family technical support help desk and a school and application support help desk to answer questions promptly and courteously by email and phone.

The school and application support help desk for teachers, administrators, and staff (1-855-318-2460) is available from 8:00 AM – 6:00 PM ET Monday through Friday year-round. The School and Application Support Help Desk may be closed Fridays for team meetings from 3:25 PM – 4:00 PM EST. The family technical support help desk (1-888-679-7740) is available from 9:00 AM – 9:00 PM ET Monday through Friday.

Support hours are subject to change and the teams observe common national holidays. Help desk teams will respond to emails within two hours or the following business day if received after normal business hours.

Additionally, Pearson Connexus gives students, teachers, parents, and staff access to an extensive searchable Online Help system and online training resources 24 hours a day, 365 days a year on topics such as: Using the digital learning platform; Using computer software; Getting organized in a digital environment; and Helping students succeed in an online environment.

9.B Requirement

List days/dates support is unavailable.

9.B Response

Please refer to Describe Support Strategy /9.A Response directly above.

9.C Requirement

Describe how after-hours support for critical issues can be obtained.

9.C Response

Please refer to Describe Support Strategy /9.A Response above.

9.D Requirement

Describe what is included with support.

9.D Response

Pearson offers an unrivaled level of district-specific support to its district partners.

- **Implementation Specialist:** The Implementation Specialist will be dedicated to ensuring a smooth and successful program launch. A collaborative call between the school client and Pearson will begin the process, in order to gather program objectives and critical academic and technical information. The Implementation Specialist will then build a custom Pearson Connexus Domain based on client preferences. The Implementation Specialist will also facilitate scheduling administrator and teacher user trainings, assigning Pearson Virtual School teachers, and provisioning courses in Pearson Connexus to prepare the school program for academic success. At the culmination of the process, the dedicated District Success Partner will become the Pearson point of contact.
- **District Success Partner:** A designated Pearson District Success Partner will work directly with the Manor ISD-designated Program Coordinator to support the following tasks: Support in driving successful academic performance for your students; Provide management support for Manor ISD as the single point of accountability and day-to-day contact; Ensure that all of the curriculum, platform, and instructional resources necessary for successful operation of the program are in place and functioning correctly; Facilitate high-quality communication with program staff; Manage relationships with Manor ISD and stay current on district policies, procedures, and legislation; Manage the implementation of the curriculum and school operation protocols; Assist the Manor ISD Program Coordinator with implementing any program and/or policy changes; Monitor student performance and

provide meaningful recommendations; and Provide assistance for issue resolution for problems relating to the hardware, software, and services we provided.

District Success Partners (DSPs) are our partners' day-to-day operational contacts. DSPs are more than just support; they are collaborators, advocates, and problem-solvers. In our latest survey, **97% of our partners said they are "satisfied" with their DSP**. That's because our team leads with empathy, expertise, and a deep understanding of district needs.

- **"She makes me feel valued and heard... I've never felt like our small program didn't matter."**
- **"She always leads with 'yes' and helps us troubleshoot our issues."**
- **Help Desk Support:** Please refer to Describe Support Strategy /IO.AResponse above.
- **Sales Specialist Support:** A Pearson Sales Specialist will partner with Manor ISD to ensure access to the best products and services that meet evolving needs.
- **Family Engagement Support:** Families should be prepared and well informed as they select a district virtual option for their students. A designated Pearson Learning Facilitator will work directly with Manor ISD leadership to plan and host a personalized virtual Family Information Session prior to the launch of the program. During the event, prospective and newly enrolled students and their families will learn more about Manor ISD's requirements of the virtual program, receive an overview of Pearson Connexus, view a quick demo of the solution, and participate in a Q&A session. The event can be recorded, and the recording can be made available to the district as a resource for their families.
- **Learning Coach Support:** The parent/guardian, or "learning coach," plays a significant role in online learning. Pearson provides Learning Coach support for families designed to help them make the most of their online learning experience. Parents/guardians can access tips & tricks, best-practices, and information about schedules and how to best support their students' work and keep them on task.

9.E Requirement

Describe the levels/tiers of support including escalation procedures.

9.E Response

All service and support tiers operate within the same incident management tools, processes, and structure. This creates streamlined escalation responses. The front-line teams have direct escalation paths to the appropriate resources for issue escalations. In addition, formal and proven protocols are established to bring escalations to resolution. Pearson is committed to ensuring that we respond to service tickets and emails within 24 hours of receipt. For our help desk inbound call support, teams aim to answer 80% of calls within 60 seconds.

9.F Requirement

Where is the support staff located?

9.F Response

Pearson's student, family, and school support staff members are all based in the United States. Our multi-tiered support teams are fully equipped to work from remote locations. Each support member is equipped with hardware, software, and tools to provide the highest level of customer service possible while protecting users' information. As needed, support team members can collaborate virtually to triage issues and support customers.

9.G Requirement

How are support requests tracked?

9.G Response

Our multi-tiered support teams utilize robust ITSM (IT Service Management) incident tracking tools. Utilization of the tools are governed by a common Incident Management process.

9.H Requirement

How is customer information to include contacts, system information, and history maintained?

9.H Response

Customer (district) information is maintained in protected applications, accessible only to provisioned individuals at Pearson. Upon initial contact, the client's information is entered into SalesForce, an industry leading Customer Relationship Manager (CRM) system. Upon execution of a contract, the customer named contact is created as an administrative user in the Pearson Connexus platform. With training and assistance, if required, that individual enters all other users' information into Pearson Connexus. History of entries and changes by user ID are maintained in the platform.

9.I Requirement

How is remote support facilitated (E.G. remote view or remote a Manor ISD workstation)?

9.I Response

Our front-line support teams initiate remote support sessions utilizing third-party remote support tools. These secure remote sessions allow the teams access, with permission, to supported devices for enhanced troubleshooting and improved outcomes.

9.J Requirement

What are the defined maintenance windows for which the service is unavailable due to planned maintenance operations?

9.J Response

System maintenance that requires our programs to be taken off-line is kept to a minimum. Planned maintenance is carried out during our lowest usage times, generally in the early morning hours with advance notification to customers and users.

10. Service Level Agreement

Manor ISD requires an SLA that strikes a fair balance between the interests of the solution provider and Manor ISD. *Definition: A service-level agreement (SLA) in legally binding formal or an informal contract that defines the level of service expected by a customer from a supplier, laying out the metrics by which that service is measured, and the remedies or penalties, if any, should the agreed-on service levels not be achieved.*

10.A Requirement

Please provide a copy of the SLA.

10.A Response

Pearson does not have a stand-alone Service Level Agreement. However, the resulting Statement of Work between Manor Independent School District and Pearson, should Pearson be the successful bidder, will include the following service level clauses.

Pearson agrees the Pearson Learning Management System (LMS) shall be available to students, parents, and the LEA a minimum of 99.00 % of the time as measured monthly (based on 30 days per month) excluding scheduled maintenance periods.

Pearson agrees that in the event the virtual program availability is less than 90% in a given month, Customer shall have the option to terminate its agreement with Pearson upon 30 days written notice.

Pearson agrees the scheduled maintenance window for the LMS must be between the hours (Eastern Time) of 10:00 p.m. and 6:00 a.m. on weekdays and may extend later in the morning on weekends.

Pearson agrees to notify Customer at least 24 hours in advance of any maintenance that will be performed outside of the normal maintenance windows on weekdays between the hours of 8:00 a.m. and 4:00 p.m. Pearson agrees the notification will be provided by electronic mail, platform announcement or to the Customer staff identified in Section 3.0 below.

Pearson agrees to notify Customer immediately of the activation of any part of the Pearson disaster recovery processes that will impact Customer's information or access to the LMS. Pearson agrees the notification will be provided by telephone and electronic mail to the Customer staff identified below:

Customer Contact Information to be provided upon award of a contract:

3.1. Unscheduled Maintenance Activity:

Contact 1:

Contact 2:

3.2. Disaster Recovery:

Contact 1:

Contact 2:

3.3. Security Breach:

Contact 1:

Contact 2:

Except in such instances whereby the access interruption is arising out of or related to (a) acts of God; (b) flood, fire, earthquake or explosion; (c) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot or other civil unrest; (d) government order or law; or other government authority action; (e) actions, embargoes or blockades in effect on or after the date of this Agreement; (f) national or regional emergency; (h) strikes, labor stoppages or slowdowns or other industrial disturbances; or (g) other similar events beyond the reasonable control of Pearson, Pearson agrees that the time required to restore the access to the LMS will not exceed two full in session school days.

Pearson agrees that the LMS will be restored with a maximum transactional information loss not exceeding the previous 60 minutes prior to the LMS becoming unavailable.

10.B Requirement

Manor ISD requires, at a minimum, the following items defined in the SLA:

10.B Response

- a. **Penalties that are assessed in the event of the SLA obligations not being met; credits, financial compensation, or free services for a period of time for example.** While Pearson's level of provided service exceeds industry norms, Pearson does not offer credits for failing to meet service levels. Pearson will, however, promptly address service level issues reported by the District.
- b. **Target service level (up time).** Pearson's infrastructure is hosted across multiple availability zones, and capable of platform availability exceeding 99.97% for any unplanned events. However, due to the enormity of situations outside of Pearson's realm of control that may impact service, Pearson would commit to 99% uptime for any unplanned events with the guarantee that any issues would be promptly addressed.
- c. **Target application performance metrics (E.G. queries return in xx seconds, screen refresh/render in xx seconds).** This response depends on the scope of the data being fetched and how elaborate the query is. It could take anywhere from milliseconds to several seconds. Furthermore, how quickly the system processes requests is controlled by AWS.
- d. **Target response and resolution times for support requests.** Pearson has incident response and resolution targets for all incidents based on their priority. The priority is dependent on its impact and its urgency. Pearson has dedicated teams that respond to its customers' support needs.
- e. **Defined maintenance windows for which the service is unavailable due to planned maintenance operations.** The system maintains availability in the event of the loss of an availability zone within a region. If our cloud provider were to lose a region permanently, the platform could be rebuilt via backups and automation in less than 24 hours with a recovery point objective of less than 24 hours. In the event of a catastrophic failure in Amazon's Northern Virginia region, Pearson Connexus can be deployed to alternate data center via automated methods. Data backups are stored in a geographically redundant method that makes them available in the event of a data center failure.

- f. **Description of the notifications Manor ISD would get in advance of planned application outages (that does not fall within the defined maintenance window).** Customers will receive email notifications of planned application outages outside of normal maintenance windows.
- g. **Description of the notifications Manor ISD would get in advance of changes that will be implemented as a result of, for example, application updates and major releases.** Releases are scheduled monthly. Customers will receive email notifications of planned application outages outside of normal maintenance windows.
- h. **Description of the notifications Manor ISD would get as a result of unplanned application outages.** When there are unplanned application outages, customers are notified in the way most appropriate to the situation. Notifications may come through Webmail, by platform announcement, or directly to customers through the designated District Success Partner.
- i. **Description of a dashboard outlining the current status of the application (operational vs down) along with estimated time to repair during unplanned outages.** There is not a status dashboard or page with the current status. Pearson's infrastructure is hosted across multiple availability zones, and capable of platform availability exceeding 99.97% for any unplanned events. However, due to the enormity of situations outside of Pearson's realm of control that may impact service, Pearson would commit to 99% uptime for any unplanned events with the guarantee that any issues would be promptly addressed.
- j. **Periodic meetings held with the customer to review compliance to the SLA.** While meetings solely for this purpose are not planned, Manor ISD and the designated District Success Partner will meet regularly to discuss the services provided.

10.C Requirement

In addition, please ensure all terms and conditions meet K12 and State of Texas requirements. If they do not, please get with your legal council to revise prior to submitting.

10.C Response

Pearson's Terms and Conditions meet K12 and State of Texas requirements.

Pearson's Exceptions to RFP #26-004 Virtual and Hybrid Learning

Connections Education LLC d/b/a Pearson Virtual Schools USA ("Pearson") proposes the following exception as part of its response to the above-referenced Request for Proposal ("RFP") issued by District for inclusion in any resulting contract. Pearson understands that the terms of the final agreement may be subject to further negotiations between Pearson and the District in the event a contract is awarded pursuant to this RFP. Pearson is willing to discuss these conditions and exceptions, as well as any other proposed agreement terms, with the District in good faith.

GENERAL CONDITIONS:

Any products, warranties, licensing terms and associated support and services provided by Pearson or its Affiliates to the District shall be governed by the terms and conditions applicable to the offering licensed, unless otherwise agreed by Pearson. Pearson would expect to incorporate its licensing and service offering standard terms and conditions ("Standard Terms") located at: <https://www.pearson.com/obl-terms-conditions> and the standard Statement of Work for Pearson ("SOW") into any final negotiated agreement between the parties resulting from this RFP.

Additionally, Pearson is willing to consider modifications and/or additions (either from the RFP or to address any other District concerns) to the Standard Terms and SOW, after discussions and negotiation with the District.

SPECIFIC CONDITIONS AND EXCEPTIONS: Without in any way limiting the generality of the foregoing, Pearson's response to the RFP is subject to the following specific conditions and exceptions. Again, Pearson is willing to discuss these exceptions, as well as any other proposed agreement terms, with the District.

TERMS AND CONDITIONS

INSURANCE.

Pearson maintains a comprehensive insurance program and can generally meet the listed requirements; however, there may be certain technical aspects of the insurance clause that would need to be negotiated as part of the final contract. In addition, the Pearson insurance policy provides for \$5,000 in Medical expenses.

TERMINATION. Termination, remedies and cure rights are as set forth in the Statement of Work and Standard Terms, referenced in the general exception above.

CONTRACT FORMATION. As noted in the General Condition above, Pearson is proposing off-the-shelf software that is subject to a standard license agreement, and proposes that a single, unified contract be entered into between the parties encompassing all applicable terms and conditions as agreed upon, using Pearson's applicable license agreement as a basis for negotiations. If the final contract includes multiple documents or attachments, the order of precedence will be determined by the mutual agreement of the parties as part of final contract negotiations.

INDEMNIFICATION. Pearson shall indemnify the Customer and hold the Customer harmless against any loss, damage, liability, claim or expense resulting from injury or death to any person or from damage to any tangible property resulting from performance of the Agreement. Notwithstanding the foregoing, Pearson shall only be responsible for any loss, damage, liability, claim or expense to the extent that (1) it is alleged and established that such loss, damage, liability, claim or expense was occasioned by the negligence or willful misconduct of Pearson or its employees or agents; and (2) Pearson is given prompt written notice of any such claim and is accorded the opportunity, at its own expense, to handle the defense against any such claim. The defense and/or settlement of any such claim by Customer without such notice and opportunity to Pearson shall relieve Pearson of any further obligations with regard to any such claim.

OWNERSHIP. Pearson is proposing off-the-shelf software products and related materials in its response to the RFP. Pearson retains ownership of and all intellectual property rights in and to its software, documentation, training materials, and so forth. Customer will obtain a license to, but not ownership of, any of these materials supplied by Pearson.

ASSIGNMENT. Pearson reserves the right to assign any resulting contract to an affiliate or successor entity.

BACKGROUND CHECK. As a point of clarification, Pearson employees with direct interaction with District students are subject to criminal history background checks, including fingerprinting requirements.

WARRANTIES. Pearson offers only the warranties set forth in its standard license agreement and disclaims all other warranties.

11. Data

Ownership of Data: MISD is the owner of its data regardless where it resides." At no cost to the District, Manor ISD requires the ability at any time to have a database owner user account to access and pull our raw data using Open Database Connectivity (ODBC) from the master backend database that houses all data structures and/or data tables. Manor ISD must be able to get to the raw data in order to maintain critical information in other systems in use in the District.

11.A Requirement

The vendor needs to have a method to facilitate access for Manor ISD to backend data. List if virtual private network (VPN) access will be required and that vendor will need to furnish the VPN access and client to be used. Can vendor confirm this requirement?

Can the vendor confirm this request? (Yes or No)

11.A Response

Yes No

11.B Requirement

During initial system setup and implementation, the vendor needs the ability to load Manor ISD's data into their system.

11.B Response

Yes No

11.C Requirement

The vendor is responsible for assisting in the data transfer and populating of data as part of the start-up activities for Manor ISD.

Can the vendor confirm this responsibility? (Yes or No)

11.C Response

Yes No

11.D Requirement

Vendor to provide a complete and efficient backup, transfer and delivery of any user or system generated content and backend data in the event of termination of services by either Manor ISD or vendor.

Can the vendor confirm this requirement? (Yes or No)

11.D Response

Yes No

11.E Requirement

The vendor must describe, in detail, all automated (unattended) electronic options of importing and exporting data and note any/all data that is not able to be imported or exported by their system using extract, transform and load (ETL) or application programming interface (API) methods between vendor and Manor ISD.

11.E Response

Pearson Connexus has a batch enrollment function that adds new enrollments or edits existing enrollments using a .csv file. For complete details on this function, please view the [Batch Import Enrollments](#) article on the Pearson Connexus Support Site. Integrations with Student Information Systems can have automated transfer of data using the OneRoster standard. Data in the standard can be received from the SIS. ClassLink is another option for rostering students.

11.F Requirement

Data access to prior year information for all modules (at least a minimum of five (5) years back).
Can the vendor confirm this requirement? (Yes or No)

11.F Response

✓Yes _No

11.G Requirement

Vendor database system must use a non-proprietary, industry-standard database platform such as Microsoft SQL Server (12.0.5000.0 or higher) or Oracle database (12c or higher). The vendor must identify their database platform.

11.G Response

✓Yes _No

Pearson Connexus utilizes Microsoft SQL Server and AWS DynamoDB in conjunction with Amazon Web Services (AWS) and Microsoft Azure infrastructure. Our cloud providers give us a global infrastructure of hardware, software, networking, and facilities, and is designed and managed around a variety of best practices and global security standards. Azure and AWS participates in various assurance programs, including FERPA, and is regularly independently audited (see <https://aws.amazon.com/compliance> and <https://www.microsoft.com/en-us/trustcenter/compliance/default.aspx> for full details).

11.H Requirement

The vendor shall describe their automated data migration process between their modules if any migration exists for their software system(s).

11.H Response

Pearson Connexus is a single LMS and is not composed of modules. Moving data between Pearson Connexus and Manor ISD systems is covered by 12.I Response directly below this one.

11.I Requirement

The vendor should describe their automated data migration process for importing/exporting data between vendor and Manor ISD.

11.I Response

The data migration process involves exporting data from the existing environment (usually the SIS) and importing it into the new one using methods such as CSV reports and the API following the OneRoster specification.

11.J Requirement

The vendor system must be able to use specific Manor ISD campus numbers and campus names as they exist for Manor ISD, not internally created numbers or names generated by their system.

11.J Response

✓Yes _No

Manor ISD Campus Names will be the same as they exist in the SIS; if there is no automatic integration, the campus numbers can match the SIS. However, if an integration is selected, a unique ID will be generated to support the integration.

11.K Requirement

All data transfers must be conducted over Secure File Transfer Protocol (SFTP), Secure Shell (SSH), and the SFTP server is to be provided by the vendor.

Can the vendor confirm this requirement? (Yes or No)

11.K Response

✓Yes _No

Pearson Connexus can act as a File Transfer Protocol (FTP) server that allows changes to be made to some files and automatically publish only the edited files to the FTP server. FTP client (or any of the professional web-authoring tools) can be easily used to automatically upload changed files from a local computer to Pearson Connexus.

11.L Requirement

All data must be exportable in American Standard Code for Information Interchange (ASCII) format or double quote, comma delimited comma-separated values (CSV) format when using a flat file format.

Can the vendor confirm this requirement? (Yes or No)

11.L Response

✓Yes _No

11.M Requirement

Manor ISD requires a data dictionary and/or file format layout of all backend data tables and associated fields where Manor ISD data is stored for use with data extraction requirements as listed above.

Can a vendor provide a data dictionary or file layout?

11.M Response

✓Yes _No

11.N Requirement

As stated in the RFP, Manor ISD requires the selected vendor to enter into a Data Privacy Agreement (DPA) with the district.

Can the vendor confirm this requirement? (Yes or No)

11.N Response

✓Yes _No

Although Pearson does not have a stand-alone Service Level Agreement, the resulting Statement of Work between Manor Independent School District and Pearson, should Pearson be the successful bidder, will include the negotiated service level clauses outlined in Responses 11.A and 11.B.

11.O Requirement

The system must have redundancy for “Fail-Over” situations.

Can the vendor confirm this requirement? (Yes or No)

11.O Response

✓Yes _No

11.P Requirement

Please explain how data is transferred between system modules. Is the data that is transferred between system modules encrypted?

11.P Response

Pearson Connexus is a fully integrated LMS rather than having separate modules. Data is encrypted in motion and at rest.

11.Q Requirement

Any costs related to designing and developing a seamless data interface or API will be the responsibility of the vendor. Furthermore, any costs related to making the interface function as prescribed after the system is implemented is the responsibility of the vendor until proper functionality is achieved.

Can the vendor confirm this requirement? (Yes or No)

11.Q Response

✓Yes _No

11.R Requirement

All system and data access must be captured using security audit logs showing internet protocol (IP) addresses if available.

Can the vendor confirm this requirement? (Yes or No)

11.R Response

✓Yes _No

11.S Requirement

The vendor could have potential access to student records, and/or staff records as it implements/installs the application system. The vendor shall limit its employees' access to only those persons for whom access is essential to the execution of this system. The vendor shall comply with the terms of the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA) and the Children Online Privacy Protection Act (COPPA) in all respects regarding Manor ISD data.

Can the vendor confirm this data compliance? (Yes or No)

11.S Response

✓Yes _No

11.S Requirement

The vendor agrees that it will not release or disclose any of the Manor ISD data in any manner except as expressly described by this RFP, unless the vendor has received prior written authorization from only authorized personnel within Manor ISD.

Can the vendor confirm this requirement? (Yes or No)

11.S Response

✓Yes _No

11.T Requirement

Vendor agrees that it will not release or disclose any of the Manor ISD data in any manner except as expressly described by this RFP, unless vendor has received prior written authorization from only authorized personnel within Manor ISD.

Can vendor confirm this requirement?

11.T Response

✓Yes _No

11.U Requirement

The vendor further agrees that it will delete and not retain Manor ISD data or system Information when it is no longer needed for the purposes described in this RFP.

Can the vendor confirm this requirement? (Yes or No)

11.U Response

✓Yes _No

Course List

3-5 Electives

Art, Music, Literature, Technology

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Art 3	State-certified teaching services available	Yearlong	Electives	Current Course	Materials Shipped	Approved
Art 4	State-certified teaching services available	Yearlong	Electives	Current Course	Materials Shipped	Approved
Art 5	State-certified teaching services available	Yearlong	Electives	Current Course	Materials Shipped	Approved
Computer Science 2 (TX)	PVS teaching services available – not specific state certified	Semester	Electives	Current Course		Approved
Computer Science 5	PVS teaching services available – not specific state certified	Semester or Yearlong	Electives	Current Course		Approved
Educational Technology and Online Learning 4	State-certified teaching services available	Yearlong	Electives	Current Course		Approved
Discovering Music I	State-certified teaching services available	Yearlong	Electives	Current Course		Approved
Discovering Music II	State-certified teaching services available	Yearlong	Electives	Current Course		Pending Approval
Discovering Music III	State-certified teaching services available	Yearlong	Electives	Current Course		Approved

3-5 World Languages

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Elementary Chinese I	PVS teaching services available – not specific state certified	Yearlong	World Languages	Current Course		Approved
Elementary Chinese II	PVS teaching services available – not specific state certified	Yearlong	World Languages	Current Course		Approved
Elementary Sign Language	PVS teaching services available – not specific state certified	Yearlong	World Languages	Current Course		Approved
Elementary Spanish I	PVS teaching services available – not specific state certified	Yearlong	World Languages	Current Course		Approved
Elementary Spanish II	PVS teaching services available – not specific state certified	Yearlong	World Languages	Current Course		Approved

6-8 Core Courses

6-8 Mathematics

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Math 6 A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Math 6 B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Gifted & Talented Math 6 A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Gifted & Talented Math 6 B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Math 7 A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Math 7 B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Gifted & Talented Math 7 A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Gifted & Talented Math 7 B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Math 8 A (Pre-Algebra)	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Math 8 B (Pre-Algebra)	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Gifted & Talented Math 8 A (Pre-Algebra)	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Gifted & Talented Math 8 B (Pre-Algebra)	State-certified teaching services available	Semester	Mathematics	Current Course		Approved

6-8 Science

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Science 6 A	State-certified teaching services available	Semester	Science	Current Course		Approved
Science 6 B	State-certified teaching services available	Semester	Science	Current Course		Approved
Gifted & Talented Science 6 A	State-certified teaching services available	Semester	Science	Current Course		Approved
Gifted & Talented Science 6 B	State-certified teaching services available	Semester	Science	Current Course		Approved
Science 7 A	State-certified teaching services available	Semester	Science	Current Course		Approved
Science 7 B	State-certified teaching services available	Semester	Science	Current Course		Approved
Gifted & Talented Science 7 A	State-certified teaching services available	Semester	Science	Current Course		Approved
Gifted & Talented Science 7 B	State-certified teaching services available	Semester	Science	Current Course		Approved
Science 8 A	State-certified teaching services available	Semester	Science	Current Course		Approved
Science 8 B	State-certified teaching services available	Semester	Science	Current Course		Approved
Gifted & Talented Science 8 A	State-certified teaching services available	Semester	Science	Current Course		Approved
Gifted & Talented Science 8 B	State-certified teaching services available	Semester	Science	Current Course		Approved

6-8 Language Arts

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Language Arts 6 A	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved
Language Arts 6 B	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved
Gifted & Talented Language Arts 6 A	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved
Gifted & Talented Language Arts 6 B	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved
Language Arts 7 A	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved
Language Arts 7 B	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved
Gifted & Talented Language Arts 7 A	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved
Gifted & Talented Language Arts 7 B	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved
Language Arts 8 A	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved
Language Arts 8 B	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved
Gifted & Talented Language Arts 8 A	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved
Gifted & Talented Language Arts 8 B	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved

6-8 Social Studies						
Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Social Studies 6 A	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Social Studies 6 B	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Texas State History 7 A	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Texas State History 7 B	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Social Studies 8 A	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Social Studies 8 B	State-certified teaching services available	Semester	Social Studies	Current Course		Approved

6-8 Health and Physical Education						
Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Health and Physical Education 6	State-certified teaching services available	Yearlong	Health and PE	Current Course		Approved
Health and Physical Education 7	State-certified teaching services available	Yearlong	Health and PE	Current Course		Approved
Health and Physical Education 8	State-certified teaching services available	Yearlong	Health and PE	Current Course		Approved

6-8 Electives						
Art, Music, Literature, Technology						
Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Art 6 A	State-certified teaching services available	Semester	Electives	Current Course	Materials Shipped	Approved
Art 6 B	State-certified teaching services available	Semester	Electives	Current Course	Materials Shipped	Approved
Art 7 A	State-certified teaching services available	Semester	Electives	Current Course	Materials Shipped	Approved
Art 7 B	State-certified teaching services available	Semester	Electives	Current Course	Materials Shipped	Approved
Art 8 A	State-certified teaching services available	Semester	Electives	Current Course	Materials Shipped	Approved
Art 8 B	State-certified teaching services available	Semester	Electives	Current Course	Materials Shipped	Approved
Middle School Tech Apps 6	PVS teaching services available – not specific state certified	Semester	Electives	Current Course		Approved
Middle School Tech Apps 7	PVS teaching services available – not specific state certified	Semester	Electives	Current Course		Approved
Middle School Tech Apps 8	PVS teaching services available – not specific state certified	Semester	Electives	Current Course		Approved
Exploring Music I	State-certified teaching services available	Yearlong	Electives	Current Course		Pending Approval
Exploring Music II	State-certified teaching services available	Yearlong	Electives	Current Course		Pending Approval
Exploring Music III	State-certified teaching services available	Yearlong	Electives	Current Course		Approved

6-8 World Languages						
Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Middle Chinese I	PVS teaching services available – not specific state certified	Yearlong	World Languages	Current Course		Approved
Middle Chinese II	PVS teaching services available – not specific state certified	Yearlong	World Languages	Current Course		Approved
Middle Spanish I	PVS teaching services available – not specific state certified	Yearlong	World Languages	Current Course		Approved
Middle Spanish II	PVS teaching services available – not specific state certified	Yearlong	World Languages	Current Course		Approved

9-12 Core Courses						
9-12 Mathematics						
Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Algebra 1 A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Algebra 1 B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Algebra 2 A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Algebra 2 B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Algebra with Finance A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Algebra with Finance B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Geometry A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Geometry B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Honors Algebra 1 A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Honors Algebra 1 B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Honors Algebra 2 A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Honors Algebra 2 B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Honors Geometry A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Honors Geometry B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Honors Pre-Calculus A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Honors Pre-Calculus B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Pre-Calculus A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Pre-Calculus B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Reasoning in Mathematics A	State-certified teaching services available	Semester	Mathematics	New Course		Pending Approval
Reasoning in Mathematics B	State-certified teaching services available	Semester	Mathematics	New Course		Pending Approval
Statistics	State-certified teaching services available	Yearlong	Mathematics	Current Course		Approved
Statistics A	State-certified teaching services available	Semester	Mathematics	Current Course		Approved
Statistics B	State-certified teaching services available	Semester	Mathematics	Current Course		Approved

9-12 Language Arts						
Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
English 9 A	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved
English 9 B	State-certified teaching services available	Semester	English / Language Arts	Current Course		Approved

Honors English 9 A	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved
Honors English 9 B	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved
English 10 A	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved
English 10 B	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved
Honors English 10 A	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved
Honors English 10 B	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved
English 11 A	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved
English 11 B	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved
Honors English 11 A	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved
Honors English 11 B	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved
English 12 A	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved
English 12 B	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved
Honors English 12 A	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved
Honors English 12 B	State-certified teaching services available	Semester	English / Language Arts	Current Course	Approved

9-12 Science

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Biology A	State-certified teaching services available	Semester	Science	Current Course		Approved
Biology B	State-certified teaching services available	Semester	Science	Current Course		Approved
Chemistry A	State-certified teaching services available	Semester	Science	Current Course		Approved
Chemistry B	State-certified teaching services available	Semester	Science	Current Course		Approved
Earth Science A	State-certified teaching services available	Semester	Science	Current Course		Approved
Earth Science B	State-certified teaching services available	Semester	Science	Current Course		Approved
Environmental Science A	State-certified teaching services available	Semester	Science	Current Course - New CID		Pending Approval
Environmental Science B	State-certified teaching services available	Semester	Science	Current Course - New CID		Pending Approval
Honors Biology A	State-certified teaching services available	Semester	Science	Current Course		Approved
Honors Biology B	State-certified teaching services available	Semester	Science	Current Course		Approved
Honors Chemistry A	State-certified teaching services available	Semester	Science	Current Course		Approved
Honors Chemistry B	State-certified teaching services available	Semester	Science	Current Course		Approved
Honors Earth Science A	State-certified teaching services available	Semester	Science	Current Course		Approved
Honors Earth Science B	State-certified teaching services available	Semester	Science	Current Course		Approved
Honors Physical Science A	State-certified teaching services available	Semester	Science	Current Course		Approved
Honors Physical Science B	State-certified teaching services available	Semester	Science	Current Course		Approved
Honors Physics A	State-certified teaching services available	Semester	Science	Current Course		Approved
Honors Physics B	State-certified teaching services available	Semester	Science	Current Course		Approved
Physical Science A	State-certified teaching services available	Semester	Science	Current Course		Approved
Physical Science B	State-certified teaching services available	Semester	Science	Current Course		Approved
Physics A	State-certified teaching services available	Semester	Science	Current Course		Approved
Physics B	State-certified teaching services available	Semester	Science	Current Course		Approved

9-12 Social Studies

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
American Government - Single Semester	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Economics	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Financial Literacy and Economics (TX)	No PVS teaching services available	Semester	Social Studies	Current Course		Approved
Geography and Society	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Honors American Government - Single Semester	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Honors Economics	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Honors United States History A	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Honors United States History B	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Honors World History A (Beginnings to Present)	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Honors World History B (Beginnings to Present)	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
Personal Finance	PVS teaching services available – not specific state certified	Semester	Social Studies	Current Course		Approved
United States History A	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
United States History B	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
World Geography	State-certified teaching services available	Semester	Social Studies	Current Course - New CID		Approved
World History A (Beginnings to Present)	State-certified teaching services available	Semester	Social Studies	Current Course		Approved
World History B (Beginnings to Present)	State-certified teaching services available	Semester	Social Studies	Current Course		Approved

Advanced Placement

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
AP Biology A	State-certified teaching services available	Semester	Advanced Placement	Current Course		Approved
AP Biology B	State-certified teaching services available	Semester	Advanced Placement	Current Course		Approved
AP Calculus AB A	State-certified teaching services available	Semester	Advanced Placement	Current Course		Approved
AP Calculus AB B	State-certified teaching services available	Semester	Advanced Placement	Current Course		Approved
AP English Language and Composition A	State-certified teaching services available	Semester	Advanced Placement	Current Course		Approved
AP English Language and Composition B	State-certified teaching services available	Semester	Advanced Placement	Current Course		Approved
AP English Literature and Composition A	State-certified teaching services available	Semester	Advanced Placement	Current Course		Approved
AP English Literature and Composition B	State-certified teaching services available	Semester	Advanced Placement	Current Course		Approved

AP Environmental Science A	State-certified teaching services available	Semester	Advanced Placement	Current Course	Approved
AP Environmental Science B	State-certified teaching services available	Semester	Advanced Placement	Current Course	Approved
AP Human Geography A	State-certified teaching services available	Semester	Advanced Placement	Current Course	Approved
AP Human Geography B	State-certified teaching services available	Semester	Advanced Placement	Current Course	Approved
AP Macroeconomics	State-certified teaching services available	Semester	Advanced Placement	Current Course	Approved
AP Psychology	State-certified teaching services available	Semester	Advanced Placement	Current Course	Approved
AP Spanish Language A	State-certified teaching services available	Semester	Advanced Placement	Current Course	Approved
AP Spanish Language B	State-certified teaching services available	Semester	Advanced Placement	Current Course	Approved
AP Statistics A	State-certified teaching services available	Semester	Advanced Placement	Current Course	Approved
AP Statistics B	State-certified teaching services available	Semester	Advanced Placement	Current Course	Approved
AP United States Government and Politics	State-certified teaching services available	Semester	Advanced Placement	Current Course	Approved
AP United States History A	State-certified teaching services available	Semester	Advanced Placement	Current Course	Approved
AP United States History B	State-certified teaching services available	Semester	Advanced Placement	Current Course	Approved

9-12 Health and Physical Education

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Health and Physical Education 1b	State-certified teaching services available	Semester	Health and PE	Current Course		Approved
Physical Education (Virtual Sage)	State-certified teaching services available	Semester	Health and PE	Current Course		Approved
VS: Personal Fitness	State-certified teaching services available	Semester	Health and PE	Current Course		Approved

9-12 Electives & CTE

Business, Career, Humanities, Science, Technology, and Test Prep

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Anatomy and Physiology 1a: Introduction_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Approved
Anatomy and Physiology 1b: Discovering Form and Function_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Approved
Business Information Management 1a: Introduction_CRP	State-certified teaching services available	Semester	Career Technical	Current Course		Approved
Business Information Management 1b: Data Essentials_CRP	State-certified teaching services available	Semester	Career Technical	Current Course		Approved
Business Law 1a: Introduction_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Pending Approval
Business Law 1b: Legal Aspects of Business_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Pending Approval
Digital Design 1b: Express Your Ideas Visually_CRP	State-certified teaching services available	Semester	Career Technical	Current Course		Approved
Digital Media Web Design 2a: Build a Portfolio Website_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Pending Approval
Digital Media Web Design 2b: Build an eCommerce Website_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Pending Approval
Entrepreneurship 1a: Introduction_CRP	State-certified teaching services available	Semester	Career Technical	Current Course		Approved
Entrepreneurship 1b: Make Your Idea a Reality_CRP	State-certified teaching services available	Semester	Career Technical	Current Course		Approved
Health Science Foundations 1a: Introduction_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Pending Approval
Health Science Foundations 1b: Professional Responsibilities_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Pending Approval
Health Science Theory 1a: Introduction_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Approved
Health Science Theory 1b: Health Science Skills_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Approved
International Business_CRP	State-certified teaching services available	Semester	Career Technical	New Course to V2; Current Course in Buzz		Pending Approval
Management 1a: Introduction_CRP	State-certified teaching services available	Semester	Career Technical	Current Course		Pending Approval
Management 1b: Insight & Oversight_CRP	State-certified teaching services available	Semester	Career Technical	Current Course		Pending Approval
Marketing Foundations 1a: Introduction_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Pending Approval
Marketing Foundations 1b: Building Your Base_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Pending Approval
Medical Terminology 1a: Introduction_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Approved
Medical Terminology 1b: Discovering Word Foundations_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	Current Course		Approved
Pathophysiology 1A_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	New Course		Pending Approval
Pathophysiology 1B_CRP	PVS teaching services available – not specific state certified	Semester	Career Technical	New Course		Pending Approval
Principles of Business, Marketing, and Finance 1a: Introduction_CRP	State-certified teaching services available	Semester	Career Technical	Current Course		Pending Approval
Principles of Business, Marketing, and Finance 1b: Targeting Your Business Insight_CRP	State-certified teaching services available	Semester	Career Technical	Current Course		Pending Approval
Touch Systems Data Entry: Keyboard Like a Pro_CRP	No PVS teaching services available	Semester	Career Technical	Current Course		Approved
Art History A	State-certified teaching services available	Semester	Electives	Current Course		Approved
Art History B	State-certified teaching services available	Semester	Electives	Current Course		Approved
Astronomy 1a: Introduction	State-certified teaching services available	Semester	Electives	Current Course		Pending Approval
Astronomy 1b: Exploring the Universe	State-certified teaching services available	Semester	Electives	Current Course		Pending Approval
Careers in Criminal Justice 1a	PVS teaching services available – not specific state certified	Semester	Electives	Current Course		Approved
Careers in Criminal Justice 1b	PVS teaching services available – not specific state certified	Semester	Electives	Current Course		Approved
Computing for College & Careers 1a: Introduction	State-certified teaching services available	Semester	Electives	Current Course		Approved
Computing for College & Careers 1b: Refining Your Interests	State-certified teaching services available	Semester	Electives	Current Course		Approved
Game Design for Chromebooks 1a: Introduction	State-certified teaching services available	Semester	Electives	Current Course		Approved
Game Design for Chromebooks 1b: From Prototype to Product	State-certified teaching services available	Semester	Electives	Current Course		Approved
High School Computer Science A	State-certified teaching services available	Semester	Electives	Current Course		Approved
High School Computer Science B	State-certified teaching services available	Semester	Electives	Current Course		Approved
Introduction to Drawing	State-certified teaching services available	Semester	Electives	Current Course		Approved
Living Music I	State-certified teaching services available	Semester	Electives	Current Course		Approved
Living Music II	State-certified teaching services available	Semester	Electives	Current Course		Approved
Marine Science 1a: Introduction	State-certified teaching services available	Semester	Electives	Current Course		Approved
Marine Science 1b: Our Blue Planet	State-certified teaching services available	Semester	Electives	Current Course		Approved
Personal Psychology 1: The Road to Self-Discovery	No PVS teaching services available	Semester	Electives	Current Course		Approved
Speech and Debate	PVS teaching services available – not specific state certified	Semester	Electives	Current Course		Approved

9-12 World Languages

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
American Sign Language 2a: Communicating	PVS teaching services available – not specific state certified	Semester	World Languages	Current Course		Approved
American Sign Language 2b: Advancing Communication Skills	PVS teaching services available – not specific state certified	Semester	World Languages	Current Course		Approved
American Sign Language 3a: Community and Culture	PVS teaching services available – not specific state certified	Semester	World Languages	Current Course		Approved
American Sign Language 3b: Conversations and Culture	PVS teaching services available – not specific state certified	Semester	World Languages	Current Course		Approved
French I A	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
French I B	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
French II A	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
French II B	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
French III A	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
French III B	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
German I A	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
German I B	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
German II A	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
German II B	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
German III A	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
German III B	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
Sign Language 1a (TX)	PVS teaching services available – not specific state certified	Semester	World Languages	Current Course		Approved
Sign Language 1b (TX)	PVS teaching services available – not specific state certified	Semester	World Languages	Current Course		Approved
Spanish I A	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
Spanish I B	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
Spanish II A	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
Spanish II B	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
Spanish III A	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval
Spanish III B	State-certified teaching services available	Semester	World Languages	New Course		Pending Approval

Notes:

The World Languages courses require a headset and microphone that are compatible with the computer being used for the course.

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

All courses available with a Pearson Virtual Schools (PVS) teacher unless otherwise indicated. State-specific certification will vary.

While we do provide state certified content area teachers, we do not provide gifted endorsements

Course list subject to change. Please see Pearson representative for assistance.

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References

DISTRICT PARTNERSHIP REFERENCES:

Pearson partners with hundreds of districts throughout the country to provide virtual education options for students.

Please enjoy this webinar recording from Spring 2025, featuring Dr. David Timbs, newly retired Executive Director of Secondary Education at Johnson City Schools. He shares why his district chose to partner with Pearson and how JCS students are thriving in a virtual environment.

<https://pearson.wistia.com/medias/vt36ffibbu>

The stories below highlight some of our valued partnerships throughout the country. (Our partners marked with an asterisk will be submitting a Past Performance Questionnaire to Manor ISD on behalf of Pearson.)

* Alief Independent School District

4250 Cook Road
Houston, Texas 77072
Brian Gonzalez
Director of Digital Learning
Brian.Gonzalez@aliefisd.net
(281) 498-8110

Pearson Virtual Schools has partnered with Alief Independent School for the past 16 years. In 2008, AISD began looking for a way to offer quality online courses to students that they could not readily offer in a face-to-face environment. They were also looking to offer quality online course options to students across the state of Texas through the Texas Virtual School Network. AISD evaluated several different course providers that could best meet their needs and decided to partner with Pearson. In that time, they successfully served over 12,000 high school credits to students across the state of Texas and 4,500 course credits to Alief high school students with Pearson courses.

Alief's Program Coordinator regularly receives calls from other districts requesting our courses. Their accolades include comments like, "Your courses are well organized." "We love your courses because they are rigorous and challenge our students." "We like taking your courses because all of the instructional materials are included within the course." "Your instructor's attention to student needs and communication with districts is exceptional." Another benefit of our partnership expressed by AISD is Pearson's management of the high-quality content, instructional offerings, and program management support. Alief is not in a position to create or host its own online courses and has been impressed with the focus, thoughtfulness and effectiveness of the Pearson staff.

As Alief continues to move forward with online learning, they've expressed confidence that their partnership with Pearson Virtual Schools will continue through the years.

*** Redmond School District**

145 SE Salmon Drive
Redmond, OR 97756
Andrea Hamann
Coordinator RSD Flex

Andrea.hamann@redmondschools.org
(541) 923-8928

Redmond School District (RSD) has partnered with Pearson Virtual Schools since 2013. They are a K-12 school district offering full-time virtual learning experiences to students through their online school, RSD Flex. RSD Flex utilizes Pearson Connexus and courses in grades K-12 to serve approximately 300 students taught by RSD's highly qualified online teachers who have been trained by Pearson teams on the use of the platform. Pearson teachers are utilized by this partner to fill foreign language teaching vacancies, as they arise. Citing overall satisfaction with Pearson support and our superior partnership approaches, RSD decided to partner with Pearson exclusively as the sole provider for all virtual learning services across Grades K-12, beginning in the 2022-2023 school year.

*** Sullivan County Schools**

154 Blountville Bypass
P.O. Box 306
Blountville, TN 37617
Chuck Carter
Director of Schools

chuck.carter@sullivank12.net
(423) 354-1000

Sullivan County Schools had a virtual school during the pandemic; however, they closed it soon after. In 2023, they were losing students to other districts' virtual programs/homeschool and wanted to relaunch a school. The district issued an RFP and chose Pearson Virtual Schools to run its turnkey online school which opened for the 2024-2025 academic year. Sullivan County Schools use Pearson's Tennessee-certified Online Teachers and currently has 50 students enrolled. The district plans to expand significantly in the 2025-2026 academic year, anticipating 250-300 students.

THE FOLLOWING ARE REFERENCES FOR OUR CONNECTIONS ACADEMY SCHOOLS:

***Kansas Connections Academy (KCA)**

10551 Barkley Street, Suite 113
Overland Park, KS 66212
Chuck Anglin
USD #218 Superintendent

canglin@usd218.org
(620) 697-2195

Kansas Connections Academy (KCA) was established in 2010 as a virtual school program authorized by Elkhart Unified School District. The academy serves students in grades K-12 and currently enrolls approximately 1,235 students. KCA holds accreditation from the North Central Association Commission on Accreditation and School Improvement (NCA CASI), an accrediting division of Cognia, formerly known as AdvancED. KCA offers dual enrollment

opportunities to students in grades 9-12, enabling them to earn college credit while completing their high school education. Each month, KCA staff host approximately 20 to 30 virtual clubs for students in grades K-12. These clubs are driven by student interests and are updated annually to reflect the evolving needs and preferences of the student community. Popular clubs include the Baking Club, LEGO Club, Trivia Club, Career Exploration Club, and Coding Club. In addition to clubs and field trips, KCA emphasizes community building through various schoolwide activities. Every semester, students participate in Spirit Week, which features themed dress-up days and daily all-school virtual assemblies that incorporate games and interactive activities. The school also organizes an annual Career Day, providing students with the chance to attend sessions led by professionals from diverse fields, ask questions, and explore different career pathways. KCA offers structured opportunities for students to develop leadership skills, such as Student Leadership Council, NewZine to produce digital school publications, and the National Honor Society.

***Tennessee Connections Academy (Johnson County) – TNCA-J**

117 Edenway Drive
White House, TN 37188
Dr. Mischelle Simcox
Johnson County Board of Education – Director of Schools
msimcox@jocoed.net
(423) 727-2640

TNCA-J was founded in the 2019-2020 school year. The school serves approximately 3,000 students in grades 4-12. TNCA-J offers a robust in-person engagement model by hosting multiple Student Engagement Opportunities every semester statewide, including academic field trips, enrichment events, and both an in-person graduation and prom. Their students are actively engaged in state assessments with 98% overall state testing participation and 99% ACT participation. TNCA-J has also established dual enrollment partnerships with three universities (including Motlow College, South College, and Bethel University) as well as three TCAT partners, significantly expanding student access to career and technical education throughout the state of Tennessee.

PLEASE SEE THE FOLLOWING OVERVIEWS OF ADDITIONAL DISTRICT PARTNERSHIPS.

Berkeley County Schools

1453 Winchester Ave
Martinsburg, WV 25405

Berkeley County Schools has partnered with Pearson for over ten years. The partnership began in 2013 on our GradPoint platform with Berkeley migrating to the Connexus platform in 2023. Berkeley has used our virtual school platforms and courseware to primarily support their high school Alternative School students to obtain original credit or credit recovery options. During the 2024-2025 school year, Berkeley expanded the partnership to support their district-wide hospital homebound students. Berkeley has had great success utilizing district teachers and Pearson curriculum to assist their students in meeting their academic needs. And, in academic year 2025-2026, they will continue their expansion, using Pearson Connexus courses for their ~300 virtual students.

Central Kitsap School District

9210 Silverdale Way NW

Central Kitsap School District has been a partner with Pearson since 2017. When they initiated their partnership, they were serving just over 1,000 students and grew to serve over 10,000 in the most recent school year; they utilize district teachers. Of the 10,000 students, more than 1,000 are enrolled in credit recovery courses, to ensure they maintain their path to graduation.

Chester Upland School District

1350 Edgmont Avenue
Chester, PA. 19013

Chester Upland's partnership with Pearson began in fall 2023 when the district was without a Physics teacher for approximately 75 students. Following an RFP in spring 2024, Pearson was awarded the opportunity to serve CUSD's students enrolled in the cyber program and two alternative programs, as well as its credit recovery and summer programs. Pearson currently supports more than 400 students. CUSD uses a blend of district and Pearson certified teachers to support its students and anticipates growth in the future.

City Schools of Decatur – Decatur Virtual Academy

125 Electric Avenue
Decatur, GA 30030

City Schools of Decatur and Decatur Virtual Academy (CSD/DVA) initiated their partnership with Pearson Virtual Schools in the height of the pandemic during the 21/22 School Year. The partnership was reviewed and approved by a parent-led task force. CSD/DVA utilizes Pearson products, services, and teaching services to support students with the flexibility needed for their unique circumstances. They also utilize the partnership for expanded course offerings where they may not have a certified teacher, as well as expanded credit recovery options for students within their district. CSD/DVA gathered an internal task force for the 24/25 School Year to review current vendors and explore consolidating those partnerships. Pearson was awarded a continued partnership with CSD/DVA for the foreseeable future following this task force presentation and review.

College Park Academy

5751 Rivertech Court
Riverdale Park, MD 20737

College Park Academy (CPA) is a charter school located in Prince George's County, Maryland. Created through an alliance between the City of College Park; one of its largest employers, the University of Maryland; and Prince George's County Public Schools (PGCPS). CPA opened its doors at the start of the 2013–2014 academic year. Pearson worked with the UMD and CPA boards during the charter application and was designated as the online education partner to provide content and instructional services to its students. CPA is unique in that it is a blended school for grades 6–12, where students come into a building daily, and are taught with in-person CPA teachers as well as virtual Pearson teachers. Within two years of opening, students scored higher on the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Maryland School Assessment (MSA) than students in PGCPS. In 2016, the percentage of students at CPA who met or exceeded standards on these tests exceeded the percentages for the state of Maryland in every grade and subject except 6th-grade math, 8th-grade English, and Algebra I.

Students continue to thrive at CPA. They are planning an expansion to accommodate students in grades K-5, as well as the creation of a second location in the county.

In SY2223, CPA test scores were the highest in the county, and comparable to high schools in neighboring Montgomery and Howard counties (top-ranking districts in the US).

In 2024, US News and World Report ranked CPA the #1 public high school in Prince George's County, and one of the top 50 high schools in the DC Metro Area. 98% of their students took at least one AP® exam. Their graduation rate is greater than 95%. <https://www.usnews.com/education/best-high-schools/maryland/districts/prince-georges-county-public-schools/college-park-academy-200388>

Crowley Independent School District

1900 Longhorn Trail
Crowley, TX 76036

Deemed a “relationship that focuses on addressing the potential of each student by offering an array of courses, a rigorous curriculum, and high-quality instructors for students to learn” by its district Program Administrator, Crowley ISD has been in partnership with Pearson since 2013. Pearson supports students attending Global Prep Academy, which serves 7th-12th grade students in Crowley ISD. The program blends the flexibility of online virtual learning with in-person, peer-to-peer, and student-to-teacher interaction. Pearson has supported hundreds of individual course credits and dozens of full-time students in Crowley's program through use of Pearson's robust content, platform, Texas-certified teachers, and program management services.

Delaware Valley School District

236 209 US6
Milford, PA 18337

Delaware Valley School District has partnered with Pearson for 11 years. The virtual program launched to offer high school students a more flexible learning option with and greater course selection and has evolved to serve traditional home learners in grades K-12. The district has been transitioning all virtual/blended programs to Pearson. Our partnership is expanding to serve their special populations and will also include an alternative school and a credit recovery program.

Detroit Public Schools Community District

3011 W. Grand Blvd
9th Floor
Detroit, MI 48202

Detroit Public Schools Community District (DPSCD) has partnered with Pearson for over 10 years. This longstanding partnership continues to support district students and the ever-changing needs of this population. DPSCD currently partners with Pearson to support students in an alternative setting utilizing district teachers. Students are completing course work in credit recovery courses as well as credit forward courses with a path to obtaining a high school diploma.

Eau Claire Area School District

500 Main Street
Eau Claire, WI 54701

Eau Claire ASD has partnered with Pearson for four years. When the virtual school initially launched, it served a handful of students in grades 6-9. Today, Eau Claire Virtual School (ECVS) is a K-12 school serving more than 170 students. ECVS leverages both district and Pearson teachers for instruction and will continue to grow and support the needs of students in their district. In May 2023, the district's first four-year virtual high school student graduated from the virtual school and was awarded an Academic Excellence Award by the state with scholarship monies for post-secondary learning.

Granger School District

701 E Ave
Granger, WA 98932

Granger School District, a Pearson partner since 2024, expanded its virtual program by supporting full-time virtual students, serving students with credit recovery options, and providing course catalog expansion opportunities with one platform for students in grades K-12 – Pearson Connexus. Granger uses a blend of district teachers and Pearson Washington-certified online teachers to meet the needs of students.

Hamtramck Public Schools

3201 Roosevelt Street
Hamtramck, MI 48212

Hamtramck Public Schools have been a partner with Pearson since 2021. They have supported their full-time virtual students using our platform since the inception of the partnership. Over the years, they have used license types that support students full-time with Pearson teachers, to full-time students using a blend of district teachers and Pearson teachers where they may not have a state certified teacher on staff. They have also addressed in-building teacher vacancies with our partnership. Hamtramck plans to expand and serve students outside the district to meet the needs of all families.

Howe Public Schools, OK

21444 East North Railroad
Howe, OK 74940

Pearson has partnered with Howe Public Schools since 2012. Howe Public Schools offers additional courses to support district course expansion, student schedules, and accelerated students seeking to attain additional credits. Pearson provides curriculum, platform, program management, and certified teaching services in support of this program.

Johnson City Schools

100 E. Maple Street
Johnson City, TN 37601

During the pandemic, Johnson City Schools offered a virtual program, staffed with district personnel and leveraging district curriculum. As things returned to normal, the district did not require all students to return in-person; rather, they shifted their strategy to align with the

future of K-12 education. Leadership decided to maintain their online program and partner with Pearson for instruction and curriculum. Today, their students continue to have a choice in their learning, and they are thriving. Learn more about our partnership with JCS [in this webinar](#).

Lake Orion Community Schools

315 North Lapeer Street
Lake Orion, MI 48362

Lake Orion initiated a partnership with Pearson during the height of the pandemic in fall 2021. They originally supported students full-time using district teachers. Since the 2022-2023 academic year, Lake Orion has shifted its implementation to support students in course seats using Pearson certified teachers as part of the Michigan 21F initiative and to provide expanded course options to students in district. While Lake Orion has grown its virtual participation since fall 2021, they have seen enrollments triple this past school year alone by providing flexible options to students in their community.

Lapeer Community Schools

250 2nd Street
Lapeer, MI 48446

Lapeer Community Schools and their Lapeer Virtual Partnership (LVP) have been partners with Pearson since the 2017-2018 school year. The LVP was established to provide families with the freedom to select the most appropriate educational option for their child(ren). They support students full-time, down to one singular course, with the support of their own district teachers. The partnership has supported hundreds of students in the district, and thousands over the years, affording them the opportunity to continue learning in their preferred environment. Their enrollment has remained stable over the years, with enrollments surging during the pandemic, and returning to pre-pandemic enrollment numbers in recent academic years.

Madison Metropolitan School District

545 W. Dayton St.
Madison, WI 53703

Madison Metropolitan School District has been a partner with Pearson since 2021. The Madison Promise virtual program was launched to support students who wished to remain fully online following the pandemic. Initially, the district used Pearson instructors for its 4th - 12th graders and has since evolved to leverage district teachers. In addition to full-time online students, Pearson has provided teachers of record to support more than 600 brick-and-mortar high school students who were without a World Language teacher in the 2022-2023 school year.

Manteca Unified School District

2271 West Louise Avenue
Manteca, California 95337

Manteca Adult School Education & Training Center
Manteca Adult Transition & Young Adult Program
Independent Study

Manteca has partnered with Pearson for 10 years. Manteca has been serving over 600 students in grades 9-12. This program has allowed students an expanded course catalog,

credit recovery, acceleration opportunities, and CTE courses that are leveraged with district teachers. Manteca's program has doubled since 2019 and will be expanding to a full K-12 for the 24/25 school year.

Mentor Public Schools

6451 Center Street
Mentor, Ohio 44060

Mentor Exempted Village School District has been a partner with Pearson since the 2013-2014 academic year. They transitioned to the Pearson Connexus platform in the fall of 2017. This district supports full-time virtual students using district teachers, students taking individual courses with a district teacher of record, and students taking courses taught by Pearson teachers. They truly provide flexible options to meet their student's needs, whether that is an original credit or credit recovery course. They also utilize the platform and content over the summer for their district summer school program.

North Little Rock School District

5500 Lynch Drive
North Little Rock, Arkansas 72117

North Little Rock School District began their partnership with Pearson in fall of 2021. They supported over 600 full-time students with Pearson teachers the first year. Over the years, they have used various license types that support both full-time and part-time students with Pearson and district teachers. They support students for single course needs and have also addressed in-building teacher vacancies with Pearson's partnership. North Little Rock's virtual program and implementation continues to evolve and change as the demand for options and school choice are prevalent.

The district provides students with course offering expansion opportunities, a Career Readiness Program, credit recovery, and summer school.

Pottstown School District

230 Beech Street
Pottstown, PA 19464

Pottstown is a Title I district in rural Pennsylvania. Their partnership with Pearson began in 2013 to help students stay on track for graduation, via a credit recovery program. The program evolved as students were leaving the district to attend statewide cyber programs (and revenue was exiting the already impoverished district). Pottstown was determined to identify the right partner and the right support services to ensure virtual students' success.

District leadership built a virtual program in partnership with Pearson that helped students progress academically and allowed them to follow their unique paths to graduation. The program has nearly 100 students enrolled both full-time and part-time, using Pearson teachers. Hear from Dr. LaTanya White-Springfield, Director of Student Services, as she talks about "Resource Rich and Money Poor: Serving the Underserved in Virtual Education."

<https://pearson.wistia.com/medias/pxrepljk69>

Robertson County Schools

800 M.S. Couts Blvd.

Robertson County is a rural county in northwestern Tennessee. Its partnership with Pearson began in 2013, when the district decided to launch a virtual program to recapture homeschoolers and ensure they were receiving a quality education in preparation for career and college. Robertson County Virtual School (RCVS) engaged Pearson teachers to instruct its full-time students, as well as those high school students who chose to take courses not offered through the district, such as electives, world languages, and AP courses. RCVS provided an additional layer of instructional support leveraging Pearson tutors for its students. There are ~80 students enrolled in RCVS. The intent is to keep the program on the smaller side to ensure academic efficacy.

On February 1, 2021, Viasat announced RCVS as the #1 rural virtual school in Tennessee, and #34 for best rural-focused virtual K-12 school in America.

Rutherford County School District

2240 Southpark Drive
Murfreesboro, TN 37128

Prior to Covid, in early 2020, Rutherford County applied to the Tennessee Department of Education to launch a virtual school, and selected Pearson as its provider. The district has more than 45,000 students and is known for offering a quality education. With the rise of virtual schools throughout the state, administrators wanted to ensure that their students remained in-district, as well as provide a long-term virtual option to students. The school launched with 100 full-time students taught by Pearson instructors. The district immediately saw its students thriving in the program and shared their satisfaction in the partnership by supporting Pearson at Cognia's virtual industry conference in October 2020. Additionally, the district saw increased demand from students, so they petitioned the state to allow for further expansion in the second semester. This request was approved, and the school doubled in size to 200 students in January 2021. By fall 2021, the school had increased to serve nearly 500 students, and maintains this enrollment count today. RCS uses a blend of Pearson and district teachers to encourage teacher retention and support student achievement.

Scranton School District

425 North Washington Avenue
Scranton, PA 18503

Scranton Cyber Academy began its partnership with Pearson to serve more than 400 students in grades K-6 in 2021. Since the inception of the partnership, they have added grades 7 and 8 and continue to plan on high school expansion. They utilize their district teachers to meet the needs of the students they serve for original credit. They have also leveraged the partnership to recapture students who have left Scranton School District for other virtual options.

Smithville Independent School District

901 NE 6th Street,
Smithville, TX 78957

Smithville ISD's partnership with Pearson launched in 2012 to support Tiger Academy, the district's alternative school supporting at-risk—but motivated and capable—students in

grades 9-12. Tiger Academy leverages Pearson's curriculum and instructors to ensure students progress through courses and earn diplomas to move on to their career or college experiences. In 2025, Governor Abbott signed into law SB569, allowing districts to offer full-time virtual programs/schools. Smithville is excited to expand its partnership with Pearson to serve students learning at home and offer virtual education to students who need a more flexible learning environment.

South Kitsap School District 402

2689 Hoover Ave SE
Port Orchard, WA 98366

South Kitsap has partnered with Pearson for over 10 years and serves over 700 brick-and-mortar students in grades K-12. This program supports students for single course needs by allowing students an expanded course catalog, credit recovery, acceleration opportunities, foreign languages and CTE courses that are leveraged with both district teachers and Pearson Washington-certified online teachers. They also utilize the Pearson Connexus platform and content over the summer for their district summer school needs.

Spartanburg County School District 6

1390 Cavalier Way
Roebuck, SC 29376

Spartanburg County School District partnered with Pearson in 2025 to support their K-12 virtual learning program of approximately 150 students for both part-time and full-time options. Spartanburg County Virtual leverages Pearson's curriculum and state-certified online teachers providing students with high quality learning and expanding educational opportunities with an expanded course catalog, course acceleration, CTE courses, and credit recovery.

Twin Rivers School District

5115 Dudley Blvd.
McClellan Park, CA 95652

Twin Rivers has been a partner since 2021. Twin Rivers has been using Pearson Connexus to serve hundreds of K-8 students at Keema School for Independent Study.

Uintah School District

Ashley Valley Education Center

559 North 1700 West
Vernal, UT 84078

Uintah School District has been a Pearson partner since 2013 serving students in grades 6-12. Ashley Valley Education Center, an alternative high school in the district, has served thousands of students over the years using mostly credit recovery courses. Students are monitored at the school by teachers on-site and complete one course at a time. Ashley Valley year over year holds a 99% student completion rate.

Valliant Public Schools

604 Lucas Street

Valliant Public Schools began its partnership with Pearson in 2023. They partner with Pearson Virtual Schools to support their full-time virtual students and use district teachers. They also leverage their partnership to offer AP courses with Pearson teachers for course catalog expansion for students in their buildings. In addition to the content, platform, and instructional services, Valliant teachers utilize the Editor Tool in Pearson Connexus for course customization.

Washoe County School District
North Star Online School

5450 Riggins Court, Suite 6
Reno, NV 89502

North Star Online School has been a Pearson partner since 2012 serving students in K-12 with district teachers. The program is organized like a brick-and-mortar school with most staff (such as administrators, teachers, counselors, registrar, etc.) typically working at a hub in the district while students work fully virtually. (A few staff members work virtually, too.) North Star also partners with a sister school, Gerlach. Gerlach students attend the Gerlach brick-and-mortar location while using the Pearson curriculum and primarily North Star teachers. This year North Star and Gerlach support over 300 students using district teachers.

Resumes

Nikolas Osborne Senior Vice President, Business Development & Customer Success

RELEVANT EXPERIENCE

Pearson Education

November 2021 – Present

Senior Vice President, Business Development & Customer Success – Virtual Schools

- Leads sales and business development for the Pearson Virtual Schools organization
- Manages school partnerships, customers, and GTM for Pearson Virtual School business
- Leads Customer Success organization which is responsible for delivering high quality service and experiences across 45+ schools and 110K students

February 2021 – November 2021

Vice President, Business Development & Customer Success – Online & Blended Learning K-12

- Leads sales and business development for the Pearson Virtual Schools organization
- Drives opportunities through public and private business models while developing new opportunities within various channels across K-12 organizations, corporations, and universities
- Builds successful culture of accountability to drive high levels of performance

March 2020 – February 2021

Vice President, District Partnerships – Online & Blended Learning K-12

- Managed district partnership business, a subset of the Pearson Virtual Schools organization in the K-12 online learning space
- Created sales, implementation, operations, and business development functions, established operational processes for interaction with customers and larger organizations, and led a team of over 30 individuals focused on starting up district partnership business
- Successfully signed and implemented over 60 new partners

2017 – 2021

Senior Vice President – Strategy and Business Operations

- Created and executed Pearson North America's GTM strategy for Higher Ed Courseware market, which represents \$1B+ in sales
- Developed and operationalized new business models, pricing structures, partnerships, and communications that supported the execution of a global strategy in highly complex markets
- Led pricing strategy and process, balancing omni-channel approach to B2B, B2C, and 3rd party distribution partners, analyzed market analytics/data for guidance on pricing decisions, and oversaw price implementation/distribution for various layers of customers and business models
- Managed partnerships around product and service distribution, digital product delivery, LMS integrations, and DRM for Pearson North America and its customers
- Oversaw C-suite communications and business planning for Pearson North America including execution of 3–5-year GTM business plan

2016 – 2017

Vice President, Channel Strategy and Sales – Higher Education Courseware

- Led the development and execution of Pearson’s first Integrated Business Strategy that aligned Sales, Product, and Technology, and enhanced company focus on common goals in the external market
- Implemented the Integrated Business Strategy and drove supportive business models - such as Inclusive Access and the Pearson Print Rental Program - in the North America HECW market
- Drove a sales team of 12-15 highly focused individuals

McGraw-Hill Education, Inc.

2013 – 2016

Vice President, Strategic Partnerships

- Developed partnerships that grew digital revenue and optimized overall revenue and profitability in both the B2C and B2B markets
- Led business development with national and global partners, including traditional ‘brick and mortar’ chains and independent stores, public sector institutions and organizations, online/mass market retailers, and other digital distributors
- Prioritized partnership opportunities, analyzed sales data, and created strong business models, processes, and overarching agreements that supported long-term growth and strategy

Indiana University – Kelley School of Business

2011 – 2013

Adjunct Professor of Business Law

- Instructed a class of 10-15 students on various aspects of employment law

Indiana University – Office of the Vice President for IT and CIO

2010 – 2013

Chief of Staff

- Executed university-wide IT strategies for the Vice President of IT and CIO and worked with the executive leadership on high-level IT initiatives and implementation
- Organized and directed IT Communication group that was responsible for providing IT focused, university-wide communication and information
- Led a university-wide eText Initiative, negotiated complex licensing contracts with publishers, developed ordering and communication processes, established operational procedures, and worked with other
- institutions and national organizations on similar initiatives
- Developed Internet2/EDUCAUSE eText pilot that delivered eContent, provided research data for institutional decision-making, and helped formulate institutional strategy for eContent delivery

Indiana University – University Human Resources Services

2008 – 2010

Employee Relations Specialist

- Administered all facets of Employee Relations for numerous departments at Indiana University
- Worked with directors, deans, and department heads to develop appropriate hiring processes, employee development programs, effective HR strategy, and corrective action decisions

Ivy Tech Community College

2007 – 2010

Adjunct Professor of Business Law

- Instructed a class of 20-30 students on various aspects of business law
- Incorporated real-life scenarios into an interactive learning experience

Andrews, Harrell, Mann, Carmin & Parker

2006 – 2008

Associate Attorney

- Focused on litigation, business transactions and tax planning
- Researched and analyzed applicable statutes and case law for use in legal arguments
- Drafted, negotiated and defended complex commercial contracts

EDUCATION

Indiana University School of Law

Juris Doctorate

Indiana University – Kelley School of Business

B.S., Business

Angela Bryant
National Head of Sales and Customer Engagement

RELEVANT EXPERIENCE

Pearson Virtual Schools USA

2015 – Present

National Head of Sales and Customer Engagement

- Leads the sales, services, and marketing teams that support our district partners across our SAM nationwide
- Leads all the contract negotiations and renewals for our state-wide Connections Academy Schools
- Supports teams in RFP proposals/presentations, customer meetings from exploratory to business development phase, account transactions and contract renewals, pipeline growth, data analysis, conference/event planning and participation, business/financial communications both internal and external, solution selling process, marketing strategy, and overall customer success and service delivery
- Networks and advocates across internal teams regarding practices and processes surrounding curriculum development, product management, finance/budget, technology, marketing, and overall strategic planning to ensure we were able to bring value propositions to our customers and stay competitive in the marketplace

2014 – 2015

Virtual Learning Specialist

- Account Executive for all renewal and new GradPoint accounts in North Carolina, South Carolina, Georgia, Florida, Puerto Rico, and the Virgin Islands
- Handled all account transactions, including customer meetings, account set-up, implementation, data analysis, and liaison between all business and financial communication between customers and Pearson

Kinston High School

2011 – 2014

Principal

- Instructional and strategic leader of nearly 100 staff members and nearly 900 students at a Title I High School/IB Diploma School
- Implemented Inspire Literacy (iLit); almost 80 percent of students using the program showed gains of 1–3 years in reading in one year
- Implemented NovaNet/GradPoint as a credit recovery program and saw nearly 200 students in our day and evening programs gain credit through this program over two years

Holly Springs High School

2006 – 2011

Assistant Principal of Instruction

- Started from ground level with opening and staffing Holly Springs High School from inaugural year
- Organized and supervised the course recommendation and scheduling process through SAM from the initial teacher recommendation phase through drop-add for up to 1300 high school students

Manor Independent School District
RFP #26-004 Virtual and Hybrid Learning

Smithfield-Selma High School

2003 – 2006

Assistant Principal of Instruction

West Johnston High School

2002 – 2003

Administrative Internship

Mary E. Phillips High School

1997 – 2001

Classroom Science Teacher

EDUCATION & CREDENTIAL

North Carolina State University

M.A., School Administration

East Carolina University

B.S., Secondary Science Education

Dr. Kristie Clements
Head, District Partnerships Services

RELEVANT EXPERIENCE

Pearson Virtual Schools USA

July 2020 – Present

Head of Services, District Partnerships

- Directs a team of District Success Partners and Trainers onboarding, training and providing daily support to clients utilizing Pearson Virtual Schools online educational services to states, school districts, charter schools and private programs Consult and train schools', districts' and states' leaders in educational policy focusing on online learning
- Supervises creation, implementation, budgets, accountability, and satisfaction metrics for a wide range of K-12 online learning initiatives and products
- Implements new learning management system with clients; provides end user and design feedback into new products and services working with product management, software, curriculum, and other product delivery team.
- Collaborates with Sales and Marketing teams on market strategies, upselling and client satisfaction
- Works with state relations and program quality teams to determine potential and current state regulations', course alignments Advanced Placement and NCAA guidance to ensure compliance in implementation of clients' online learning initiatives
- Works cross functionally with various business units to support day-to-day program operations, teaching services, sales, enrollment, curriculum, materials fulfillment, instruction, and student success for clients
- Supervises production of corporate and client reports to fulfill state and local reporting needs and overall program performance.
- Analyzes and reviews program success with company leadership to promote client satisfaction and retention

2019 – 2020

Director of Schools, Partner School Leadership Team

- Evaluated and managed a cadre of Connections Academy schools and their leadership
- Collaborated with school leaders in implementing a full-time virtual education model
- Oversaw school improvement planning process, monitoring and implementation
- Worked cross-functionally with a variety of internal teams to ensure effective operations and highest level of student success
- Worked with state relations and school support team to ensure customer satisfaction
- Supported school and marketing efforts to maximum student enrollment
- Analyzed and reviewed school and leader effectiveness with company leadership to promote client satisfaction and retention
- Provided support to school boards in evaluation of school success

2011 – 2019

Senior Director, Student Service

- Directed a team of District Success Partners managing client relationships providing online educational services to states, school districts, charter schools, and private programs

Manor Independent School District
RFP #26-004 Virtual and Hybrid Learning

- Consulted and trained school, district, and state leaders in educational policy focusing on online learning
- Supervised creation, implementation, budgets, accountability and satisfaction metrics for a wide range of K-12 online learning initiatives and products
- Implemented new learning management system with clients; provide end user and design feedback into new products and services working with product management, software, curriculum, and other product delivery team
- Collaborated with Sales and Marketing teams on market strategies, upselling, and client satisfaction
- Worked with state relations and program quality teams to determine potential and current state regulations, course alignments Advanced Placement and NCAA guidance to ensure compliance in implementation of clients' online learning initiatives
- Worked cross functionally with various business units to support day-to-day program operations, teaching services, sales, enrollment, curriculum, materials fulfillment, instruction, and student success for clients
- Supervised production of corporate and client reports to fulfill state and local reporting needs as well as overall program performance
- Analyzed and reviewed program success with company leadership to promote client satisfaction and retention

Southern Regional Education Board

2009 – 2011

Director, Module Development and Online Educational Leadership Training

Desire2Learn, Inc.

2008 – 2009

K-12 North American Marketing Manager

Georgia Department of Education

2005 – 2008

District Success Partner and Director of Georgia Virtual School

Gwinnett County Public Schools

2001 – 2005

Principal

EDUCATION & CREDENTIAL

University of Georgia

Ed.D., Educational Leadership

Ed.S., Educational Leadership

M.Ed., Middle Grades

Augusta College

B.A., History

Audrey T. Harrell
Director of Sales, District Partnerships

RELEVANT EXPERIENCE

Pearson Virtual Schools USA

2018–Present

Director of Sales, District Partnerships

- Identifies new partnership opportunities in a geographical region with a focus on delivering new sales and growth for Connections Academy supported partner schools and robust district partnership programs that support high quality, online learning programs
- Identifies new strategic partner program opportunities aligned to organizational strategy and creates solutions to meet needs of partners.
- Manages the sales process from prospecting, qualifying, and closing clients
- Trains colleagues to uncover partner program and partner school opportunities
- Identifies new strategic partner program opportunities aligned to organizational strategy and creates solutions to meet needs of partners.
- Manages relationships of key business partners in the company’s top revenue producing accounts in a region.
- Collaborates with regional and national teams to meet overall sales targets.
- Analyzes competitive data and industry trends to better understand the value and impact on the business.
- Successfully addresses key concerns and presents mutually beneficial solutions.
- Applies state strategies as approved and advocates for opportunities to revise as needed.
- Actively participates in calls including, but not limited to, State Relations, Marketing, Sales Team, and Legal calls

2015–2018

Regional Manager for Online & Blended Learning, Southeast Territory

- Sold online and blended learning solutions to school districts and related institutions
- Effectively managed sales pipeline in order to meet and exceed individual and team goals
- Created and implemented effective state strategy plans utilizing both internal and external resources
- Represented Pearson Online and Blended Learning at local, state, and national conferences to promote brand awareness, build the sales pipeline, and close sales
- Worked collaboratively across various teams within Pearson Online and Blended Learning to create new partnerships and support existing implementations
- Actively participated in calls including, but not limited to, State Relations, Marketing, Sales Team, Legal calls

Holly Springs High School

2013–2015

Assistant Principal

- Supervised Math Department, Fine Arts Department, Custodians, and Clerical Staff
- Provided instructional Leadership for Math Professional Learning Teams (PLTs), Fine Arts PLTs, Advanced Placement Program, Instructional Data Evaluation and Analysis of Student Progress

Manor Independent School District
RFP #26-004 Virtual and Hybrid Learning

- Oversaw School Improvement and Strategic Focus on Student Attendance, Testing Program, PLT Support, and Student Discipline
- Coordinated events for Open House Events, Arts Performances, Underclassmen Awards, and Advanced Placement Curriculum Night
- Responsible for Buildings and Grounds, Emergency Operations Plan, First Responders Program, Crisis Response Plan, and EVAAS Verification

2011-2013

Assistant Principal

- Initiated, organized, and consulted on reorganization of the school day to maximize instructional time and allow for remediation sessions during the day, while minimizing non-instructional duties for certified staff (VIKES Lunch)
- Designed SMART Goals and action steps for faculty
- Initiated program to recruit underrepresented students for IB classes using PLAN test data
- Coordinated and implemented master schedule
- Coordinated all school testing including teacher produced exams and standardized tests
- Supervised various departments as a mentor as well as a professional evaluator
- Continually served as the Curriculum and Instructional liaison from KHS at the district level for the purpose of standardized implementation of the curriculum
- Designed and created student and staff handbooks
- Provided professional development and support for staff in classroom management, highly engaging strategies that work, data analysis and formative assessment implementation, Common Core/Essential Standards, READY Accountability Model, and The 21st Century Classroom
- Facilitated Professional Learning Communities
- Hired, recruited, and retained new staff members
- Supervised tenth grade student behavior and handled investigations and discipline
- Coordinated, created and logged all professional development activities through SEA System as the Staff Professional Development Coordinator
- Supervised the execution of all student recognition events including the Annual Academic Banquet, Graduation, Awards Day, and the NHS Induction Ceremony
- Conducted teacher evaluations

2007-2011

Assistant Principal

- Created daily lesson plans and implemented lessons for students in English I and Creative Writing I
- Provided differentiated instruction to special needs and AIG students
- Wrote curriculum for Wake County Public Schools
- Professional Learning Team Leader, 2009-2011
- Student Government Association Class Sponsor
- Key Club Co-Adviser
- Graduation Committee Co-Chair

EDUCATION & CERTIFICATION

East Carolina University

Master of School Administration Program

Meredith College

Bachelor of English

Credentials

- NC Curriculum Specialist License, May 2012
- NC Principal License, July 2011
- NC Teaching License - English, Grades 9-12

Dr. Sharon Jaso
Manager, District Partnerships
Customer Experience and Service Delivery

RELEVANT EXPERIENCE

Pearson Virtual Schools USA

2022 – Present

Manager of DP Customer Experience and Service Delivery

- Oversee the creation and delivery of training for customers and internal teams on how to effectively use products and services
- Build and lead a high-performing team of individual contributors
- Serves as Business Owner for product offering for DP customers to represent the needs of the customer in terms of problems to be solved, scope, and complete user acceptance testing
- Oversee the design of effective customer communication tools for site-based accounts to include Student and Program Coordinator Orientations, as well as status communications throughout the school year on topics such as student progress reporting
- Partner with internal teams including Sales, Product & Curriculum, Teaching Services, Marketing, Enrollment, and Fulfillment to ensure processes are in place to support the unique needs of District Partnerships customers
- Oversee team as they identify and develop tools and reports to meet the mandates of clients' local, regional, and state-wide policy requirements
- Continued support as listed below as Senior Special Populations Consultant

2020 – 2022

Senior Special Populations Consultant

- Develop and implement the Special Populations Readiness Survey to aid District Partnership customers in assessing their preparedness to provide appropriate supports for special populations in the virtual school setting
- Create individualized reports for schools who take the Special Populations Readiness Survey with information, suggestions, and resources particular to their survey responses, school, and state
- Collaborate with Teaching Services and District Partnership clients to ensure processes are in place to support the unique needs of special populations students
- Develop and maintain Assistive Technology documents for clients to use when supporting DP clients
- Develop and implement training for special populations teachers
- Provide account management support to DP customers

Kansas Connections Academy

2013 – 2020

Director, Special Education

- Oversaw the implementation of federal and state specific special education requirements
- Hired, trained, and managed a team of Special Education teachers
- Led the MTSS/SST teams, sharing methodologies and strategies with KCA staff and staff at other CA schools
- Worked with the state coordinator to write and implement personalized needs plans

- Completed a doctoral dissertation and spoke at national conferences on Virtual School as a Social Emotional Safe Haven

Newton High School

2007 - 2013

Special Education Teacher, LifeSkills Classroom

- Wrote and implemented Individual Education Plans (IEPs) for students ages 14-21
- Located, developed, and supervised work opportunities for students in the community
- Led a district-wide Autism Initiative
- Completed District level Administration Internship
- Assistant Varsity and Head JV Tennis Coach for girls and boys

Santa Fe Middle School

2003-20007

Special Education Teacher, Resource and IDD Classrooms

- Wrote and implemented academic and behavioral IEPs for students in grades 6-8
- Co-taught general education Math, English, Science, and Social Studies

Sunset Elementary

1995-2003

Special Education Teacher, grades K-5

EDUCATION & CREDENTIAL

Wichita State University

Doctorate, School Leadership

Professional License, District Level Leadership

M.Ed. Curriculum and Instruction

Bethel College

B.A., Elementary and Special Education

Credentials

- National Board certification, Exceptional Needs Specialist/Early Childhood through Young Adulthood
- Licenses held in Kansas: District Leadership, Adaptive Special Education, Behavior Disorders, Elementary

Rhae C. Massey
Manager of District Success Partners

RELEVANT EXPERIENCE

Pearson Virtual Schools USA

2019 - Present

Manager of District Success Partners

- Lead the team of Academic Program & Education Managers and facilitate the delivery of outstanding client support for Pearson Virtual School programs,
- Demonstrate in-depth knowledge of Pearson learning management systems; Pearson Connexus, Connexus, and GradPoint
- Plan & execute program management for institutional/district/external customers
- Develop and implement operational policies, procedures, best practices, and service levels
- Ensure exceptional communication with customers and initiate improvements to meet client needs
- Documentation and continuous analysis of Academic Program & Education Management processes, procedures, and reporting mechanisms

2017-2019

Senior Academic Program Manager

- Manage a portfolio of online programs, serve as the lead point of accountability for the customer, including all program management and support
- Ensure high quality communication with customer, all school staff, students, and families to include development and implementation of any necessary training
- Manage the implementation of the online curriculum and program, school, or district/county operation protocols
- Assist teaching staff with implementing any program changes and/or new software application introductions

2014-2017

Manager of Teaching Services

- Ensured the academic success of individual students by utilizing all levels of academic support available and by maintaining a high level of communication with parents to deliver program information and address individual student needs
- Assisted teaching staff with implementing any program changes and/or new software application introductions
- Exhibited high quality communication with all Pearson OBL school staff, students, and families
- Handled student problems escalated by parents and teachers
- Provided assistance to families in need of additional support encourage a high level of participation
- Participated in teacher recruitment efforts including in-state trips, presentations, Q & A sessions and responding to the press

2010-2014

Master Teacher/Advisory Teacher/ Spanish Teacher

- National Connections Academy AP Select Teacher, Spanish Language
- Presented at Mississippi Counselor Association State Conference on behalf of Connections Learning
- Demonstrate excellent communication skills

Mississippi Department of Education

2007-2010

Virtual Teacher

- Facilitated online classes with Mississippi Virtual Public Schools
- Maintained excellent records
- Collaborated with team members, counselors, and site coordinators in order to foster student success

Hattiesburg High School

2002-2009

Foreign Language Department Chair / School Counselor

- Advised students and parents regarding course placement and graduation requirements
- Reviewed/updated student cumulative records
- Provided best practice techniques and resources for students, parents, and teachers
- Taught Advanced Placement courses
- Hattiesburg High School Star Teacher (2008)

EDUCATION & CREDENTIAL

The University of Southern Mississippi

Bachelor of Science, Art in Foreign Languages

Enforex Spanish Language School, Madrid, Spain

Cultural and Social Linguistic Activities

William Carey University

Master of Education, Secondary Education

Post-graduate coursework in Psychology (24 hours)

Credentials

- Mississippi Spanish K-12, English 7-12, School Counseling K-12, Psychology 7-12
- Tennessee Spanish K-12, English 6-12, Psychology 6-12
- Missouri Spanish K-12

Maribeth Tulenko
District Partnership Sales Specialist

RELEVANT EXPERIENCE

Pearson Virtual Schools USA

2018 – Present

District Partnerships Sales Specialist

- In support of organizational strategy, identifies new partnership opportunities in a geographical region to develop robust district partnerships that support high quality, online learning programs
- Manages the sales process from prospecting, to qualifying, and closing clients
- Serves as a mentor to new specialists
- Manages relationships of key business partners in the company's top revenue producing accounts in a region
- Collaborates with regional and national teams to meet overall sales targets
- Analyzes competitive data and industry trends to better understand the value and impact on the business
- Successfully addresses key concerns and present mutually beneficial solutions
- Applies state strategies as approved and advocated for opportunities to revise as needed

2014 – 2018

Senior Director of Marketing

- Student Recruitment Marketing: Developed/redefined and implemented student recruitment/marketing programs for district partners offering full-time online school programs
 - Developed Integrated Marketing Plans for all marketing schools
 - Programs included sponsorships, recruitment events and partnership opportunities to establish awareness of school in local community
 - Hosted marketing launch calls with schools to discuss goals and review marketing packages
 - Liaised with program management, enrollment and school implementation teams to prepare for re-registration
- Institutional Marketing: Created and executed B2B marketing program to educate school administrators and decision makers about the benefits of virtual programs available from Connections Learning
 - Managed robust marketing program inclusive of national and local conferences, user group sessions, webinars, lead-gen programs with partner organizations, and lead nurturing email programs
 - Managed integration of multiple brands/products gained during acquisitions; collaborated with product management to define products, platforms and messaging

2U, Inc.

2014

Vice President, Marketing

Manor Independent School District
RFP #26-004 Virtual and Hybrid Learning

- Provided leadership, strategic direction and management of an integrated marketing program for Semester Online, the first of its kind solution offering for-credit online courses from prestigious colleges and universities
- Collaborated with business development team to define/implement partnership marketing programs that leveraged university brands' channel distribution
- Initiated relationships with university marketing departments; launched campus recruitment programs with partner institutions

K12, Inc.

2008 – 2013

Senior Director of Marketing

- Student Recruitment Marketing: Developed marketing recruitment program for full-time online district programs
- Institutional Marketing: Conducted extensive virtual education category audit and developed K12 brand positioning, messaging and marketing plan for institutional business unit to market to school districts

GKV Communications

Senior Vice President, Group Account Director

1997 – 2008

EDUCATION & CREDENTIAL

University of Richmond

B.A., Journalism and Sociology

David Potts
Head of School Service Delivery

RELEVANT EXPERIENCE

Pearson Virtual Schools USA

2019–Present

Head of School Service Delivery

- Leads a team of 400+ educators to deliver high-quality virtual learning services nationwide and internationally with a focus on students and families.
- Leads delivery of services for Clubs and Activities, Professional Learning Services, Related Services, School Counseling, Student Services, and Teaching Services.
- Implements centralized staffing decisions, streamlined budgets, and enhanced data reporting for continuous service improvements.
- Established a collaborative and customer-focused culture, responding effectively to increased demand during COVID-19.

2016–2019

Director of Teaching Operations

- Oversaw 180+ virtual educators, delivering instruction to 20,000+ course enrollments in U.S. school districts and virtual schools.
- Supported administrative staff, implemented instructional improvement plans, ensured NCAA compliance, and achieved student performance goals.
- Served as the business owner to Pearson Online Classroom, implementing improvement initiatives and enhancing data analysis capabilities.

2014–2016

Assistant Director of Connections Academy Schools

- Provided administrative consultation to new K–12 virtual schools, aiding in school openings, and supporting existing operations.
- Conducted training for new school administrators, co-hosted data support meetings, and provided operational assistance.

2012–2014

South Carolina Connections Academy, Assistant High School Principal

- Led instructional efforts for the ninth and tenth grade program, introducing a Freshman Academy pilot to enhance ninth-grade performance.
- Developed and executed School Improvement Plans targeting math achievement and graduation rates.

2008–2011

Commonwealth Connections Academy, High School Social Studies Teacher

- Taught United States Government and Geography to ninth through twelfth grade students enrolled in a full-time virtual school.

EDUCATION & CERTIFICATION

The Citadel Graduate College

M.Ed., Educational Leadership

University of Pittsburgh

M.Ed., Instruction and Learning

Pennsylvania State University

B.S., Secondary Social Studies Education

Harrisburg Area Community College

AA, Social Studies Education

Licenses & Certification

Education Finance Certificate

Georgetown University McCourt
School of Public Policy
JANUARY 2023

Leading the Connected Strategic Organization

Red Current Collective
NOVEMBER 2022

Coaching Evolutionary OKRs

Red Current Collective
OCTOBER 2022

Leadership and Management

Wharton Online
DECEMBER 2020

Administrative I Principal PK-12 (1115)

Pennsylvania Department of Education
JULY 2014

Instructional II Social Studies 7-12 (8875)

Pennsylvania Department of Education
FEBRUARY 2011

Katrina Bauer
Senior Manager, Teaching Operations

RELEVANT EXPERIENCE

Pearson Virtual Schools

February 2024 – Present

Senior Manager, Teaching & Substitute Services

- Leads the Teaching & Substitute Services department (200+ employees), ensuring alignment with Pearson values and Pearson Virtual Schools objectives while overseeing all operational aspects of both departments.
- Works with customers to develop solutions, gather feedback, and understand needs.
- Sets priorities, outline initiatives, and monitor progress in collaboration with department managers and staff.

June 2023 – February 2024

Manager, Substitute Services

- Critically evaluated substitute staffing services to align with company goals and customer needs.
- Developed positive working relationships between the substitute services team and the schools/programs served.
- Became an expert on school requirements for certification, credentials, and clearances.

June 2021 – June 2023 *Manager,*

Teaching Services

- Established and maintained high levels of communication and accountability with direct reports, meeting biweekly to provide support.
- Served as a liaison between external PVS departments and the teaching staff.
- Managed hiring and onboarding, ensuring legal and certification compliance.

October 2016 – June 2021

Manager, Substitute Services

- Supervised the successful selection, placement, and sectioning of each substitute.
- Drafted performance management evaluations requiring high-quality feedback after each assignment.
- Regularly reviewed and improved department policies and processes.

EDUCATION & CREDENTIAL

Capella University

Master's Business Administration, Program Management

Barry University

Bachelor of Arts: Elementary Education

Miami-Dade College

Associates of Arts

Credentials

- Organizational Leadership Certification, Villanova University, May 2024
- Diversity, Equity, and Inclusion in the Workplace Certification, University of South Florida, April 2021
- iManage Volunteer Mentor, POBL - Learning and Development Committee
- Member, The National Society of Leadership and Success, Capella University, November 2020
- PTA President, Centerville Elementary School, Lancaster, PA - 2020 - Present

Jon Leyh
Chief Product and Technology Officer

RELEVANT EXPERIENCE

Pearson Virtual Schools USA

2022 – Present

Vice President, Technology Customer Services

- Support customer-facing technology teams, including teams that manage non-code school services and configuration items, synchronous learning tools (Adobe Connect and Zoom), laptop fulfillment and management, and Technical Account Management
- Support the varying reporting needs of over 40 state virtual schools across varying reporting and data technologies (SWL, SSRS, PowerBI, Access, etc.)
- Established a framework with schools where a small team accountable for facilitating design thinking sessions between our schools and a dedicated engineering development team deliver value directly to schools each sprint through provision of automation, reduction of teacher time and tasks, reporting, or other aspects of our Educational Management System (EMS) that lead to teachers having more time to build relationships and differentiate instruction
- Create a culture of Continuous Improvement in which the Customer Services teams continually strive to identify opportunities to deliver increased service value to their external customers.

Fusion Education Group

2021 – 2022

Vice President of Marketing

- Promoted to VP of Marketing after leading the Marketing team to 78% YOY growth in leads, 50% growth in revenue attributed to marketing, and a 45% growth in organic web leads in first year
- Accelerated lead generation by over 20,000 leads for a new brand
- Streamlined communication with school leaders, partners, and teams to implement new nationwide strategy and resolved arising issues

2020 – 2021

Director of Marketing

2017 – 2020

Director of New Product Development

- Owned the launch of a new series of programs with clear test methodologies, timelines, and execution
- Led new product development for a portion of the business that has become high growth and created significant value for the company
- Provided data driven decision making models to evaluate and prioritize the product development pipeline

Manor Independent School District
RFP #26-004 Virtual and Hybrid Learning

2012 – 2017

Director of Systems Development

- Point person for strategizing on all technology infrastructure development
- Oversaw several nation-wide implementation projects using influential leadership skills with school leaders, teachers, students, and executives

2011 – 2012

Training/Development Coordinator

2010 – 2011

Marketing Coordinator

EDUCATION

Pepperdine University

M.A., Learning Technologies

DePauw University

B.A., Economics and Management

Mollie Wolcott
Vice President, Curriculum

RELEVANT EXPERIENCE

Pearson Virtual Schools

2019 – Present

Vice President, Curriculum

- Manages the curriculum department, including content development, editorial, multimedia design and development, curriculum frameworks, approvals, and alignments teams, to ensure the successful development, maintenance, production, approval, and implementation of OBL's course catalog.
- Collaborates with partners to form curriculum standards, including instructional models, alignments, assessment strategy, accessibility, quality, and learner and school performance.
- Evaluates and refines curriculum standards in support of national standards like the National Standards for Quality Online Learning
- Directs the content development teams responsible for the full array of content development in support of creating, testing, and implementing new curriculum standards. Plans, organizes, and aligns resources and people to ensure successful project execution.
- Directs the engineering development teams responsible for the full array of capabilities development in support of creating, testing, and implementing new curriculum standards through platform.
- Scopes, plans, and executes multiple concurrent projects including online course creation and customization and training and professional development programs.

Pearson English

2017 – 2019

Director of Curriculum

- Led the Curriculum and Assessment Design team in establishing the core pedagogical principles that ensure the successful creation, development, and implementation of learner-focused, blended English Language Teaching (ELT) courses. Translated the vision and mission of Pearson as a learner-centric organization into appropriate curriculum and assessment standards across all segments of the ELT Portfolio, ensuring that these could be deployed with fidelity in partnership with all relevant business functions.
- Responsible for establishing and implementing current and long-range pedagogical goals, objectives, plans, standards, and policies that met market needs in alignment with the strategic direction of the ELT business, to ensure that the Portfolio and Content Development teams designed courses consistently and that they could be successfully implemented by Sales and Marketing partners with our customers.
- Led on the creation and prioritization of the digital requirements to support the ELT Portfolio course strategy and roadmap. Led on the design and implementation of curriculum and assessment research, testing of hypotheses and the reporting of evidence gathered, in collaboration with partners in the ELT Portfolio, Content Development, Digital Product Management and User Experience and Design teams.
- Led and managed the ELT Curriculum and Assessment team to drive continued improvement as they translated market research and customer intelligence into effective and engaging pedagogical principles and standards.

- Ensured the appropriate balance of consistency of pedagogical approach and specificity to segment across the ELT Portfolio.
- Built and developed consistent practices within the Curriculum and Assessment team while supporting the introduction of an agile process managed within flexible teams empowered to make decisions around delivering product on time, on budget, and to customer requirements.
- Drove workflow changes in order to enhance the pedagogical design and development of ELT courses, through a program of continuous improvement.

Wall Street English

2014 – 2017

Product Owner

- Collaborated with Efficacy Analytics and Research teams to analyze student engagement, performance, and progress data to evaluate the new product's ability to improve the learners' achievement of outcomes, understanding of progress and success, and overall satisfaction. Used the results of this analysis to continuously improve the design of the course and its assessments.
- Provided leadership, management, and quality assurance for the design, development, and production of our new storylines, scripts, and sitcom-style videos; interactive digital lessons and assessments; printed and digital workbooks; and lesson plans and didactic materials for in-person and online classes for twenty English proficiency levels ranging from true beginners to fluent speakers. Worked with over twenty teams both internal and external to deliver the highest quality output while managing to aggressive timelines. Developed the scope and sequence using the Global Scale of English (GSE) and the GSE Adult Learning Objectives as the foundation.
- Collaborated with Pearson's CPMO group to design experiments to inform the design of NSE Core Content. Conducted experiments with learners and didactic staff in WSE Centers in Brazil, China, Colombia, and Germany. Lead the Product and Content teams to transform the findings from those experiments into the instructional design and scope and sequence for the new product.
- Directed the analytics team to develop research questions around WSE's current product. Used their findings to inform the curriculum and instructional design of WSE's new product.
- Collaborated with the Pearson English Efficacy team to define outcomes and measures for the NSE Core Content component and to map its design and features to their impact on the learning equation.

2011 – 2014

Instructional Designer

- Responsible for the instructional design of new English Language Teaching programs for WSE.
- Developed preparation courses for four high-stakes English Language tests. Directed content creation by external writers.
- Aligned WSE's core content with the GSE to identify gaps in WSE's scope and sequence and to contribute to the refinement of the GSE.
- Managed the scope definition, editorial and technical development, launch, and business acceptance of a supplementary educational product based on content from the Financial Times for our global student network.

Educate Online

2006 – 2011

Director, Business Development

- Managed the sales and operations teams for our institutional and channel product offerings, including an online tutoring product and an in-school tutoring service, totaling over \$3 million in annual revenue.
- Responsible for all product development activities around new products for the domestic, K-12 market: including English as a Second Language, Response to Intervention, and Academic Intervention programs.

2006 – 2010

Project and Product Manager

- Managed a 4-year, \$12 million United States Department of Education Star Schools grant. As part of the grant, coordinated the student recruitment and program activities and worked with an independent research team to conduct a fully experimental study of the effectiveness of Educate Online's tutoring solution.
- Managed the creation and launch of the Academic Intervention product, which allowed Educate Online to sell directly to schools, school districts, and other institutional customers. Led every phase of the project from the requirements gathering stage through the creation and implementation of the go-to-market plan.
- Grew the Academic Intervention product, which included an ESL offering, to \$1.2 million in annual sales.
- Oversaw the creation of Algebra, Early Reading, and Early Math programs.

Words and Numbers

2003 – 2004

Spanish Manager and Senior Editor

- Successfully managed the Spanish department and its projects for K-12 and higher education publishers.
- Responsible for overall departmental sales and client negotiations.
- Oversaw the hiring, managing, and training of departmental staff and offsite editors, writers, and reviewers.
- Managed a \$2 million working budget effectively in order to hire freelancers and establish project schedules.

Wallstreet Institute

2002 – 2003

Service Manager

- Managed the didactic and customer service portions of a learning center with 7 employees and over 500 students.

Monotype Composition

2000 – 2001

Assistant Spanish Editor

- Effectively performed editorial and managerial duties to translate educational materials from English to Spanish.

Franklin Middle School

1998 – 2000

Teacher

- Successfully adapted teaching strategies, behavior management, and motivational techniques to teach Spanish.

EDUCATION & CREDENTIAL

Georgetown University

M.A., Latin American Studies and Political Economy

Clemson University

B.A., Education and Spanish

Professional Development for Pearson Texas- Certified Online Teachers

PROFESSIONAL LEARNING CATALOG



A guide to creating

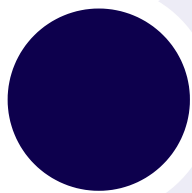
Dynamic People

Dynamic Programs

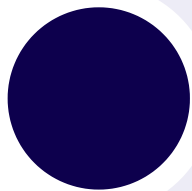
Dynamic Environments



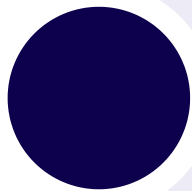
PROFESSIONAL LEARNING CATALOG



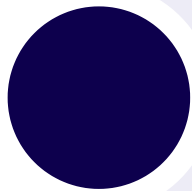
Making an Impact



Customizing PL



Exploring Our
Learning Paths



Annual Virtual
Education Conference



A guide to creating
Dynamic People
Dynamic Programs
Dynamic Environments

MAKING AN IMPACT WITH PROFESSIONAL LEARNING

The Academic Impact Department supports school staff to improve student academic outcomes by enhancing both staff efficacy and program implementation. Our professional learning is built specifically for virtual education environments and led by experts who have taught—and now coach—in virtual settings.

Our services are:

Grounded in Research, Designed for Impact

- Evidence-Based & Cutting Edge: We bring the latest in research-backed instructional strategies and tools, ensuring schools stay on the leading edge of effective virtual teaching.
- Purpose-Built for Virtual Education: Every session is designed by professionals with deep experience in virtual instruction, ensuring relevance, practicality, and success in digital learning environments.



Anchored in a Continuous Learning & Improvement Cycle

Unlike static PD models, our Dynamic Schools Model (DSM) creates a feedback-rich cycle where:

- Research informs classroom strategies.
- Educators apply these strategies in real-time.
- Data and outcomes are collected and analyzed to refine best practices across the network.

Connected Through Network-Wide Research Partnerships

Our collaborative network model transforms isolated wins into system-wide success:

- Effective practices in one school are evaluated and scaled across others.
- This approach fosters innovation, accelerates growth, and eliminates silos.





CUSTOMIZING YOUR PROFESSIONAL LEARNING

Pearson Virtual Schools understands that effective professional learning must be flexible and responsive. That's why the **Academic Impact Department** and the **Training & Learning Services Team** collaborate to deliver differentiated support tailored to the unique needs of educators and schools.

Sustained professional learning opportunities, led by our Training & Learning Facilitators (TLFs), are designed to go beyond one-time sessions—deepening initial learning and supporting the implementation of new practices. TLFs partner with schools to:

- Identify professional learning opportunities aligned with school goals and instructional needs
- Customize sessions to meet the needs of specific groups of educators
- Use the Impact Cycle to lead sustained learning experiences that include implementation support, follow-up workshops, and reflective activities

This collaborative, needs-based approach ensures that professional learning is relevant, ongoing, and transformative.



Explore our Learning Paths



Dynamic Leadership



Dynamic Teacher Academy



New Teacher Academy



Synchronous Instruction



Mathematics



Literacy & Writing



Intervention & Student Support



Instructional Coaching



Administrative Support



Counseling & Career



Student Services



School Year Cycle



Pearson Online Classroom



DYNAMIC LEADERSHIP

Learning Domains

- Dynamic Leader Academy
- Instruction and Programs
- School Year Cycle
- Systems & Tools
- Leadership Development

The **Dynamic Leadership** Learning Path equips educational leaders with essential strategies to drive school improvement and student success. Topics include onboarding, instructional leadership, data-driven decision-making, MTSS, school improvement planning, school culture, performance management, the Dynamic School Model, and career program leadership. Participants will gain tools to foster equity and lead transformative initiatives across diverse educational settings.

- Onboarding for new leaders
- Instructional leadership techniques
- Data-Driven decision-making strategies
- Multi-Tiered Systems of Support (MTSS)
- School improvement planning frameworks
- Approaches to building positive school culture
- Performance management and staff development
- The Dynamic School Model overview
- Career program leadership and planning



DYNAMIC TEACHER ACADEMY

Learning Domains

Dynamic Mindset

Relationship

Personalization

Engagement

Instructional Content

The **Dynamic Teacher Academy** is a flexible, self-paced learning path designed for today's virtual educators. Through interactive modules, teachers explore research-proven strategies for effective online instruction. Each module also guides teachers through application activities so professional growth is immediately applied.

With content that is practical, relevant, and easy to integrate into daily practice, this path empowers educators to thrive in virtual learning environments—on their own schedule and at their own pace.

- Growth Mindset
- Interpersonal Skills
- Quality Contacts
- Lesson Intro Pages
- Effective Feedback
- AI in Education
- MTSS
- Executive Functioning
- Identifying Power Standards
- Math Talks
- Special Populations



NEW TEACHER ACADEMY

Learning Domains

Getting Started

Skill Building

Specialized Proficiency

The Connected Educator

Our **New Teacher Academy** integrates seamlessly with your onboarding process, providing structured support through a manageable 30-60-90 day format specifically designed for your transition to virtual education. Access self-paced learning resources, attend live sessions when possible, or review recordings at your convenience, all while receiving consistent guidance from your manager who will partner with you throughout this journey to ensure your success in the virtual classroom.

- Platform Navigation
- Teacher Start-Up Tasks
- Getting Started with Students
- Customizing Courses
- Monitoring Student Progress
- LiveLesson Platform Mastery
- Benchmark Assessments
- Intervention Support Programs
- Pearson Supported Tools
- LiveLesson Orientation
- School Year Cycle Course
- Creating Engaging Online Experiences
- Communication & Relationship Building
- Quality Assurance & Professional Growth



SYNCHRONOUS INSTRUCTION



Learning Domains

- LiveLesson with Class
- Instruction with Class
- Small Group Instruction

AI in Education

Nearpod

The **Synchronous Instruction Learning Path** builds teacher skills for effective real-time instruction, focusing on student engagement, classroom interaction, and responsive teaching. Includes product training, curriculum integration, and strategies for small group instruction to enhance live, targeted learning experiences.

- LiveLesson Functionality and Best Practices
- Using LiveLesson as an Instructional Tool
- Nearpod: Utilization and Best Practices
- Using Nearpod Math for Instruction
- Supporting Small Groups with LiveLesson and Nearpod
- Best Practices for Designing Small Group Instructional Experiences
- Developing Asynchronous Lessons
- Ensuring Accessibility in Lesson Design
- Applying the 5E Instructional Model
- Best Practices for Tier 1 Instruction
- Exploring Career Education



MATHEMATICS

Learning Domains



**Mathematical
Fluency**



**Math
Manipulatives &
Tools**



**Instructional
Strategies &
Resources**

The **Mathematics Learning Path** is designed for educators passionate about strengthening math instruction and student outcomes across all grade levels. Whether you're a classroom teacher, interventionist, or instructional leader, you'll find resources to deepen your content knowledge, enhance instructional strategies, and explore innovative tools like virtual manipulatives and fluency supports. Engage in collaborative spaces, participate in targeted professional learning, and access a library of curated materials to build your confidence and impact in math education.

- Best Practices in Math Education
- Developing Math Vocabulary
- Using Math Manipulatives in a Virtual Setting
- Supporting Engaging Mathematic LiveLessons
- Best Practices for teaching Algebraic Concepts
- Utilizing Nearpod Math
- Data-Driven Decision Making
- Targeted Math Interventions



LITERACY & WRITING

Learning Domains



K-12 Science of Reading



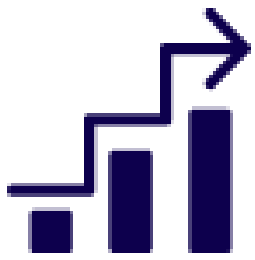
K-12 Writing Across Disciplines



Cohorts & Communities of Practice

The **Literacy & Writing Learning Path** offers targeted professional learning grounded in evidence-based practices and the Science of Reading. Designed to build literacy skills across all content areas, these sessions support educators in fostering a school-wide culture of literacy and strengthening students' reading and writing proficiency.

- Intensive Science of Reading: Foundations and Application
- Decoding and Phonological Awareness
- Alignment of Instruction to Science of Reading Principles
- Close Reading & Text Complexity
- Vocabulary Development Across Disciplines
- Building Engagement with Reading and Writing Across Content Areas
- Low-Stakes Writing to Build Confidence
- Inter-Rater Reliability in Writing Assessments



INTERVENTION & STUDENT SUPPORT



Learning Domains



MTSS



Benchmark Assessments



Tiered Intervention Support Programs



Specialized Support

The **Intervention & Student Support Learning Path** empowers educators with practical tools and strategies to support all learners through targeted, data-informed instruction.

Grounded in a Multi-Tiered System of Supports (MTSS), the sessions focus on identifying student needs, implementing evidence-based interventions, and supporting specialized learning pathways. Participants will engage in hands-on, “how-to” focused topics, including:

- Implementing Benchmark Assessments with fidelity.
- Analyze benchmark assessment data to inform instruction and intervention.
- Selecting and managing Intervention Support Programs.
- Utilizing Tiered Intervention Support Programs to design and deliver tiered instruction.
- Provide specialized support for students with diverse learning profiles.
- Foster collaboration among educators and support teams to ensure student success.



INSTRUCTIONAL COACHING

Learning Domains

Foundations for Impact and Growth

Year 1: Building Your Coaching Practice

Year 2: Expanding Your Impact

The **Instructional Coaching Learning Path** is designed for anyone who partners with educators to support professional growth—whether or not you formally hold the title of "instructional coach."

Grounded in Jim Knight's work and aligned with coaching values like partnership, clarity, and student-centered impact, this path provides foundational tools for those new to coaching, as well as deeper strategies for experienced coaches looking to expand their impact.

- Purpose and role of instructional coaching
- Core principles guiding effective practice
- Introduction to Jim Knight's Impact Cycle
- Building confidence through foundational coaching tools
- Expanding coaching strategies
- Reflection and collaboration around real coaching work
- Growing your practice in virtual environments



ADMINISTRATIVE SUPPORT SUCCESS ACADEMY



Learning Domains

Foundations for
Success-Onboarding
Series

Enrollment Portal

Records Management
& FERPA

Withdrawal &
Intent to Return

Attendance & Truancy

Reporting & Data
Management
Fundamentals

Professional Skills
Development

Leadership
Development

The **Administrative Support Success Academy Learning Path** equips administrative support staff with essential skills and strategies to thrive in virtual environments. Focused on practical application and professional growth, the program offers targeted training in communication, organization, technology, customer service, time management, and role specific topics. Whether new or experienced, participants will build confidence, enhance their impact, and develop leadership potential in a supportive, growth-focused environment.

- Foundations of the Administrative Support Role
- Professional Communication & Customer Service
- Utilizing the Pearson Online Classroom, Enrollment Portal, and other school platforms.
- Time Management & Organization
- Gain proficiency with Microsoft Office, Google Workspace, and Power BI for daily tasks and reporting.
- Accountable management of attendance, truancy, withdrawals, and student records.
- FERPA & Data Privacy





COUNSELING & CAREER



Learning Domains

 School Year Cycle

 Lead Counselors

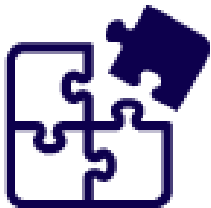
 Counseling
 Professional
Learning

 Career
 Program
Solutions

 Professional
 Learning for
Teachers & Staff

The **Counseling & Career Learning Path** provides a comprehensive suite of professional learning opportunities—both self-guided and synchronous—designed to strengthen the knowledge, skills, and impact of school counselors and educators. It supports key counseling tasks, career readiness, and whole-child development through timely, relevant, and accessible training experiences throughout the school year.

- Academic Planning
- Postsecondary Advising
- Data-Driven Counseling
- Trauma-Informed Practices
- Anxiety and Depression Support
- Promoting Collaboration and Respect
- Crisis Response
- Career Readiness Platforms
- Leadership Development for Lead Counselors
- Strategies for Fostering Collaboration across Counseling Teams



STUDENT SERVICES

Learning Domains

 **Special Education Teachers**


 **Special Education Leader**

 **Alternative Education**


 **English Learners**

 **Gifted**

 **Section 504**

 **Accessibility, Assistive Technology & Accommodations**

 **Compliance and Legal**

 **Related Services and Behavior Support**

The **Student Services Learning Path** equips educators and school leaders with comprehensive knowledge and practical skills to support diverse student populations in virtual environments. Participants will explore multiple specialized pathways that emphasizes proactive, inclusive, and data-driven approaches to ensure equitable access, compliance, and high-quality instruction for all students.

- Accessibility, Assistive Technology and Accommodation implementation best practices and workshops
- Quality IEP Development, Implementation and Compliance
- Best Practices for Behavior Support, Executive Functioning and Social Skills
- Alternative Education Programming Best Practices
- Utilizing Data to Inform Section 504 Plan Development and Compliance
- Providing Support for English Learners through Supplemental Resources
- Gifted ELA New Curriculum Implementation Best Practices



SCHOOL YEAR CYCLE

Learning Domains

Beginning of Year

Middle of Year

End of Year

Assessing
Student
Learning

Supporting
Training
Representatives


The **School Year Cycle Learning Path** provides training and resources to support teachers with key tasks that arise throughout the academic year. Each learning opportunity is designed to guide educators through important milestones—such as Welcome Calls, progress monitoring, and End-of-Year responsibilities—ensuring they have the tools needed for a successful school year.

- Essential Start up tasks
- Conducting Impactful Welcome Calls
- Resetting Section Expectations with Purpose
- Understanding and Utilizing Curriculum-Based Assessments (CBAs)
- Monitoring and Supporting Student Progress
- Supporting Lesson Completion
- Identifying and Addressing Learning Gaps
- Delivering Timely and Effective Interventions
- Strategic End-of-Year Planning
- Preparing Students for Summer Learning Success



PEARSON ONLINE CLASSROOM

Learning Domains

 **Pearson Online Classroom (POC) Tools**

 **Power BI**

 **Curriculum Support**

 **Credit Recovery**

Gain essential mastery of the **Pearson Online Classroom**, our learning management system, where you'll track student progress, customize lessons and deliver your virtual instruction. Sessions will cover navigation fundamentals, content customization tools, assessment capabilities, and communication features that empower you to create an organized, engaging learning environment tailored to your students' unique needs in the virtual setting.

- Designing Impactful Lesson Introduction Pages
- Creating Lesson Notes to Support Independent Learning
- Using the Customization Manager to Personalize Assessments
- Leveraging Power BI to Inform Instruction
- Confidently Navigate Pearson Curriculum Tools
- Effectively Managing Credit Recovery in the POC

Connections Academy Appendix

Connections Academy by Pearson

Connections Academy by Pearson – A Turnkey Solution

The Connections Academy solution outlined in this Appendix is an additional option for Manor ISD. Options 1 (District Partnership) and 2 (Connections Academy) are not mutually exclusive and could be combined into a full district and statewide offering. It allows Manor ISD to be an innovative district and provide a high-quality full-time virtual school option to students statewide without daily management and operational expertise by the ISD. Pearson has contracted with Houston ISD since 2009 to manage and operate Texas Connections Academy at Houston with strong parent satisfaction and strong academic results. By contracting with Pearson, Manor ISD can feel confident that Pearson's Connections Academy program meets the needs of Texas students and the state of Texas. The following are benefits to Manor ISD:

- Increase reach across the state
- Leverage Texas Connections Academy brand
- Stay competitive
- Increase awareness of Manor ISD options and community across the state through school outreach efforts
- Provide another option to students as a district of “choice”
- Increase college and career readiness program offerings for students
- No facilities or operational duties required

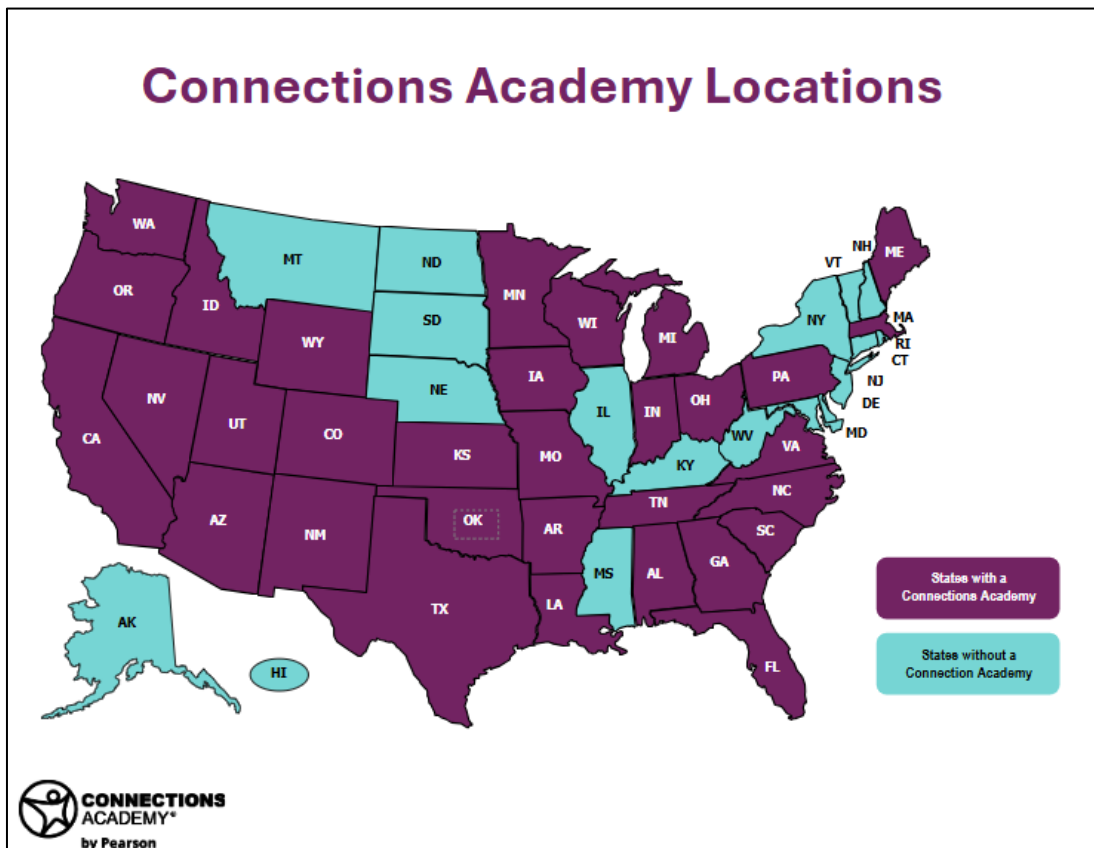
Pearson Virtual Schools provides a full suite of services as part of its Connections Academy program. The following are the services that are included in a Connections Academy school in Texas:

- Day-to-day oversight of the school
- Highly qualified Texas-certified online teachers
- Award winning curriculum
- Comprehensive EMS platform
- Special education services with indemnification
- 504, ELL, G+T, Honors, CTE
- State Testing
- Personalized learning approach for each student
- Counseling Services
- College and Career Readiness
- A full array of clubs
- Field trips
- Outreach planning and execution
- Financial Services
- Marketing and Enrollment Services
- State System and SIS Integration
- Human Resource Services

While the oversight resides within Manor ISD, the day-to-day operations reside with Pearson. It allows Manor ISD to focus on its local students via Option 1 while providing a high-quality virtual school that provides funds to support other Manor ISD initiatives.

Who We Are

Connections Academy® schools have more than 25 years of experience successfully providing full-time turnkey online learning to students across the country. Currently, there are over 100,000 students in 31 states served annually by 42 Connections Academy schools. Students are provided with high-quality curriculum aligned with state standards and taught by specially trained, Texas certified teachers provided by Pearson. When online school is done right, everyone benefits, especially students. We strive to ensure that every student has a solid educational foundation in elementary school, enters middle school ready to develop higher order thinking and analytical skills, and remains on track to graduate high school with the knowledge, skills and experiences that prepare learners for post-secondary pathways into college and career.



Pearson in Texas

Texas Connections Academy at Houston (TCAH) was founded in 2009. TCAH is currently sponsored by Houston ISD with approximately 12,390 students in grades 3 – 12. A few statistics about TCAH include the following for school year 2025-26:

- 45.2% qualified for Free/Reduced Lunch
- Approximately 12% IEP, 10% 504 Plan, and 4% Gifted
- 38.2% White, 14.3% Black, 42.1% Hispanic, 4.7% Asian
- 10% Elementary School (Grades 3-5)
- 30% Middle School (Grades 6-8)
- 60% High School (Grades 9-12)

Student Services

Supported by Pearson, Connections Academy schools are committed to providing a high-quality education that is personalized to meet each student's unique needs and interests. Using our innovative and accessible technology, we connect parents, teachers, and students from home or anywhere with an internet service. Our easy-to-navigate portal, Pearson Online Classroom, gives students everything they need to move through their school day and provides parents with the tools and resources needed to help their children thrive. Pearson Online Classroom is more than a Learning Management System; it is an ecosystem for full-time virtual learning.

Parent Satisfaction

Students and parents choose Connections Academy schools for a variety of reasons, including a student's need for a flexible schedule, a desire for a safe learning environment with less exposure to social influences and distractions, special needs considerations, bullying concerns, parental desire to be more involved in student learning, and mental health concerns. From the most recent school year, Texas Connections Academy at Houston Parent Satisfaction survey, we found:



The Parent Satisfaction Survey is conducted annually among schools and learning coaches who choose to participate.

Academics

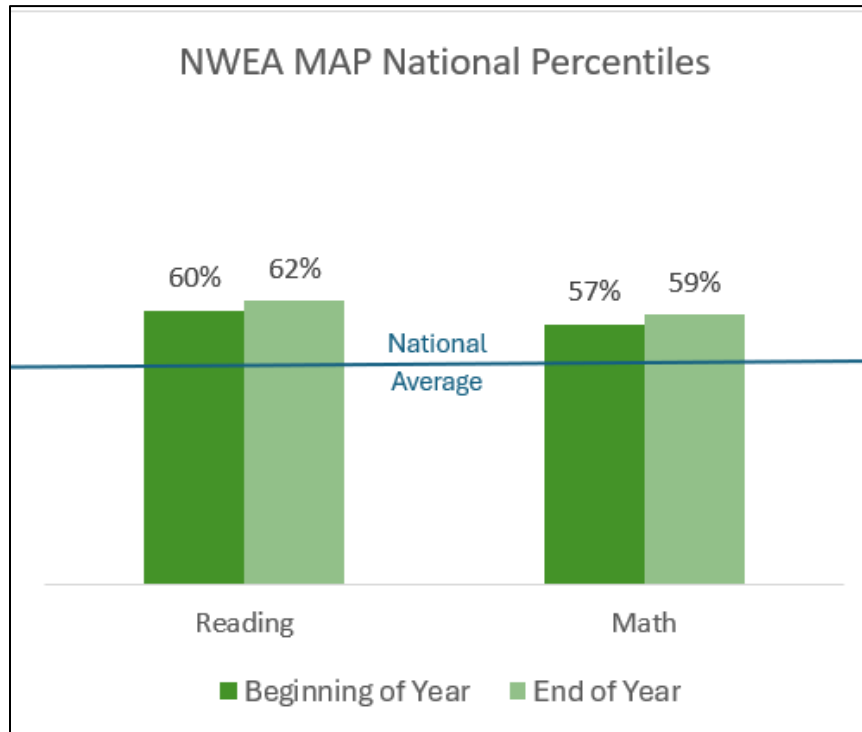
High Level Performance

For the 2024-2025 school year, Texas Connections Academy at Houston (TCAH) earned an overall “B” rating under the Texas accountability system, demonstrating high academic achievement, measurable progress, and strong student outcomes.

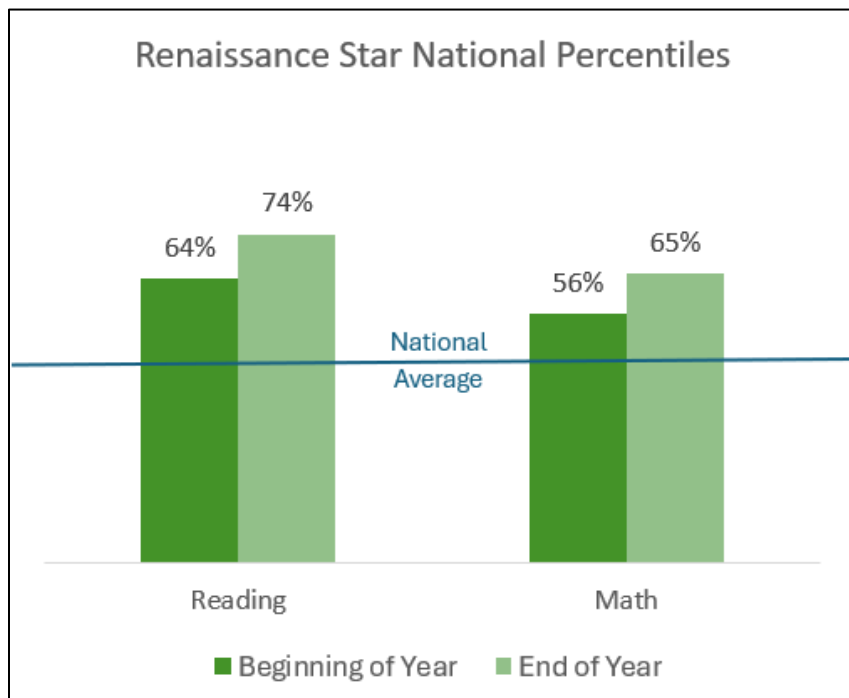
	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		82	B	
Student Achievement		81	B	0%
STAAR Performance	41	70		
College, Career and Military Readiness	36	51		
Graduation Rate	92.1	65		
School Progress		82	B	70%
Academic Growth	56	57	F	
Relative Performance (Eco Dis: 47.8%)		82	B	✓
Closing the Gaps	33	81	B	30%

TCAH’s most recently reported graduation rate of 92% exceeds the Texas state average, and reflects sustained student engagement, academic support, and successful on-time completion.

In addition, Pearson Virtual Schools outperformed the national average in benchmark assessments in 2024-2025.



NWEA MAP National Percentiles



Renaissance Star National Percentiles

Families, students, and staff are proud of the academic results achieved. Connections Academy schools demonstrate a high-quality, academically rigorous, and engaging option for students.

Commitment to Continuous Improvement

Pearson is committed to improving student outcomes by investing in research, data analytics, and student/teacher dashboards to provide real-time data to improve performance, curriculum, curricular resources, and actionable practices. The advantage of being part of this network is to share and collaborate with other school leaders and staff while benefitting from Pearson's 25+ years of experience and research. For example, the good schools model includes findings such as:

- Students who receive at least five contacts within the first ten weeks of school are 22% more likely to stay on track to graduate.
- Students who participate in small group learning sessions score 8% higher in their math and ELA courses.
- When teachers add supplemental instructional materials to the new lesson introduction pages, students realized an on-average 10% gain in math scores.

Educational Management System

The Educational Management System (EMS), called Pearson Online Classroom, is the platform for organizing and supporting the entire educational environment for the school. This suite of web-based software delivers assignments and tracks activities (whether conducted virtually or asynchronously) while monitoring the completion of individual lessons as well as mastery of skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. (The Learning Coach is the parent or caretaker helping students with educational tasks.) The EMS operates within a secure, robust technology infrastructure, protecting data from loss and intrusion while maintaining a safe environment. Students, teachers, administrators, and Learning Coaches access the EMS to organize, document, and interact, ensuring an unprecedented level of engagement. The EMS is continually updated and improved for the success of schools and families. All new releases and updates of the EMS are automatically provided.

The EMS is a combination of a learning management system, student information system, and communication tool that enhances all aspects of an online school, from curriculum, human resources, teaching/learning, to evaluation. The EMS creates a rich, vibrant online classroom experience that allows parents, teachers, and students to work together in a supportive and secure environment. The comprehensive, reliable, and user-friendly system is designed to guide students through a rigorous curriculum in a way that also meets their individual learning needs. Students and parents can access the EMS online 24 hours per day. Email is securely located within the EMS. Students, parents, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.

Pearson Online Classroom integrates key functions and services that are critical to maximizing the academic experience and performance of enrolled students for both the

education program and school operations. The school will have personalized access to the EMS through the creation of a branded registration page, login page, and EMS menu bar. The EMS allows teachers, students, and parents to do the following:

- View daily, weekly, and monthly schedules at a glance;
- Access all lessons and course assignments;
- Monitor progress through an up-to-the-minute Grade Book;
- Receive alerts and communicate through secure WebMail messages;
- Work together in a safe and supportive environment;
- Communicate with teachers and other students and families via message boards; and
- Provide ratings and written feedback about specific lessons and overall learning experiences.

The EMS will store data about students, their attendance, and their performance as needed. This data will remain private and protected, accessible for viewing only by appropriate school staff, teachers, and parents/guardians. Universally used Pearson Online Classroom tools ensure high levels of accountability, transparency, stakeholder involvement, and communication. The EMS provides support for continual capture and strategic analysis of data about student learning outcomes. This data may be used for formal reporting on the students' and the school's instructional progress.

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

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

Cybersecurity Measures to Guarantee Confidentiality of Data

All data accessed via the EMS will be accessed through forced SSL for privacy and security purposes. Private data transmitted between systems for data reporting purposes will always be transmitted with secure File Transfer Protocol (FTP) or over a private VPN that provides encryption. Additionally, every year school administrators are offered training on personally identifiable information (PII) and are asked to acknowledge in a statement the importance of FERPA and protecting PII.

The EMS contains several unique and efficient mechanisms for families and schools to communicate with one another. Since the EMS is a closed system, no communication can be made to or from anybody outside of the system. Learning Coaches in the system may opt in to have school WebMails (an internal secure email system) forwarded to a personal email address in the profile page; however, the Learning Coach can only respond to a WebMail by logging into the EMS. A Learning Coach can opt out of this feature at any time. Parents or legal guardians can control what, if any, of their student's information is posted and accessible to others in the School Directory. To set or modify these options, Learning Coaches can go to the School Directory Data View to adjust their student's permissions at any time. The School Directory Data View is accessed from the student's home page in the EMS under Data Views or through the student's "information" icon.

The EMS maintains a complex system of roles, permissions, and locations to control access to data and files. For example, a user may have the teacher "role" in their school "location" and therefore is only able to access information about students in their school but is not able to access information about students in other schools. Likewise, a School Leader (role) of the school (location) is only able to access information about students and teachers in their school and cannot access information about other locations.

Access to data is controlled by "role" also. To perform a particular job, a user has the necessary role(s) that will facilitate doing their job. For example, the enrollment staff can view, enter, and report on data about students for facilitating the enrollment process. Teachers can view, enter, and report on data to facilitate the learning process.

EMS Data Dashboard

Teachers will view the students' attendance, participation, and performance daily via the EMS teacher's dashboard on their home page. Teachers also monitor student engagement through the teacher dashboard and an escalation system. Intervention Indicators are displayed in the EMS on the Teacher Homepage to facilitate a teacher's identification of students who may need additional instruction or intervention in math, reading, or both.

These indicators are data-driven codes and are the first step of multi-tiered instruction. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Intervention indicator codes are used to identify students who may be at-risk of failure, assist teachers in determining and implementing appropriate instructional interventions, and monitor the effectiveness of interventions. Additionally, teachers can run performance reports through the EMS. This method accomplishes the following:

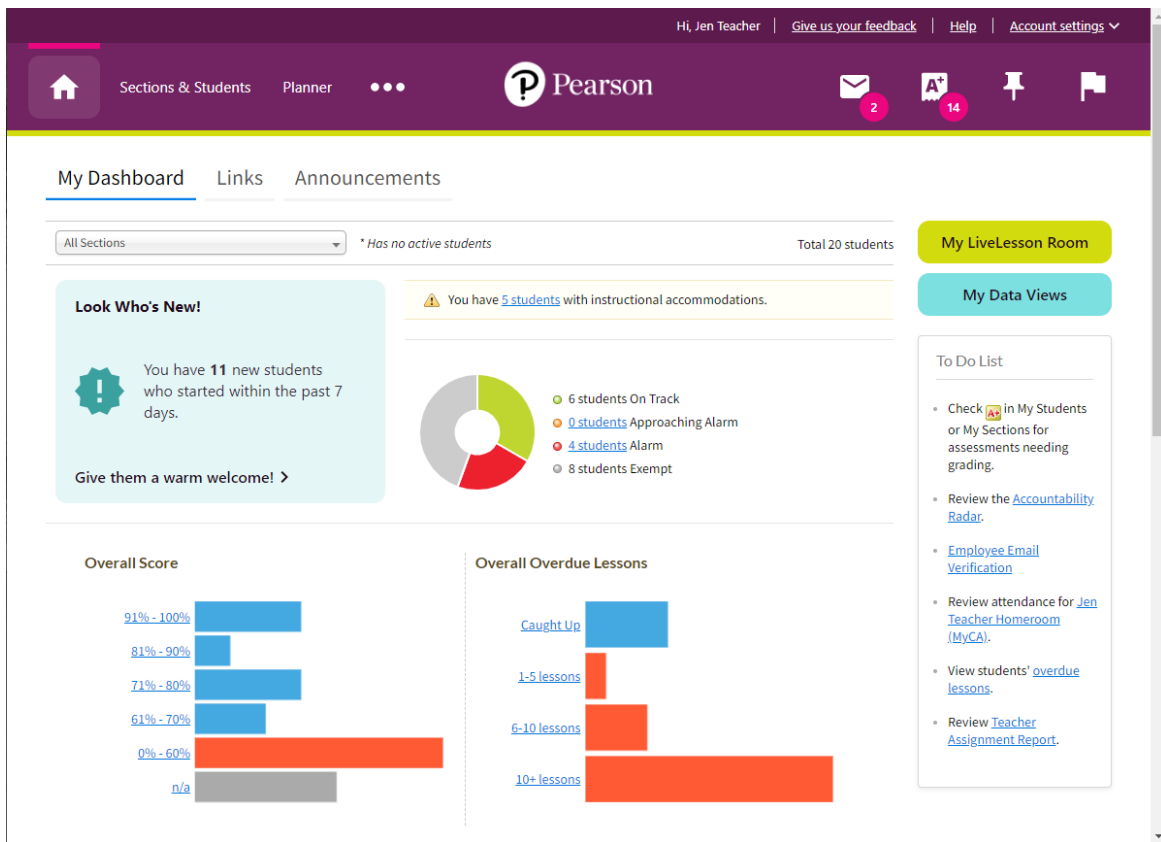
- Enhances the multi-tiered instruction model;
- Identifies essential skills and standards by subject/grade level;
- Identifies how and where these essential skills and standards are assessed within the program;
- Provides a Multi-tiered Systems of Support model;
- Provides access to and analysis of real-time data to determine mastery/proficiency;
- Incorporates data-driven decisions throughout instruction;
- Maximizes use of the instructional support programs, resources, and data;

- Identifies the need for tiered interventions for non-mastered/proficient skills and standards; and
- Identifies students' response to the implemented interventions.

Escalation status is based on several criteria and is a combination of measures that indicate if a student is demonstrating adequate participation and therefore attendance in the program. This not only includes the actual attendance, but also lesson and assignment completion rates, and amount of communication with the teacher. Therefore, if a student's work completion rates are not on track or if they fail to communicate on a regular basis with the teacher, they will be placed into an escalated (Approaching Alarm or Alarm) status.

Enrolled students are always in one of four escalation statuses:

1. On-Track
2. Approaching Alarm
3. Alarm
4. Exempt (rare)



The Teacher Homepage enables teachers to easily identify students who may need additional instruction or intervention.

Curriculum

The proposed Connections Academy for Manor ISD will offer the comprehensive, award-winning, high-quality, web-based curriculum and instructional program from Pearson that meets standards at the state and national levels while also integrating the industry-leading materials, texts, and resources available. The grades 3-12 curriculum meets the Texas Essential Knowledge and Skills (TEKS) standards. Grades K-2 are currently in the development phase with a goal of full TEKS alignment by the 2027-2028 school year.

The curriculum is updated regularly, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. As state standards are modified or changed in the future, Pearson will continue to modify or update the curriculum to meet them. The program provides instruction throughout the lessons in both synchronous and asynchronous sessions. Teachers provide LiveLesson® sessions, office hours, small-group interventions, and one-on-one tutoring sessions throughout the week.

Elementary and Middle School Curriculum (Grades K-8)

Students in grades K-5 will be enrolled as elementary school students, and students in grades 6-8 will be enrolled as middle school students. The program of instruction for students in grades K-8 can be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success. Teachers will deliver a personalized elementary school and middle school curriculum that will be tailored to best meet the needs of their students. Below is an overall description of the curriculum. However, the exact courses offered at the school will vary each year (with the anticipation of expanding offerings) and depend on the number of students enrolled, the grade levels of enrolled students, the number of staff hired meeting educational, operational, and financial requirements, and the priorities of the school.

Although students in a full-time virtual school have flexibility in their daily schedules, elementary and middle school students will take six to nine courses per year. The following lessons will be scheduled on a weekly basis for students in elementary grade levels, 3-5 (with intention of full K-2 implementation in 2027-2028, with TEKS-aligned courses for these grade levels). In addition to lessons, students will have the opportunity to participate in clubs, activities, and extracurricular experiences on a weekly basis.

Kindergarten-Grade 5:

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

Grades 6–8:

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

The curriculum includes a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. LiveLesson® sessions, which provide for real-time direct instruction with individual and small groups of students using Internet based video, phone service, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real-time in the online classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit later if they missed them or want to refresh themselves on the topics covered.

World language instruction is available for students in grades 3–8. Advanced middle school students (typically grade 8) may have the option to take high school level French, German, Spanish, and Sign Language. Opportunities for students to engage in speech and pronunciation practice occur during synchronous instruction, small group instruction, teacher office hours, and in 1:1 conversation with the teacher. The school will focus on developing and nurturing a culture of math acceptance and empowerment. With a focus on student engagement, activities and practices will provide opportunities for the individual to develop an awareness of and appreciation for math in the students' everyday lives; make math more approachable for students, parents, and teachers; build pride and confidence in math effort and achievements; and make math connections with college and career planning.

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

The curriculum also offers a selection of accelerated classes in math, science, and language arts. With individualized lessons, special courses for accelerated learners, and specialized teachers, an environment is created where talents are nurtured, and potential is realized.

High School Curriculum (Grades 9–12)

The school will provide a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college or an immediate career choice.

The high school curriculum has NCAA approval and provides a comprehensive program with multiple levels of academic coursework aligned to the TEKS that include Standard, Honors, and Advanced Placement® (AP).

While all levels are designed to meet standards and provide students with a rigorous curriculum, levels enable differentiation based on student needs and college and career goals. Students will work with an academic placement advisor or their school counselor, depending on grade level, to determine the appropriate course level placement that best meets the student's needs. Students entering 10th–12th grades are typically supported in course placement by the school counselor.

The proposed high school curriculum includes a wide variety of electives and intensive world language instruction. Courses will continue to be added as they become available.

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

High school courses incorporate graded asynchronous online discussions which are required for all students. These discussions create opportunities for collaboration and interaction among students, increase problem solving skills, and provide opportunities for a “real-world” audience.

For academic and career planning, the high school model also includes a host of services and procedures to address credits, transcripts, and counseling. It is important for students to start early planning for graduation and post-secondary education or the world of work to avoid running the risk of missing crucial courses that might thwart their plans or aspirations.

An Honors/AP program will also be available for high school students. The program has a history of success, as demonstrated by a national survey of families with students enrolled in honors or AP classes at schools supported by Pearson. In a 2022–23 survey conducted by Shapiro + Raj (an independent market research company) of students enrolled in a Connections Academy school using the Pearson curricular program, 95% of parents agreed their school's curriculum is high quality.

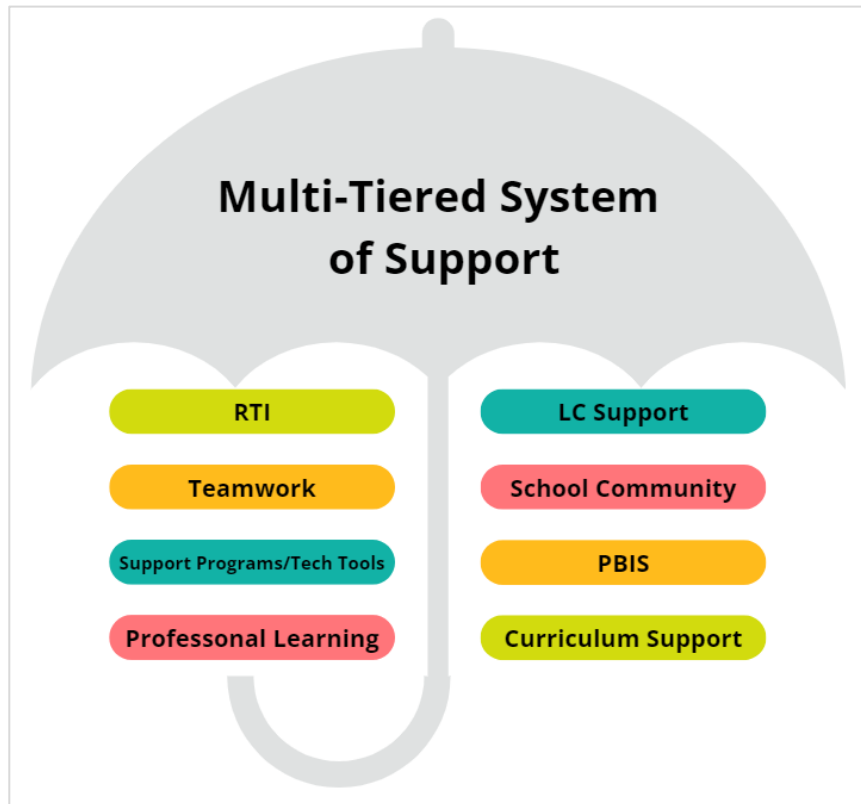
High school students will have access to college preparatory courses and may choose from Honors courses, College Board–approved online AP courses, and Dual enrollment courses. By enrolling in these demanding college-level courses, students demonstrate their commitment to higher education, which may give them a competitive advantage during the college application process.

Multi-Tiered System of Support (MTSS)

The Multi-tiered System of Support (MTSS) Framework ensures individual students receive the academic and behavioral support they need. Students who need support beyond the core curriculum with differentiation (Tier I) receive targeted intervention via teacher facilitated instruction and possible use of Tiered Instructional Support Programs (TISPs) in Tier II, and Tier III. Students' responses to interventions are monitored by the supporting teacher and adjustments to the type and intensity of support are made as needed.

This MTSS process is facilitated by data gathered through various assessment tools and methods, which help teachers identify students' instructional needs that may require intervention. The process of identifying student intervention needs, assigning interventions, tracking their success, and communicating with parents, is ongoing. All efforts are made to meet each student's needs within the general education program.





The Multi-Tiered System of Support includes thorough training and support to ensure that all resources are easily accessible to teachers and students.



A Multi-tiered System of Support (MTSS) is a framework that includes a system of supports for students encompassing many different areas of a student's life including academics, behavior, and social/emotional well-being. A tiered approach with increasing intensity is used to support students who need targeted, research-based interventions.

Tiered Instructional Support Programs

Tiered Instructional Support Programs are included in the curricular offerings in a Connections Academy school and are available to those students needing additional support. In addition, the teachers are provided with a comparison chart of all supplemental instructional support programs outlining criteria such as instructional focus, diagnostic/prescriptive/adaptive, placement tests, motivation/rewards, assessments, progress monitoring, and additional program features so teachers can make the best supplemental instructional decisions for students.

				
Benchmark Integration	Renaissance/Star360	NWEA/Map Growth	none	none
Grade Level Content	K-12	K-12	2-12	6-12
Rostering Guidelines	Linked to Renaissance	Rostering Supported by PVS	Rostering Supported by PVS	Auto rostered by sectioning
Program Overview	<ul style="list-style-type: none"> • ELA • Math • Science • State Standard Aligned • Teacher Assigned • Diagnostic • Student Selected 	<ul style="list-style-type: none"> • ELA • Math • State Standard Aligned • Teacher Assigned • Diagnostic • Student Selected 	<ul style="list-style-type: none"> • ELA • Math • Science • Social Studies • State Standard Aligned • Test Prep • Teacher Assigned • Student Selected 	<ul style="list-style-type: none"> • Middle School Math • Algebra 1 • Algebra 2 • Geometry • High School • Teacher Assigned • Diagnostic & Prescriptive study plans

The following are the tiered instructional support programs included in the curricular offerings:

Literacy

- Freckle ELA
- IXL Reading
- Study Island

Mathematical Reasoning

- Freckle Math
- IXL Math
- Math XL
- Study Island

Support for Special Education Services

In keeping with TEA goals for Special Education, Pearson is committed to high expectations and strong systems that achieve equitable outcomes for every student with a disability. We will ensure that compliance is maintained with the Individuals with Disabilities Education Act (IDEA), Section 504, the Family Education Rights and Privacy (FERPA), and the Americans with Disabilities Act (ADA). The Connections Academy school will provide a free and appropriate public education to children with disabilities, as identified under such Acts and policies. These supports include but are not limited to identifying, evaluating children with disabilities, and planning individualized education programs that meet each student's unique needs, in accordance with state and federal requirements.

Pearson will operate and manage the Special Education Services program, including ensuring that all students receive the accommodations, modifications, and services necessary to access and progress in the general education curriculum in the Least Restrictive Environment, as outlined in each student's Individualized Education Plan (IEP). Manor ISD special education leadership and related staff may provide general oversight and periodic input, as appropriate, to support alignment with district expectations.

Support services for students with disabilities (according to students' needs) include:

- Direct special education intervention support for a student, as outlined within their IEP, which may be provided via small group or individual LiveLesson online classes, and/or one-on-one sessions over the telephone or as otherwise appropriate based upon each student's needs as determined by the IEP team.
- Direct related service support (e.g., speech-language, occupational or physical therapy, etc.) provided online, face-to-face, home-based, at community sites, or therapist offices. The location of service is determined based on student needs and appropriateness of the location for the service.
- Ongoing progress monitoring, 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.
- Regular progress reporting to parents, at least as frequently as general education progress reporting.
- Ongoing support and guidance from special education staff to the general education teachers to provide appropriate accommodations and modifications, as per a student's IEP, to the general education curriculum.
- Careful logging in the EMS of every conversation, contact (by phone, email message, LiveLesson session, or other means) and consultation with the student and/or parent as well as general education teachers.
- Specific tracking and reporting for providers of direct/related services, with scrutiny by the special education staff of any missed appointments or incomplete services.

- Conducting triennial evaluations. Conducting IEP team meetings, including the parents, for all new students to adopt or amend the IEP, or conduct an Annual Review. Prior Written Notice detailing the decisions of the IEP team are provided to parents along with Parental Rights at least once annually and at appropriate instances when IEP revisions are made.

Pearson will collaborate with Manor ISD to ensure it is compliant with the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C.A. §§ 1400 et. seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504) and the Americans with Disabilities Act.

Pearson will ensure the delivery of special education and related services. Schools supported by Pearson have demonstrated success with special populations and ELL populations nationally. Pearson assists schools in providing these services and has extensive experience providing special education services to existing online schools throughout the U.S.

Support for English Language Learners

Methods for Identifying ELL Students and Avoiding Misidentification

The proposed Connections Academy for Manor ISD will follow state procedures and will use required criteria and procedures to correctly identify English Language Learner (ELL) students. Pearson is a turnkey provider and as part of the Connections Academy full-service model this process will be conducted by the Texas-based Connections Academy school. Incoming families will complete the Home Language Survey (HLS)¹ that includes questions such as those below and will be retained in the student's record.

- What is the primary language used in the home, regardless of the language spoken by the student?
- What is the language most often spoken by the student?
- What is the language that the student first learned to speak?
- Has your student ever attended school in the United States?
- If yes, how many years?
- In what state?
- If your student has attended another school in the state, please share which district/charter school?
- The HLS should be administered the first time a student enrolls in a school. If a student moves schools or districts within the state and completes an additional home language survey at the time of registration, the answers on the original home language survey used to determine ELL Status will prevail.

¹<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Home-Language-Survey.aspx>

Another way to screen a student is to conduct a Parent Interview and Records Review. Some newly enrolled students can be screened without a parent interview or records review as it is clear that these students have very limited English proficiency and no exposure to any academic education in English.

Other students may have a multilingual background and will require further investigation. Considering these additional action steps may help prevent erroneous ELL identifications:

- Conduct a parent/family caregiver interview.
- Review available documents (e.g., school records).
- Look at MTSS protocols (multiple moves, family backgrounds, academic performance, etc.).
- The student has a first language other than English; has never been identified as an English learner and has been attending K–12 English–language U.S. schools for more than three consecutive years meeting grade–level expectations.
- The student was identified as an ELL but has exited the ACCESS for ELLs annual assessment with the state criteria recorded in PowerSchool and documentation in the student cumulative record.

If the HLS indicates a response to any questions that a language other than English is used, the student will be considered as a potential ELL student until the English proficiency assessment is completed. The HSL must be completed at the time of the student's enrollment. In the case of answers of languages other than English to the HLS questions, the school will also review cumulative records to determine any prior English language instruction and services. Additionally, a family interview will be completed by the school.

To identify if a student qualifies as an ELL, the school will use a screener, WIDA Screener for Kindergarten and WIDA Screener (Online or Paper) for grades 1–12, to assist in the identification of students. The school will notify parents/guardians of the initial screening results and program placement decisions within 30 days of the beginning of the school year or within two weeks if the student enrolls during the school year. If there is a delay in assessing the student, this will be documented in the student's file to include the reason for the delay, evidence that the student is accorded the programming required for ELL students pending the delay, and a specific timetable for completing the assessment. This documentation will be mailed to the parents in the language they understand. A copy will be retained in the student's files. The school will consider at least two of the following criteria in addition to the language assessment scores to develop a plan for each ELL student, often called the Individualized Language Plan (ILP):

- Extent and nature of prior educational or academic experience, social experience, and/or a student interview;
- Recommendations and observations by current and previous instructional and supportive services staff;
- Level of mastery of basic competencies or skills in English and native language according to local, state or national criterion-referenced standards;
- Grades from the current or previous years; or
- Other assessment results.

Any determinations by the ELL Team (recommended participants are the ELL Lead Teacher, parent and general education teacher, preferably the Language Arts teacher) will be contained in a written evaluation with a narrative description of the basis for the decision and will be placed in the ILP. The ILP will be implemented to address the student's English language needs and will be maintained in the student's file.

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

Specific Instructional Programs, Practices, and Strategies for ELL Students

As part of the language instruction educational program (LIEP), a certified ESOL Teacher will implement the Sheltered Instruction Observation Protocol (SIOP®) as the framework for language acquisition lesson designed for direct instruction to ELL students. The goal of the LIEP is to ensure that students whose native language is not English are able to develop and attain English proficiency and achieve academically. Teachers will participate in professional development sessions to increase their knowledge of practice and implementation of this instructional model. The SIOP® framework will ensure that teachers design lessons to make grade level content accessible for ELL students while developing their academic language skills in content area classes. ELL students will be provided with additional supplementary instructional support software and progress monitoring throughout the school year. The school will also have access to a TESOL-certified ELL expert who will support the school and its efforts to identify and educate ELL students in the virtual environment. There will be a teacher at the school who is designated as the ELL Student Lead and will work closely with the ELL student.

The school will designate one of the certified English for Speakers of Other Languages (ESOL) teachers as the ELL Lead Teacher, who will work with content teachers, Learning Coaches, and students to ensure material is adapted and accessible for all ELL students. The ELL Lead Teacher will maintain student files, consult with Learning Coaches, provide direct instruction to ELL students via LiveLesson® sessions and telephone calls, conduct progress monitoring throughout the school year, create and implement targeted interventions based on the data from progress monitoring, monitor exited ELL students for academic progress using state-specific criteria, and comply with state and federal law pertaining to ELL students. The school will have access to Pearson's ELL experts who will support the school and its efforts to identify and educate ELL students.

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

The school will designate an ELL Lead Teacher, who will work with content teachers, Learning Coaches, and students to ensure material is adapted and accessible for all ELL students. The ELL Lead Teacher will maintain student files, consult with Learning Coaches, provide direct instruction to ELL students via LiveLesson sessions and telephone calls, conduct progress monitoring throughout the school year, create and implement targeted

interventions based on the data from progress monitoring, monitor exited ELL students for academic progress using state-specific criteria, and comply with state and federal law pertaining to ELL students.

The goal of an Emergent Bilingual (EB) program is to provide support for students to achieve proficiency in all academic subjects, meeting or exceeding state standards ([TEA Checklist](#)) and to instill confidence, self-assurance, and a positive identity with their cultural heritages.

All ELL students will participate in the state's annual language proficiency assessment, WIDA ACCESS or WIDA Alternative ACCESS.² The English proficiency annual assessment takes place January through March. The ELL teacher will coordinate in-person testing of ELL students at various locations across the state within the established timeframe for the state. These annual test results will help determine continued program placement and allow teachers to adapt content to individual student needs. All mandated state tests will be administered to ELL students as required by law.

For special populations of students (e.g., students with disabilities, students with Section 504 Plan, or ELL educational plans), accommodations help these students access the general education curriculum. Accessibility tools and accommodations should be used in instruction and assessment throughout the school year and at least three months before any state assessments. Supports that are provided on state assessments must be familiar to the student and must match those supports and accommodations that are provided for classroom instruction and assessments throughout the school. A student's parents/guardians should be knowledgeable about the supports and accommodations planned for their child so that they are aware of the conditions under which their child will participate in the assessment.

All students can work toward grade-level academic content standards via differentiation and appropriately selected supports and accommodations. In most cases, the ELL supports that are provided to students in the classroom should be the same as those provided for statewide assessments. In some cases, a support that is allowable in the classroom is not appropriate for use on statewide assessments. Test administrators at the school who will work with ELL assessments will receive test administration, test security, and test accessibility training prior to administration of any state assessments to ensure accurate, valid, and reliable results of student achievement.

When a student demonstrates proficiency, a school-based team consisting of the ELL Lead Teacher, student's content teachers, administrators, counselors, and the parent/guardian will decide whether the student continues to require ELL instruction. Multiple factors are considered, including current WIDA ACCESS, or other state-required annual assessment testing results, academic performance, state test results, teacher feedback, and parental input. The school will follow the state procedures for reclassifying ELL students.

²<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/ACCESS-for-ELLs.aspx>

If the team determines that the student meets criteria for reclassification, is English proficient and can successfully perform in classes without significant language support, they will be reclassified as a Monitored Former English learner (MFEL). The school will actively monitor MFEL students for four years once they are exited from services to ensure students have not been prematurely exited and to ensure MFELs are meaningfully participating in the standard instructional program comparable to their peers. MFEL students are considered successful if they maintain proficiency on local assessments. In the event of the re-identification of an ELL student, the school will closely monitor the student's progress and establish procedures, methods, and services to be used to provide assistance to exited/former ELL students who experience a lack of success due to academic deficits and/or lack of English proficiency. For example, for re-identified elementary grade students, the school's ELL Testing Participation Committee, along with the MTSS team, pays particular attention to students flagged for Tier II and Tier III interventions. For re-designated students in middle school and high school, the Committee pays particular attention to the list of students who are in "escalation" status.

Plans for Monitoring and Evaluating the Progress and Success of ELL Students

The progress and success of ELL students will be monitored and evaluated in multiple ways at the school, including student status indicators in the EMS, intervention indicators in the EMS, LiveLesson sessions, the grade book, and daily attendance.

Student Status Indicators

Enrolled students are always in one of three escalation statuses:

1. On-Track
2. Approaching Alarm
3. Alarm

These statuses are displayed by student names on the teacher homepage for fast identification of students who may be struggling or failing to engage. Students and their Learning Coaches will also see these statuses on their homepage. Escalation status is based on several criteria and is a combination of measures that indicate if a student is demonstrating adequate participation in the program. This not only includes actual attendance, but also lesson and assignment completion rates, and the amount of student communication with the teacher. Therefore, if a student's work completion rates are not on track or if they fail to communicate on a regular basis with the teacher, they will be placed into an escalated (Approaching Alarm or Alarm) status. Teachers will then reach out to the family, schedule one-on-one LiveLesson® sessions with the student, or provide supplemental support to help the identified student. The school will also work with the family and student to help get the student's attendance back on track if attendance is a factor in the status indicators.

Intervention Indicators

There are other ways that the school will be able to identify students who may be academically challenged or challenged with engagement. Intervention Indicators are displayed in the EMS to facilitate a teacher's identification of students who may need additional instruction or intervention in math, reading, or both. Additionally, teachers can run performance reports through the EMS. This method provides access to and analysis of real-time data to determine mastery/proficiency; incorporates data-driven decisions throughout instruction; maximizes use of the instructional support programs, resources, and data; identifies the need for tiered interventions for non-mastered/proficient skills and standards; and identifies students' response to the implemented interventions.

LiveLesson Sessions

Students will have the opportunity to join online classrooms through a real-time, interactive web conferencing tool called LiveLesson. LiveLesson sessions allow teachers to engage synchronously and directly with students using video, voice-over IP, electronic whiteboard, breakout rooms, and shared web surfing. These sessions are also recorded so students can watch on their own schedules. This live interaction and support are direct reflections of formative assessment that indicates to the teacher where additional efforts are needed to help students master the content. Teachers document all synchronous contact with a student within the student's Log in the EMS.

Grade Book

As another means of monitoring engagement, the powerful Grade Book, embedded in the EMS, will enable teachers and parents to track progress daily, and to see up-to-the-minute information on grades, assessments, and overall lesson completion.

Attendance

Student attendance will be verified regularly by both teachers and Learning Coaches and logged within the EMS. The school will monitor and review attendance records on a weekly basis. All students must complete assigned lessons and submit assessments. Students and/or their Learning Coaches must also participate in/respond to telephone calls, email messages, and/or web conferencing (LiveLesson sessions) contacts, as well as in-person contacts (if required) with a teacher during the school's regularly scheduled school hours.

The school will verify that the attendance records are accurate, which includes not only the attendance hours recorded by the Learning Coach, but also the lesson and assignment completion rates and the amount of communication the student has with the teacher. During course design and alignment, lesson and assignment completion times are estimated, thus student lessons and assignment completion can be used to estimate the amount of student time spent engaged in learning.

If a student's work completion rates are not on track and/or if they fail to communicate on a regular basis with the teacher, they will be flagged for review using the student status indicators. The Approaching Alarm or Alarm status is displayed in the EMS and will require follow-up action from the school to ensure that the student completes his or her lessons, assessments, and required weekly hours of attendance. In reviewing attendance documentation, teachers must determine that each student has met or exceeded the required amount of instructional time stipulated by state regulations.

Marketing Including Public Information Campaign

As a turnkey solution, the Connections Academy program in Texas will include a full suite of services to ensure students throughout the state of Texas are informed about the program. Student recruitment efforts generally begin in February prior to the start of school. Pearson will help recruit families that represent and promote the diverse, full cultural, demographic, and socioeconomic range present throughout the state of Texas.

Website

A branded Connections Academy website specific to the school will be created and maintained. The website will contain information about the school, its curriculum, FAQs, as well as enrollment information and procedures and other useful tools for prospective students and their families. This will be fully managed by Pearson as part of the contract to offer a Connections Academy school.

Pearson will also develop and implement a Public Information Campaign to help drive awareness and interest of the school to attract a sufficient pool of eligible students. The campaign will consist of a variety of marketing and outreach tactics designed to reach and inform potential students, including students with special needs and English Learner students, their Caretakers, and other interested parties about the Education Program.

The campaign may include the following marketing and outreach tactics to inform families about the school and provide them with an opportunity to enroll:

- Virtual information sessions to educate families and answer questions about the school; and
- A School website with information about the approach, curriculum, FAQs, enrollment information and procedures, information sessions schedules, and other useful tools for prospective students and their families.

Campaign initiatives, strategies, and tactics may shift throughout each Academic Year of the Term depending on market demand, changing consumer behaviors, and testing and optimization campaigns. Through its recruitment and application guidance activities, the school will regularly disclose full details about its program and encourage families to carefully consider its academic rigor and practical implications before applying. The school will also provide tools (such as contact with other parents and contact with a School Counselor, if desired) to help parents decide whether the school is truly the right fit for their children and themselves.

Enrollment

Through the partnership with Pearson as a turnkey solution offering the Connections Academy option, a dedicated Enrollment and Customer Engagement Department will provide student enrollment, customer service, academic placement support, enrollment document processing, support with compliance with local, state, and Federal law, and acts as the school's agent throughout the enrollment process. The enrollment process is fully integrated with and supported through the EMS. All enrollment requirements will be completed through Pearson's EMS, which creates the best experience for parents and students due to its integration with the virtual classroom.

Families may commence the enrollment process online using the EMS or by calling a toll-free number for assistance. The EMS is available to students and their families, and to other authorized users according to their permissions, 24/7/365. Dedicated teams will support the families extensively throughout the enrollment process to ensure that they understand the virtual school model.

A successful enrollment model will be used to provide dedicated support and customized services, including:

- Regular communication with school leadership on enrollment strategy and resolution of escalated issues.
- School-specific training for all enrollment and placement personnel as well as refresher trainings.
- Robust quality monitoring to make sure the services and support provided to families and students are accurate and comprehensive so that staff supporting the school are acting as an extension of the school's team.

As part of that process, the school will provide Caretakers with a clear and accurate picture of the virtual learning experience so they can make the most appropriate choices for their students. These efforts may be accomplished through telephone conversations, electronic communications, parent-led virtual sessions, and virtual information sessions. The school will strongly encourage families to review the school website, talk to enrollment team members, and attend an information session explaining the benefits and importance of gaining a clear understanding of the school and what to expect.

The school's admissions process will require the following documents and adhere to local, state and Federal requirements:

- **Proof of Residence:** A utility bill, lease agreement, or other items as determined necessary by the school policy in accordance with state law.
- **Proof of Age:** A copy of the student's birth certificate, or other items as determined necessary by the school policy in accordance with state law.
- **Immunizations:** The school will request that the parent provide an immunization record or exemption form.
- **An online application form.**
- **Custody Documentation,** if applicable.

The school will maintain and post enrollment and admissions processes and procedures which comply with applicable law. The school will not charge tuition or have other admission requirements, except as otherwise required by the state.

Student Academic Placement

Connections Academy is a turnkey solution provider which includes Academic Placement. Experience has shown that appropriate placement is critical for student success in an online environment so that academic gaps can be addressed immediately. Academic placement advisors and school counselors will review students' past records and performance to properly place them in the school. The first step will be the placement process where students who need additional support are provided with the curriculum materials and teaching resources appropriate to their achievement level as a starting point for learning. The goal is to attain at least one year's academic progress within the school year.

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

Personalized Learning Approach for Students

The centerpiece of instruction at a Connections Academy school is the Personalized Performance Learning (PPL) process, which provides for individualized instruction tailored to the learning needs of each student. The PPL is an extensive process that will start at the beginning of the school year by the teacher in consultation with the student and the student's Learning Coach (usually the parents/guardians). The PPL process builds from a combination of assessment data using i-Ready and NWEA MAP assessments, information gathered from the Learning Coach, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the process as well. All daily lessons will be provided to students and families online.

Learning Coach guides are embedded in the courses for all grades. For grades K-5, they are embedded in every lesson, and in grades 6-12, the Learning Coach guides are embedded at critical points within each unit. Lessons direct students step-by-step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that are provided online.

Throughout the year, teachers monitor students' progress through the PPL process. Teachers adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths.

This process includes the following:

- **Placement and Course Selection.** Starting at the time of placement and course assignment, information given during the enrollment process or provided by the prior school will be used to select courses based on state requirements and each student's individual learning needs.

- **Regular Communication.** At the start of school, Learning Coaches and teachers establish a regular synchronous communication schedule, at least once every two weeks with students. Teachers review progress daily and communicate frequently with students and Learning Coaches (as appropriate). Students are encouraged to contact their teachers as often as they wish or find necessary.
- **Review of Student Background and Interests.** Teachers meet with parents/guardians and/or Learning Coaches as well as students to discuss students' strengths, interests, learning preferences and previous school performance data during Welcome Calls.
- **Universal Screening.** All students in grades assessed through state assessments (usually grades K-11) participate in universal screening and benchmark measures to ensure that students keep pace with grade level skills and standards. Students who are not keeping pace with skills and standards may be identified as in need of interventions to close the achievement gap and to ensure that students are able to receive individualized support.
- **Student Engagement and Performance.** In addition to universal screening tools, teachers regularly review student performance and engagement data including lesson pacing, course performance, and curriculum-based assessments to ensure that students are achieving success in their courses and can meet the demands of the online learning environment. Students who are not able to remain on track with student engagement and performance metrics may be identified as in need of interventions to support their individualized needs.
- **Performance Testing.** Students in grades 3-8 will take the i-Ready and high school students will take the NWEA MAP tests for both English Language Arts/Reading and Math. These tests transform assessment data into action steps for educators giving teachers helpful insights and tools to strengthen classroom instruction. These tests identify areas of strength and need in the student's learning profile and measures student growth during the school year to help formulate learning goals and monitor student progress. These assessments align with state standards as well as the curriculum and will be given to students in the fall, winter, and spring.
- **Setting Goals.** Goal setting is based on the information gathered in the initial process and some initial student work samples. Teachers and students work together to set goals and to accomplish these during the school year. Learning Coaches participate in goal setting discussions as well.
- **Schedule Modifications and Electives.** Once the school year starts, teachers help personalize the learning schedule. For students in grades 3-8, teachers inquire about the student's daily routines and adjust the student's online learning schedule. They also add an elective course when students are ready to handle the additional challenge.
- **Differentiated Leveled Courses.** As part of a student's personalized performance learning process, teachers or academic placement advisors may recommend that students in grades 3-5 who are needing additional support in math take Essential level courses, and that students needing higher level work have access to Gifted and Talented mathematics, English Language Arts, and science courses. For grades 9-12, students may take Honors or Advanced Placement® courses.

The EMS places at each teacher’s fingertips all assessment data available for students, participation and performance metrics, and any IEP, ILP, or 504 information.

Personalized Instruction

Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. In a study published in 2016,³ students in a developmental math class experienced between a 13% and 27% increase in course completion using personalized learning in a digital platform. Robert Marzano and Michael D. Toth explain that “Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking.

Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept but be unable to utilize that knowledge in meaningful ways.”⁴ A goal of personalization via virtual instruction is for the student to demonstrate increased content knowledge and critical thinking. Instruction is personalized for every student, every day, and professional learning supports teachers in implementing instructional practices that maximize student performance. Students will work together on collaborative projects as well.

A 2022 Canadian study conducted over the course of the pandemic found that students benefited from the more personalized experience they had while learning from home virtually; the learning environment was less overwhelming, so the focus increased on academics.⁵ Online learning gave some children autonomy, and a break from the business of curriculum for children to work independently on projects.

Professional Development and Training on the EMS/Curriculum

The Connections Academy Texas-certified teachers are provided by Pearson and have a robust plan for training and professional development. In addition to ongoing professional development to increase effectiveness and quality of teacher pedagogy, customized professional development for School staff will be provided and will incorporate school-specific needs and the school’s career focus, some of which will arise from reviewing assessment results.

Training is integrated into the program and aligned with the student curriculum, student pedagogy, student information system, data, evaluation systems, and other services. The professional development team will focus on coordinating, planning, delivering, and continuously supporting professional learning initiatives through a systematic and comprehensive professional development model in consultation with school leadership team. Educators will be provided with professional growth opportunities designed to increase student achievement, personalize learning for students who are preparing for college and careers, and increase teaching effectiveness.

³ “Using personalized learning, a developmental math professor increases her course passing rate”. Website blog. Pearson Education Blog. Pearson Education, 2016.

⁴ www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf

⁵ Burke, Anne. (2022, August 1). How some children prospered in pandemic online learning. PhysOrg. <https://phys.org/news/2022-08-children-prospered-pandemic-online.html>

These professional development opportunities include numerous sessions that require the use of state assessment data analysis. Teachers and administrators will be given a thorough understanding of how student assessment data can be used to support student success in a virtual environment. Armed with this understanding, teachers will participate in monthly Professional Learning Communities (PLC) meetings. In these meetings, teachers will review the progress of students using prior state assessment data and performance on state-aligned assessments offered in the course. During PLCs, teachers will work together across grade levels and subject areas to identify areas of needed improvement in the curriculum and the pedagogy. These decisions will be based on student performance and a needs assessment. The Pearson professional development model is grounded in a teacher competency model that links development and training of teachers to evaluation of learning and performance. The teacher competency model is broken into four areas: Strategic Skills, Efficacy, Operating Skills, and Individual Excellence. Observation of teacher performance uses an aligned observation tool. Teachers also self-assess their growth on these competencies and share with their supervisors as part of the evaluation cycle of determining growth goals, performance indicators, and evidence of competency.

Professional development and training activities for teachers include measures of understanding and application for the content provided. After each activity, teachers respond to a series of questions where they document their understanding and plans for integration of new learning. They maintain these learning reflections in their professional ePortfolio, which is available for reference and discussion with their Professional Learning Communities and in coaching or supervisory situations.

Teachers set professional goals with performance indicators and documented them on a quarterly basis. This process includes a demonstration of learning/application that goes into the ePortfolio. Learning from participation in Professional Learning Communities is part of this process.

Professional development will also be provided to school administrators. These trainings will be delivered asynchronously and synchronously and will include best practices in being an online administrator, how to use Pearson Online Classroom and its reports, and how to navigate the responsibilities and duties of the school year cycle. Administrators will also be invited to monthly school leadership meetings to collaborate with other Connections Academy school leadership teams and to hear Pearson updates on the platform, curriculum, and other pertinent school year cycle events.

The Pearson team in collaboration with the School Leader will develop a systematic approach to professional development for all staff. Topics for trainings will be selected based on school goals, student performance data, student needs, national initiatives in education, and research-based best practices. Professional learning sessions will include an evaluation survey to elicit teacher and administrator feedback. As stated above, professional learning will be:

- Intensive – Participants will identify the purpose of educational practices and examine how they can be implemented in the online environment. Participants will collaboratively discuss strategies that can be implemented with students.

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

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

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

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

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

Professional Learning Communities (PLCs)

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

Additional Training for Special Education Teachers

Training is provided throughout the year for special education teachers. Extensive training will be provided for the entire School leadership team regarding the identification of students suspected of having a disability and types of services available for all students with disabilities including how to implement the Child Find practices in the online environment. General education and special education teachers will be trained on how to meet the needs of students requiring special education services in the online environment.

Training Provider

The Professional Development Model at a Connections Academy branded school has been recognized for the high quality and excellence of its professional learning opportunities. The model has won a Tech & Learning Award of Excellence and was also recognized as a Codie Award finalist for Best Professional Learning Solution for K-20 Faculty and Administrative Staff. This award recognizes the best educational application or service designed to support PK-12 or postsecondary education institutions in the professional development of faculty and administrative staff.

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

Teacher professional development is critically important in ensuring that the Texas team is optimally effective at teaching in an online environment and addressing the state standards in their daily instructional practice. The school will use the National Standards for Quality Online Teaching and the Pearson Core Standards for Facilitating Student Learning as guides for pinpointing necessary teacher skills and professional development requirements.

Learning Coach Support

The school will promote the significant role of Caretakers and Learning Coaches by providing training and multiple avenues for communication. A robust training for Learning Coaches is a key component of a turnkey Connections Academy school. Learning Coaches and Caretakers will complete an online orientation designed to familiarize them with the important role they play in supporting their student as a learner. The Learning Coach Support team offers various resources and programs including these:

Learning Coach Central

Learning Coach Central is a website designed specifically for Learning Coaches with access to resources designed to help them navigate the EMS and support them in working with and motivating their students. It provides multiple resource documents, videos, and helpful links.

Learning Coach Newsletter

This online communication is sent to Learning Coaches with information about EMS updates, upcoming Learning Coach webinars, and Learning Coach Central resource highlights.

Learning Coach Success Series

Learning Coaches are invited to attend live webinars that equip them with the skills and knowledge they need to assist their students in the virtual school environment. Time for questions and answers is provided at the end of each presentation. Recordings are available following the live webinars. The webinar series consists of two types of webinars.

- The **Getting Started in Virtual School** series offered to new Learning Coaches provides detailed information introducing Learning Coaches to the EMS. Topics relevant to planning and organization to best support students in the home environment are also presented. Additionally, Learning Coaches are introduced to course and lesson structure and are shown how to use the lesson content to guide their students to academic success.
- The **Adding to Your Learning Coach Toolbox** series is offered to all Learning Coaches throughout the year. This series provides information and tips to engage students surrounding topics like student motivation, the learning process, subject-specific learning, and character development.

College- and Career-Readiness Program

Pearson offers a unique college preparatory and career-focused program designed to ensure each graduate is ready for the personalized post-secondary opportunities that are right for them. We believe in a “yes/and” future for all students, whether their next step is college, trade/technical training, the workforce, the military, or whatever unique combination best suits them.

Our College- and Career Readiness (CCR) resources provide a comprehensive program with multiple levels of academic coursework, including dual enrollment courses and Honors/AP program available for high school students. By enrolling in these courses, students become prepared to enter the workforce after high school or continue into college.

The CCR program prepares students in grades 9-12 to thrive in their imminent future; guides students in grades 6-8 in exploring and planning for the years ahead; and introduces K-5 students to badging and durable skills such as communication and collaboration that will serve them well through school and beyond. Aligning K12, higher education, and workforce systems is a critical part of ensuring that young people from all backgrounds have the skills and credentials needed to thrive in the workforce and their communities. Students participate in industry-set certification exams to qualify for tri-credit course opportunities (providing high school credit, college credit, and certification) and for full credentials in key career pathways.

The CCR Program includes interest and aptitude assessments that connect students with exploration opportunities that align with their individual results. These opportunities include exposure to a variety of jobs and experts within their clusters of interest along with opportunities to identify and pursue individual topics of interest and activity exploration.

- **Career Pathways:** In addition to the experiential components of the program, students have access to a variety of Pathways that will prepare them to earn industry certifications across several Career Clusters. Pathways in the areas of business, IT, and/or Health may be selected as they are associated with high growth, high opportunity industries that have meaningful employment gaps.
- **Skills Badging:** As students progress through their Pathways and participate in experiential components of the program, they will be able to earn badges based on the correlation of WEF (World Economic Forum) standards to school curriculum and NACE (National Association of Colleges and Employers) Career Readiness Competencies.
- **The Experiential Career Network:** Through a series of strategic industry and college partnerships, the school can facilitate mentorships, internships, and project-based learning opportunities that expose students to authentic post-secondary experiences and guide them to informed decisions about their futures beyond high school. Middle school students benefit from clubs, activities, and Pearson opportunities connected to areas of potential interest to them, while high school students engage in strategic partnerships with skills-based career and technical student organizations (CTSOs) as well as industry-leading employers and associations to facilitate mentorships, internships and apprenticeships and career exposure that will build their durable skills.

Career Coaches will work with the school staff to help students navigate all of aspects of their College and Career preparation journey, to include helping with pathway selection, identifying experiential opportunities most beneficial to students based on their interest and aptitude, and compiling portfolios that will set the students up for immediate success following graduation, whether enrolling in college, a trade school or entering the job market.

Student-to-Student Interactions

A Connections Academy turnkey school offers students access to student-to-student interactions through a Global Clubs and Activities program. As an integral part of the school's academic program, students will be offered access to a wide range of nationally facilitated virtual clubs and special events throughout the school year.

Clubs

Clubs are co-curricular and teacher facilitated. Clubs and activities are facilitated by local school staff, national school staff, or certified staff from the EMO depending upon the club. Participation in these virtual clubs and activities enhances students' feeling of connectedness, provides socialization opportunities, and improves academic achievement and school retention rates. All clubs and activities are non-credit and have no impact on student grades. Clubs require caretaker sign-ups and last throughout most of the school year. Single-occurrence Pop Up Events that range in subject matter with no sign-up required are offered about ten times a month from October to May.

The following provides a sampling* of some of the clubs the school may offer during the 2026-27 school year, though specific clubs do change from school year to school year based on analyzing student interest and feedback:

- Art Club is designed to spark a student's creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members. (Grades: 6-12)
- Arts and Crafts encourages students to create crafts using materials found at home and in nature. Through the topics of culture, science, and math, students work on projects from the course as well as monthly special craft challenges. (Grades: 2-5)
- Chess Clubs: Introduction and Advanced members learn, socialize, and play in an atmosphere of friendly competition using an exclusive gaming site. After completing a tutorial, students are matched with competitors of the same skill level, and the online games begin. There are also monthly presentations by a Grandmaster in the advanced club, and an end-of-year tournament for all skill levels. (Grades: K-12)
- Comic Con Committee offers students the leadership opportunity to collaborate with teachers, community members, and each other to plan panels, activities, and workshops virtually and/or at their local Connections Academy school for the Global Comic Con in spring. The committee is a community where students can brainstorm ideas, have their voices heard, and geek out regarding their favorite fandoms to impact this annual event. (Grades 6-12)
- Conversation Corner is a supportive community for students with diverse learning styles and speaking proficiencies. Students form an inclusive, safe, structured environment for all learners and beautiful brains to communicate on microphone during live sessions and discussion areas. Connections are made through shared experiences, facilitated by speech language pathologists. (Grades: 6-12)

- Debate Club members learn best practices and put them into practice during LiveLesson sessions. Members learn the art of public speaking and critical thinking while working in collaborative teams. Research, reasoning, and understanding opposing perspectives form the foundation for real time debates. (Grades: 6-12)
- Drama and Performance Club members participate in several aspects of theater, including history, performance, stage management, and different themes. Students can share their activities from the club course and participate in acting exercises during biweekly LiveLesson sessions. Students can also collaborate on the Message Boards to create projects and perform together. (Grades: 6-12)
- Connections E-sports is our premiere competitive sport organization at Connections Academy. Students can compete in tournaments throughout the school year through regional leagues. Our most popular games are Rocket League (6-12), and Valorant (9-12 with Caretaker approval), but we offer many other titles based on student interest. Connections Esports members are not required to play the games. Students can get involved through shoutcasting, streaming, marketing, and other roles related to Esports. (Grades: 6-8 & 9-12)
- Gaming and Technology Clubs allow students who have an affinity for technology and gaming to explore and discuss gaming styles and genres, careers in the gaming and technology industry, and share their original work in LiveLesson sessions. Individual and collaborative projects may include creating elements of video games and investigating Internet safety and online threats. (Grades: 2-5 & 6-12)
- Traveling Explorers members are immersed in tips for traveling to all the continents of the world, including the culture and geography of different countries. Students can share their activities from the club course during biweekly LiveLesson sessions, and they can also collaborate on the Message Boards to discuss traveling and opening their world to new experiences and cultures. (Grades: 6-12)
- Kindness Club members inspire each other to build up online students from around the country and world, and complete regular challenges to scatter kindness throughout their communities. (Grades: K-5)
- Leadership Club members learn valuable leadership skills through monthly LiveLesson sessions. They also put their new skills to good use through special opportunities as student leaders. Students who complete enough activities can earn a Leadership Certificate. (Grades 6-12)
- Mini Monthly Marvels club members are encouraged to join monthly meetings to participate in fun activities such as arts and crafts and games that are focused around monthly themes. Students are encouraged to share their experiences, creations, and observations with each other. Students can also collaborate on the Message Boards to get to know each other outside of the LiveLesson classroom. (Grades K-1)
- Movement and Music Club is for students who want to get a workout in between classes and after completing their schoolwork. Students explore and share different techniques to promote movement through an active Message Board and LiveLesson sessions. (Grades: K-12)

- Peer Tutor is designed for 6-12th grade students to receive support from skilled, teacher-nominated peers to enhance their understanding and engagement in math. Support is provided on concepts found in 6th through 8th grade math, Algebra Readiness, Pre-Algebra, Algebra 1, and Geometry. (Grades 6-12)
- Gross Science Club members get to learn about yucky, gooey, stinky things in science. They get to do fun experiments and explore the weird world of gross science with cool activities. Students work together, share ideas on the Message Boards, and have a blast discovering new icky things. (Grades: K-5)
- Quiz Bowl allows students from different Connections Academy and Pearson Online Academy schools to participate in a year-long tournament to engage in friendly, competitive trivia challenges and showcase their knowledge on a global scale. (Grades 6-12)
- Writers' Oasis provides a virtual environment where students can work collaboratively and individually to write original stories and poetry in all genres of fiction and non-fiction and publish work on *The Monitor* blog. Students will be provided the opportunity to share their writing and favorite books during LiveLesson sessions. Students can use the Message Boards to offer insight on student writing samples, create collaborative stories, and discuss various literary works or authors. (Grades: 6-12)

*Specific club offerings are subject to change.

Pop-Up Events

The following provides a sampling* of some Pop-Up Events the School may offer during the academic year, though specific events vary from school year to school year based on analyzing student interest and feedback:

- Amazing Animal Migrations, K-12
- Amazing Machines, K-12
- Back to School Kickoff, K-12
- Bring Your Pet to School, K-12
- Clubs & Activities Pep Rallies, K-12
- Celebrating Language and Culture Series, K-12
- Celebrating Percussion Instruments All Around the World, K-12
- Debt-free Degree, 6-12
- Elementary Storytelling Series, K-5
- Escape with Math, K-12
- Fashion: What Does it Mean to You? K-12
- Glow in the Dark Science: All About Bioluminescence, K-12
- Gross Science, K-12
- Hour of Code, K-12
- May the Fourth Be With You: Star Wars Pop Up, K-12
- Money Smarts, 6-12
- Photography Showcase, K-12

- Pi Day Celebration
- Pride Snack & Chat
- Rescued Animals Virtual Field Trip
- Snack & Chats
- STEAM Pop Ups
- Talent Show
- Talk to a Scientist
- Virtual Art Field Trip
- What's Cooking?
- Yarn Enthusiasts
- Young Leaders

*Specific club and pop-up offerings are subject to change.

Field Trips

Students and families at the school benefit from educational, face-to-face field trips to provide opportunities for students to interact face to face. School staff members, in coordination with parent volunteers, facilitate enriching in-person community activities and field trips to round out the comprehensive learning experience. Students have the opportunity to participate in regular field trips and outings to various regional areas. Field trips provide students with additional opportunities to socialize with their peers and are designed to help both students and Learning Coaches connect to their school and to each other. Students may go on trips to museums, farms, science centers, cultural centers, and unique experiential learning opportunities throughout the region. Families may attend and participate in Learning Events with their student and may also suggest potential field trip locations to the school.

Students will have the opportunity to participate in regular field trips and outings facilitated by school staff and Community Coordinators – parent volunteers whom the school supports in organizing such activities for families who live nearby. Field trips may include visits to the following (note, this is a sample list only and final field trip locations will be chosen based on geographic locations of students and alignment to academic objectives):

- ACC Round Rock: Health Svcs/Auto
- Cameron Museum Tours
- Future Engineering Robotics Center
- Texas A&M Campus Tour
- Miller Springs Hiking Trail
- Laguna Gloria (Austin)
- Blanton Art Museum (Austin)
- Buffalo Soldier Museum

Program Management Support

Our Partner Success School Operations Team provides comprehensive support to Connections Academy schools by focusing on the operational and academic success of each school as well as the support and development of the school leader and leadership teams. Through ongoing communication, management, regular check-ins and serving as the liaison between Pearson departments and the school, the team supports each school with reaching its goals, maintaining operational efficiency, and empowering student academic performance.

A dedicated Customer Success team will train the School Leader and leadership teams on best practices in virtual learning to ensure that the school is achieving its academic and operational goals and that the online school model is being implemented successfully. This team will support the school in facilitating professional development, advocating for school needs, collaborating with Pearson product and service teams to meet program expectations, developing and implementing school improvement plans, meeting state testing requirements, and trouble-shooting day-to-day issues.

Pearson's Program Management support includes the following areas:

- School operations, including student performance, student engagement monitoring and insights, daily operations, liaising with Pearson departments, and budget and resource planning
- Operationalizing instructional strategies, coordination with Pearson departments for needs related to curriculum, assessment, and engagement, and instructional tools and training
- Support, guidance, and coaching for the school leader and school leadership team; succession planning support
- Cross-functional coordination of school year cycle planning, school initiatives and project milestones, and state testing

State Testing Services

The Connections Academy school will have a dedicated testing specialist. In collaboration with Pearson's specialists in state testing, the school will prepare and participate in all required state-mandated assessments, including following all state-mandated state testing windows, participation in all state-level testing trainings, and following all test administration protocols.

For example, the Connections Academy school's state testing specialists develop a State Testing Plan each school year to ensure that all students participate in all state-mandated assessments. The Plan addresses the tests, testing schedule, testing sites, student registration, test security, site security, and Special Education accommodations. Sites are usually selected based on student enrollments in locations that are a reasonable driving distance from counties in which students reside.

The Plan also includes a strategy to create an awareness and communication campaign for families, and track student registration, participation, and make-up testing, all to help ensure the 95% or higher participation rate required for state testing. Texas Connections Academy tested over 97% of the students in all tested subjects in the most recent testing window.

Teacher Technology

Teachers are provided with the necessary technology to provide students with an effective educational program. Included components are as follows:

Hardware

- Laptop Computer Intel i5 processor or functional equivalent
- 15.6-inch LCD LED display w/ integrated webcam
- 8 GB RAM
- 256 GB SSD (Solid State Drive)
- 2 USB 2.0
- Integrated keyboard, webcam and trackpad
- Headset/Microphone combo input

Software

- Microsoft Windows 10 or later
- Microsoft 365 (Word, Excel and PowerPoint only) Microsoft Defender
- Microsoft Endpoint Management to secure, manage and monitor devices

Other

Microsoft licensing through the above hardware/software also includes access to SharePoint Power BI Reports, Google Workspace (Gmail, Chat, & Drive), Google Voice and all core applications.

Help Desk Support

Students, parents, and staff of a Connections Academy, turnkey school, will have access to extensive application and technical support through the Online Help Desk (in the EMS) and live phone support via Pearson-provided Support Services to families and staff. Procedures for contacting the Support Services team are shared during the onboarding process and are posted for families and staff in the EMS.

In addition, numerous online resources will be provided for parents, students, and staff. The extensive Online Help system is searchable and easy to use. It contains a wide array of how-to topics about:

- Using features of the EMS,
- Troubleshooting problems with a student's computer, and
- Using the software on a student's computer.

An online detailed training will also be available that is interactive and engaging. It covers topics such as

- Helping students be successful in a virtual school,
- Staying organized,
- Curriculum differences across grade levels, and
Using the EMS Learning Coach Support

Technical/SIS Integration

Pearson offers technical/SIS integration services, including state reporting. The Pearson Online Classroom EMS contains a Student Information System that is designed to provide complete and accurate state reporting data to include FTE and other federal- and state-required data reporting. The Pearson Online Classroom EMS is a combination of an SIS, LMS, communication tool, order and asset management tool, and ticketing system. Results for state standardized tests that students will take while enrolled at the school are also included in the EMS, along with internal pre-, mid-, and post-test data. Pearson's Technology Customer Services team regularly integrates the EMS with various state-specific SIS to meet reporting requirements. They provide technical and reporting subject matter expertise, help with data troubleshooting and quality assurance, and support systems connectivity and optimization.

Financial Services

Pearson Virtual Schools delivers a comprehensive, turnkey solution for Connections Academy schools partnered with districts designed to ensure strong financial stewardship while allowing school leaders and educators to remain focused on students and academic outcomes. Through School Financial Services (SFS), Pearson Virtual Schools assumes ownership of the day-to-day financial and back-office functions—serving as the trusted financial partner.

SFS manages the core finance operations, internal controls, and compliance responsibilities that underpin sound fiscal governance. This structure removes administrative burden from school leadership, promotes consistency across the Connections Academy brand, and provides the rigor expected of an education finance team—all without distracting educators from their primary mission.

The Connections Academy brand is widely recognized for its strong track record of fiscal responsibility, and a reputation built on the experience and tenure of the SFS team. Led by seasoned professionals with deep expertise in school finance, the team brings disciplined processes, strong internal controls, and industry-sponsored practices that support long-term financial health and stability across the portfolio.

Together, Pearson Virtual Schools and School Financial Services provide peace of mind to partners and stakeholders—delivering financial excellence behind the scenes so schools can focus on delivering exceptional educational experiences.

Human Resources (HR) Services

Pearson provides a comprehensive array of HR services that include talent acquisition, employee onboarding, benefits administration, payroll administration, leave of absence management, employee engagement, human resources information system support, data integration, compensation management, HR-related regulatory and legal compliance, performance management, employee relations, and HR handbook and policy development.

Pearson will provide comprehensive payroll and benefits services, such as processing semi-monthly payrolls to all Connections Academy staff and coordinating all local and federal payroll and tax requirements, implementing the pay structure for the school, and processing all required payments and deductions. In addition, a comprehensive benefits plan will be provided to staff including medical, dental, vision, short- and long-term disability, employer paid life and AD&D, optional life and AD&D, 401(k) with employer match, tuition reimbursement, adoption assistance, and paid time off.

In the News

Our impact in Texas was recently highlighted in *Houston Chronicle*. In summary, the article states that Texas Connections Academy, a virtual school within Houston ISD, has quickly grown to over 11,000 students, helping offset the district's enrollment decline. The school appeals to families seeking flexibility and individualized learning, attracting a diverse student body—including athletes, performers, and students with unique needs. Its student-run clubs and online format offer both social and academic opportunities. As virtual education expands in Texas, experts expect more districts to launch similar programs due to their popularity and financial benefits.

Partain, Claire, and Megan Menchaca. "HISD Lost 8K Students This Year. Without a Fast Growing Online School, It Would've Lost Thousands More." *Houston Chronicle*, Hearst Newspapers LLC, 22 Jan. 2026, www.houstonchronicle.com/news/houston-texas/education/hisd/article/texas-connections-academy-enrollment-21277540.php.