



Mastery Schools

MASTERY CHARTER SCHOOLS PA EMPLOYEE HANDBOOK

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WELCOME TO THE MASTERY SCHOOLS COMMUNITY

Welcome to Mastery Schools! We are thrilled to have you as a part of our team and community for the '23-'24 school year. Together, we will ensure that all students learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams. We believe it is imperative that every child receives a quality, college-preparatory education. With your support, Mastery Schools is creating a network of exceptionally high performing urban schools that demonstrate that all students—not just those attending selective schools—can succeed and achieve academically.

Through our Culture of Excellence, our purpose is to raise the bar for urban education and prompt systemic changes. We must, and we will, deliver for our students through the following:

- Deliver instructional excellence
- Ensure learning is sacred
- Expect and demand the best
- Execute the common foundation with excellence

We are relentlessly committed to student achievement. We know that all students can and must achieve. Our expectations are high, and our timeline is aggressive. We use clear measures to determine achievement. When we fail, we own it and look to develop better and more effective methods. We constantly explore new strategies to increase our effectiveness. We know that high expectations must be matched by high and efficient support. We are united by our shared mission, the urgency of the calling and our pursuit of academic achievement for all. Our program is distinct in several ways. Most importantly, our employees are outstanding and committed to student achievement.

Mastery Schools creates an achievement-focused school culture by fostering meaningful, personalized relationships between students and adults. To support the transition to a high expectations culture, we explicitly teach students problem-solving and social-emotional skills. All secondary students receive workplace skills training and participate in internships to ensure they develop the real-world skills required for postsecondary success. In short, Mastery Schools insists on high expectations and high support so all students can achieve success.

We strive every day to do better and to be better, and invest in resources and develop strategies that enable us to disrupt inequity and become the model anti-racist school district.

MISSION

We do whatever it takes to meet our MISSION.

All students learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams.

VALUES

Our actions are supported by our VALUES.

1. Student Achievement -- Above All

Student achievement is the civil rights issue of our time and the reason we exist. Each staff member is responsible for our students' success.

2. Pursue Equity

We disrupt systemic racism and the inequities that limit our students' choices. We nurture a culture where all staff, students, and families are seen and valued.

3. We Serve

We serve students and their families first. Our business is their success.

4. The High Road

We do the right thing. We are fair and treat folks with respect.

5. Joy and Humor

Our positive, caring culture supports student and staff success. We like fun. We love to laugh.

6. Straight Talk

We face reality, communicate honestly and respectfully, and hold each other accountable.

7. Open Doors

Everybody is welcome to talk to anybody. We are open and transparent.

8. Continuous Improvement

We seek a better way – always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis.

9. One Team

We are in this together. We may disagree, but at the end of the day, we support each other 100%.

MASTERY – VISION AND PRINCIPLES

Vision:

Mastery Schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for post-secondary success.

Principles:

1. Love *and* Outcomes

Students thrive when rich experiences and measurable outcomes are highly valued. Our schools foster joy, wonder, independence *and* urgency, structure, and accountability. Our lessons are authentic and engaging *and* drive toward clear, rigorous goals. Our programs build the personal *and* academic skills essential to students' success.

2. A Great Teacher in Every Classroom

We do whatever it takes to ensure every classroom has an inspired and effective teacher. We provide exceptional teacher training and coaching and prioritize recruiting, developing, and retaining top talent.

3. High Expectations, High Support

Our students are brilliant. We hold students to unwaveringly high expectations. We know that students enter at varying levels and therefore we provide multiple pathways and responsive supports that ensure students have opportunities to catch up, accelerate, and advance.

4. Cultural Context

Our students' cultures and identities are a source of strength and opportunity. We know that culture, race, and identity strongly influence how we teach, students learn, and the school community interacts. We intentionally develop our staff's cultural competence to enable authentic student-staff relationships that support achievement. We intentionally develop our students' positive identity and prepare them with the skills they need to navigate the real world.

5. Families Are Our Partners

Families are our students' first and most important teachers. We engage families as authentic partners in their children's academic achievement and development.

6. Data Driven

Data guides our collective work. Data drives decisions about instruction, programming, and the ongoing improvement of our organization.

7. A Common Foundation

We leverage common approaches to instruction, management, and professional development that ensure alignment, efficiency and quality. Our leaders and teachers take responsibility for their students' success and are empowered to act – they build on our shared foundation to meet the specific needs of their school communities.

HUMAN RESOURCES

TIME OFF POLICIES AND PROCEDURES

All full-time, salaried employees are eligible for paid time off (PTO) depending on the individuals' position type below.

10.5 Month Staff

Type of Time Off	10.5 Month Staff	Paid Time Off Bank Policy
<p>Paid Time Off</p>	<p>Up to 56 hours per school year Max of 112 hours in bank (accrual rate is 2.43 hours per pay period)</p> <p>Advanced and Master core teachers will have an additional 16 hours of PTO added to their banks at the start of each school year</p>	<p>In addition to the scheduled closings listed below, Mastery's 10.5 month staff are provided with PTO to be used during the school year. PTO should be scheduled and approved by your manager with as much notice as possible. We recognize that there are times when advance scheduling of PTO is not possible and, in those situations, you should make every effort to notify your manager as soon as you can.</p> <p>PTO will accrue at a rate of 2.43 hours per pay period. 10.5 month staff are eligible to receive up to 56 hours of PTO per school year. PTO hours will continue to accrue to a maximum cap of 112 hours. Once the maximum cap of 112 hours is reached, time will stop accruing. Time will not accrue over the summer months for 10.5 month staff. Advanced and Master core teachers will have an additional 16 hours of PTO added to their banks at the start of each school year. The additional hours are subject to the 112 hours maximum accrual.</p> <p>Employees may use time before it is accrued. Mastery will allow a maximum of negative 40 hours in the PTO banks. Time taken off beyond negative 40 hours will be unpaid. Negative PTO balances will carry over to the next school year. Employees who terminate from Mastery with negative hours in their PTO bank will have the payment for these hours deducted from their last paycheck.</p>

Scheduled School Closings	Winter Break, Spring Break, and Summer Break	N/A
Holidays*	See school calendar for exact dates	N/A

**Eligible, salaried full-time employees will receive a paid day off for each school-observed holiday, where the holiday falls on a workday. Specific school schedules distributed at the beginning of each school year identify the calendar for the year, the number of school days to be worked by teachers and administrative staff plus any additional school scheduled breaks.*

12 Month Staff

Type of Time Off	12 Month Staff	Paid Time Off Bank Policy
Paid Time Off	<p>Up to 144 hours per school year Max of 240 hours in bank (accrual rate is 5.53 hours per pay period)</p>	<p>In addition to the scheduled closings listed below, Mastery’s 12 month staff is provided with PTO to be used during the year. PTO time should be scheduled and approved by your manager with as much notice as possible. We recognize that there are times when advance scheduling of PTO time is not possible and, in those situations, you should make every effort to notify your manager as soon as you can.</p> <p>PTO will accrue at a rate of 5.53 hours per pay period. 12 month staff are eligible to receive up to 144 PTO hours per school year, with a maximum cap of 240 hours. Once the maximum cap of 240 hours is reached, PTO will stop accruing.</p> <p>Employees may use time before it is accrued. Mastery will allow a maximum of negative 40 hours in the PTO banks. Time taken off beyond negative 40 hours will be unpaid. Employees who terminate from Mastery with negative hours in their PTO bank will have the payment for these hours deducted from their last paycheck.</p>
Scheduled School Closings	Winter Break, Spring Break, and Summer Shut Down Week	N/A
Holidays*	See school calendar for exact dates	N/A

**Eligible, salaried full-time employees will receive a paid day off for each school-observed holiday, where the holiday falls on a workday. Specific school schedules distributed at the beginning of each school year identify the calendar for the year, the number of school days to be worked by teachers and administrative staff plus any additional school scheduled breaks.*

PAID TIME OFF POLICY

Paid Time Off (PTO) is available to eligible regular, full-time employees and must be taken in compliance with Mastery Schools' PTO policy. Employees may use time before it is accrued to a maximum of negative 40 hours; however, if the employee utilizes time before it is accrued and terminates employment, the payment for these hours will be taken out of the last paycheck. PTO is not accrued during any leave of absence period.

Should an employee voluntarily end employment with Mastery Schools without adequate notice to their manager, the employee forfeits the rights to receive their PTO hours cashed out to them at 50% of their value. If an employee provides appropriate notice to their manager, they shall receive their PTO banks paid out at 50% of their value. Employment cannot be extended by using unused PTO days and PTO cannot be used during the resignation notice period.

PAID SICK LEAVE FOR PART-TIME EMPLOYEES WORKING IN PHILADELPHIA

In accordance with the City of Philadelphia's *Promoting Healthy Families and Workplaces Ordinance*, part-time employees who work at least 40 hours per year are allowed to accrue paid sick leave (excluding part-time employees hired for a term less than six months). Paid Sick Leave for part-time employees is intended to provide for time off in cases of personal/family emergency and sickness. If the paid sick time is not for an emergency or health purposes, staff must request the paid sick leave in advance and must receive approval from their manager. Paid sick leave time should be used during normally scheduled working hours. Mastery Schools retains the right to request verification, deemed satisfactory to Mastery Schools, from a licensed healthcare provider for all unplanned absences of more than two consecutive days due to illness. If requested personal time is longer than 5 days, you will need to notify your manager 30 days in advance. Once allotted paid sick leave hours are exhausted, employees will not be permitted to request *paid* sick leave time off - any request for time off after an employee has exhausted all available leave should be designated as unpaid time off and still must be approved by a manager. All employees should adhere to their individual schools'/departments' absence policy. Paid Sick Leave hours may be rolled over into the next school year up to a maximum of 40 hours. Unused paid sick for part-time employees leave cannot be cashed out at the end of employment.

Paid Sick Leave Details:

- Part-time employees accrue one hour of paid sick leave time off for every 40 hours worked
- The maximum paid sick leave accrual for part-time employees is 40 hours per year
- New hires may use accrued time after 90 days from their date of hire
- Part-time employees can carry over unused accrued sick time into the next school year to a maximum of 40 hours
- Part-time employees will accrue paid sick leave each pay period of actual hours worked
- Part-time employees cannot cash out unused accrued paid sick leave at the end of employment

REQUESTING TIME OFF POLICY

All employees are expected to manage and schedule their time away from work with as much advance notice as possible, and obtain the approval of their manager. Doing so allows campuses and administrative departments to plan for absences and ensure appropriate staffing. Excessive absenteeism (i.e. more time than allotted in personal bank, last minute call outs, and patterns of absences - regardless of time available in your personal

bank, and time not covered by FMLA) impacts our ability to meet the needs of our students. Any employee who does not receive manager approval for requested time off and/or fails to personally call out each day due to emergency situations will be subject to disciplinary actions.

Failure to manage your time appropriately and non-compliance with campus or administrative call-out procedures (including *locked days* – see below) may result in disciplinary action, up to and including termination. Any employee who fails to report to work for two consecutive workdays, without notification or approval of absence from manager, will be considered to have voluntarily resigned from employment at Mastery Schools. If an administrator or manager experiences this situation with an employee, they should contact the Human Resources immediately.

Leaves of absence for purposes of vacation, personal leave, military or jury duty, or other planned absence, are further described in this manual.

Locked Days

What are locked days?

Locked days are days designated during the course of the school year, on which it is critical for us to maintain ideal staffing levels; unexpected absences, tardiness, and early leaves on these days can impact our ability to be flexible and may create safety concerns. Employees should neither call out, arrive late, nor leave early on locked days – without prior approval. Locked days are determined by each campus or work location.

REQUESTING TIME OFF PROCEDURES

In general, PTO must be requested in advance and employees must receive approval from the school's operations lead/manager via Workday notification. All time off requests are entered through the Workday system (described below). Each school/department manages the process differently, so employees should speak with the Assistant Principal of Operations (APO) at their campus or their manager for the specific policies and procedures. To enter a request, log into Workday, click the **Menu** icon on the top left corner on your **Home Page**, click **Absence**, and click **Request Absence** under **Request**. For more information, please review the user manuals on the employee portal, [OneTeam](#), that detail how to request time off and other functions.

Mastery Schools retains the right to request verification, deemed satisfactory to Mastery Schools, from a licensed health care provider for all unplanned absences of more than two consecutive days due to illness. If requested PTO is longer than 5 days, you will need to notify your manager 30 days in advance. Once allotted PTO hours are exhausted, employees will be permitted, but not required, to request PTO hours up to negative 40 hours. Any request for time off after an employee has exhausted all available time off (greater than -40), will be designated as unpaid time off and must be approved by a manager. All employees should adhere to their individual schools' or department's absence and call-out policy.

CALL OUT PROCEDURES

When preparing for a non-emergency day off, employees should request time off in Workday to be approved by the school's operations lead/department manager (school-based employees should follow the school's procedure). Requests for time off may be approved or denied for any reason. Once the request is approved, the employee may be requested to contact a substitute service provider, if applicable. Employees are strongly encouraged to give at least three (3) days advance notice. This allows Mastery to prepare for the absence and – for instructional staff, increases the likelihood that a substitute instructor will be assigned.

In the event of an emergency absence, employees must follow their school’s or department’s emergency call out procedures, such as contacting the Assistant Principal of Operations – APO (or school designated emergency contact) or their manager. Employees are strongly encouraged to call as soon as possible. If the APO or manager does not answer, it is expected that the employee will leave a message indicating the employee’s name, contact information, reason for calling out, and date of return. Upon returning to work, the employee submits an “Absence Request” in Workday to be approved by the designated approver. Call-outs immediately before or after holidays or weekends will be considered “unexcused absences” for the purpose of performance management, unless the request is submitted in Workday and is approved at least two (2) weeks in advance.

Examples of Emergency/Non-Emergency Absences (not limited to):

Non-Emergency Day Off	Emergency Day Off
Settling on a house	Sick (you or your family)
Preparing for wedding, vacation, other significant life event	Death in family (covered under Bereavement Policy)

SCHOOL CLOSINGS

In the event of a weather-related closing, Mastery Schools will make an independent decision regarding the closing of schools. Often, Mastery follows the Philadelphia School District closing policy, but students and staff should wait for an official announcement from Mastery Schools regarding the official stance.

Should a Mastery school close for any reason, we communicate closing information on our website (www.masterycharter.org). In the event of a school closing, employees can also tune to 6ABC, Fox29, CBS3, and KYW radio 1060 for information.

At times, emergencies such as severe weather, fires, power failures, or national emergencies, can disrupt Mastery operations. In extreme cases, these circumstances may require the closing of schools or administrative offices. When operations are officially closed due to emergency conditions, the time off from scheduled work will be paid. If an emergency closing has not been authorized, employees who fail to report for work will not be paid for the time off.

LEAVE OF ABSENCE POLICIES

Family Medical Leave

It is the policy of Mastery Schools to comply with all Federal and State requirements and laws governing leave under the 1993 Family and Medical Leave Act (FMLA). The purpose of the Act is to help balance the demands of the workplace with the needs of families by allowing eligible employees to take up to 12 weeks of unpaid, job-protected leave for specific family emergencies such as serious illness or the birth of a child.

Reasons for Leave

All employees who meet the applicable time-of-service requirements may be granted a total of twelve (12) weeks of unpaid leave (during any 12-month period) for the following reasons:

- the birth of a child and to care for the newborn child within one year of birth;
- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;

- to care for the employee’s spouse, child, or parent who has a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of their job;
- any qualifying exigency arising out of the fact that the employee’s spouse, son, daughter, or parent is a covered military member on “covered active duty;” or
- Twenty-six workweeks (26) of leave during a single 12-month period to care for a covered service member with a serious injury or illness who is the spouse, son, daughter, parent, or next of kin to the employee (military caregiver leave).

Eligibility

To be eligible for FMLA, an employee must have worked for Mastery Schools for at least 365 days (12 months) and have contributed 1,250 hours of service. Under the federal act, an eligible employee can take up to 12 weeks of unpaid, job-protected leave during any 12-month period. Mastery Schools will measure the 12-week (or 26-week) period backward from the 1st date an employee uses any leave under this policy. Each time an employee takes leave, the amount of leave will be subtracted from the 12 (or 26) weeks of available leave, and the balance remaining will be the amount the employee is entitled to take. Please note that periods of Pregnancy Leave, Parental Leave, and Workers’ Compensation Leave count against an employee’s 12 (or 26) weeks of FMLA leave entitlement. More information can be found at <http://www.dol.gov/index.htm>.

Same employer limitation

Married couples who are eligible for FMLA leave and are employed by the same covered employer are limited to a combined total of 12 weeks of leave during a rolling 12-month period if the leave is taken to care for the employee's parent with a serious health condition, for the birth of the employee's son or daughter or to care for the child after the birth, or for placement of a son or daughter with the employee for adoption or foster care or to care for the child after placement. If one spouse is ineligible for FMLA leave, the other would be entitled to a full 12 weeks of FMLA leave. Where married couples both use a portion of the total 12-week FMLA leave entitlement to care for the employee's parent with a serious health condition, the birth of a child, for placement for adoption or foster care, or to care for a parent, the married couple would each be entitled to the difference between the amount they have taken individually and 12 weeks for FMLA leave for other purposes. For example, if each spouse took six weeks of leave to care for a parent, each could use an additional six weeks due to their own serious health condition or to care for a child with a serious health condition. If leave is taken for other reasons, such as the employee’s own serious health condition or to care for a child with a serious health condition, each spouse can each use up to 12 weeks of leave individually.

For employees not eligible for job protected leave under the Family and Medical Leave Act, Mastery Schools may grant the leave and will make every effort to maintain your position dependent on the functionality of the school. Employees not eligible for job protection under FMLA are those who have worked less than a year or less than 1,250 hours in the previous 12 months or those that have exhausted leave under FMLA.

Leave Schedules

Medical leave for an employee's serious health condition or to care for a family member with a serious health condition may be taken intermittently or on a reduced leave schedule if medically necessary; in all other situations, FMLA leave may not be taken intermittently or on a reduced leave schedule unless agreed to by Mastery Schools. When approved leave is intermittent or on a reduced leave schedule, the employee may be placed temporarily in an alternative assignment that better accommodates the need for such leave.

Special Rules for Schools

The FMLA provides special rules for certain types of local educational agencies. Because of the special and important relationship teachers have with students and the need for continuity of the teaching process in classrooms, the FMLA has two special rules applicable to instructional personnel as noted below:

20% Rule for Intermittent/Reduced Schedule Leave

When a teacher needs intermittent or reduced schedule FMLA leave, there is a potential interruption of and lack of continuity in the instructional process. There are special rules for this situation if the leave time requested represents more than 20% of the total number of working days over the period of time the leave will be taken. Under these circumstances, there are two available options:

- Take FMLA leave for a period of a particular duration, not greater than the planned treatment if employer can accommodate or
- The employee can transfer temporarily to an available alternative position for which the employee is qualified.

Leave at the End of an Academic Term

FMLA regulations provide that leave taken for a period that ends with the school year and begins the next semester is considered consecutive leave, not intermittent leave. Because the employee would not have been required to report to work during summer vacation, that period of time is not counted against an employee's leave entitlement.

Example: Mastery Schools last day of school is June 20th. If an employee delivers their child and begins their FMLA 6 weeks prior to the last day of school, they are entitled to use their remaining 6 weeks of FMLA at the start of the next school year.

When a teacher or instructional employee takes FMLA leave and is expected to return just prior to the end of an academic term, testing, grading and other end-of semester issues can become problematic. The FMLA has special rules for instructional personnel that dictates that Mastery Schools can require that the leave continue to the end of the term. The additional leave time required by Mastery Schools will not count against the employee's FMLA entitlement.

Leave during School Breaks

Because the employee would not have been required to report to work during scheduled school breaks i.e. winter break/spring break, that period of time is not counted against an employee's leave entitlement. Employees will not receive regular pay for the breaks that fall during their leave but will be paid according to leave pay guidelines under parental leave and short-term disability.

Example: If an employee begins their FMLA in March and it extends through May, the one week of spring break will not count against the 12 weeks of FMLA that they are entitled to, nor will the employee receive one week of regular pay for spring break.

Use of Paid Time Off (PTO) during Leave

Employees who are eligible for a leave of absence are required to use accrued PTO (full-time employees) or paid sick leave (part-time employees) during any unpaid portion of their leave of absence period. To use PTO/paid sick leave during the unpaid leave period, employees must enter their time off requests in Workday and the PTO/paid sick leave will be paid in accordance with our bi-weekly pay schedule. Employees who do not follow the procedure listed above for PTO/paid sick leave usage during leave will have the available balance of either benefit applied on their behalf.

FMLA Outsourcing

Mastery has contracted with Reliance Matrix in order to properly manage and administer FMLA leaves. These services include:

- Coordination of FMLA and disability claim paperwork
- Review and approval of all FMLA leave requests
- Written communication of FMLA approval or denial
- Tracking of FMLA time used
- Submission of disability claim forms to carriers as required including any claim paperwork required for state mandated leave
- Pay beyond the waiting period
- Coordination of medical re-certification as required
- Facilitation of return to work notifications
- Assistance with claim appeals

FMLA LEAVE REPORTING AND OTHER INFORMATION

How to report a disability and/or family medical leave: 877-202-0055

Or Visit: matrixabsence.com

Please have this information handy:

- Your name, address, phone number, birth date, date of hire
- Social Security number and your employer's name, address and phone number
- Date of your claim and when you plan to return to work
- If you're pregnant, give your expected delivery date
- Name, address and phone number of each doctor you are seeing for this absence

Benefit Coverage during Leave

1. During a period of family, medical or military leave, an employee will be retained on Mastery Schools' health plan(s) under the same conditions that applied before leave commenced. Mastery Schools shall continue to pay premiums during family, medical or military leave. All benefit premium deductions which would have been taken during the leave of absence period will be deducted in a lump sum upon the employee's return to active status. If the premium deductions constitute more than a single paycheck, applicable deductions will continue until all premium payments have been received. If the employee fails to return to work after the expiration of the leave, all applicable deductions will be taken from the employee's last paycheck. An employee is not entitled to the accrual of any seniority or employment benefits that would have accrued if not for the taking of leave. An employee who takes family and medical leave will not lose any seniority or employment benefits that accrued before the date leave began. While on unpaid leave of absence an employee will not accrue any leave time or receive Holiday pay.

Restoration to Employment

2. An employee eligible for family medical or military leave - with the exception of those employees designated as "highly compensated employees" - will be restored to their former position or to a position with equivalent pay, benefits, and other terms and conditions of employment. Mastery Schools cannot guarantee that an employee will be returned to their original job. A determination as to whether a position is an "equivalent position" will be made by Mastery Schools.

Return from Leave

3. Employees returning from leave for their own serious health condition must present a *Matrix's Return to Work Form*. The form must be sent to HR@Masterycharter.org or a Matrix claims examiner **BEFORE** returning to the work location. No employee should return to performing any job responsibilities in a full or partial capacity without such form.

Failure to Return From Leave

4. The failure of a Mastery Schools employee to return to work upon the expiration of a family, medical or military leave of absence will subject them to immediate termination unless an extension is granted or in certain cases where a continued disability exists. An employee who requests an extension of family, medical or military leave due to the continuation or recurrence of their own health condition or that of a family member, must submit a request for an extension in writing to their direct manager and Human Resources. This written request must be made at least two (2) weeks prior to the expiration of the FMLA leave. If an employee fails to make the written request for an extension of the FMLA, the employee will be expected to return to work at the end of the expiration date of FMLA leave and if the employee does not return to work, they may be terminated from employment. Extensions will be granted with written approval and, where applicable, as required by law. If an employee cannot return to work after an extension, they may be terminated from employment. Once an employee is able to work and has a clearance from a healthcare provider, the employee may apply for any current open positions for which they may qualify.

Prorated Summer Pay for 10.5 Month Employees Who Take a Leave of Absence

5. All full-time, 10.5 month employees taking a leave of absence for any length during the school year (for any reason) will have their accrued, summer pay prorated commensurate with the amount of time that has been worked throughout the school year. This prorated summer pay will be dispersed on a bi-weekly basis throughout the summer.

Failure to meet the terms of this policy may lead to disciplinary action, up to and including termination of employment.

Break Time for Nursing Mothers

In accordance with The Patient Protection and Affordable Care Act ("Affordable Care Act of March 2010"), Mastery Schools provides reasonable break time for an employee to lactate for her nursing child for one year after the child's birth. Mastery Schools has also designated private space at each campus for nursing mothers. Employees needing to use or identify lactation space should contact the APO at the Mastery Schools campus for information. NST employees should contact HR. For questions about this policy, please contact Human Resources at HR@masterycharter.org.

Parental Leave

In addition to FMLA leave, all Employees who have worked with Mastery Schools for at least 90 days are eligible for paid parental leave. Employees may take up to 15 consecutive days of paid leave at the time of birth. The leave must be taken at the event of birth for a consecutive 15 days and may not be used intermittently. This paid leave can be used in addition to the employee's accrued PTO, which need not be taken first. If both parents work at Mastery, both employees are entitled to the 15 paid consecutive days. For 10.5 Month employees **ONLY**: if Summer Break interrupts the consecutive use of the paid 15 days, the remaining 15 days must be taken at the onset of the first day of the first pay period for next school year.

For employees who are also eligible for FMLA leave, any period of parental leave shall count towards the employees' FMLA entitlement of 12 weeks (see above). Subject to the terms, conditions, and limitations of the applicable plans, Mastery Schools will continue to provide health insurance benefits for the full period of the approved family leave. If an employee is requesting Parental Leave, they should contact Human Resources.

Adoption and Foster to Adopt Leave

Employees who are in the process of adopting a child and meet the criteria below are eligible for the following leave policy:

- Employee has worked for Mastery Schools for at least 12 consecutive months as of the date the adoption or foster placement leave begins
- Employee meets the Family and Medical Leave Act (FMLA) criteria for an adoption or foster placement leave
- be under the age of 18 on the date the leave begins
- Employee's status is full-time

Upon the adoption or foster placement of a child, the FMLA entitles the employee to an unpaid leave for up twelve (12) consecutive weeks. To employees who adopt a child or are fostering with the intent to adopt, Mastery offers employees a lump sum payment representing five (5) weeks of paid leave at 60% of the employee's salary, up to \$750 per week provided that the FMLA leave is taken immediately upon the placement of the child in the employee's home. This payment is to help defer the cost of adoption and aligns to Mastery's disability policies. Paid adoption leave does not apply to an employee adopting a blood relative or the child of the employee's spouse or other member of the employee's household. Employees must be full-time to be eligible for this payment. In the case of fostering with the intent to adopt (in lieu of direct adoption), the employee will need to provide documentation that sufficiently verifies that they are fostering to adopt. Examples include a letter from their case manager stating this intent.

In addition to the adoption payment, employees are eligible for Parental Leave (please refer to above policy). If both parents work for Mastery, both employees are entitled to benefit and must be taken concurrently at the time of placement.

Mastery's employees are expected to provide as much advance notice to their manager and human resources as is possible. If leave is foreseeable, Mastery Schools asks that the request be made at least 30 days prior to the expected leave period to allow for planning of coverage in the employee's department or school.

Please refer to the FMLA policy for more information regarding procedure.

Bereavement Leave

Employees who wish to take time off for bereavement due to the death of an immediate family member should notify their manager immediately and provide documentation (copy of obituary, note from Funeral Home) supporting the need for leave. Full-time employee shall be entitled to paid days off for bereavement as follows:

- Up to five (5) days off with no loss of salary or benefits for spouse (licensed or common law), domestic partner, mother, father, parent surrogate/guardian, mother-in-law, father-in-law, child, stepchild, adopted child, sibling (brother and sister)
- Up to three (3) days off with no loss of salary or benefits for an employee's relative who is not an immediate family member (such as, grandparents, grandchildren, niece/nephew, cousin, aunt/uncle, brother/sister-in-law)

- If additional time off from work is needed beyond the above, employee should discuss with their manager to request additional time off utilizing available time in employee’s paid time off (PTO) bank.

Military Leave

A military leave of absence will be granted to employees who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). If an employee is a member of the Reserve Corps of the U.S. Armed Forces or the state National Guard, the employee is eligible to take a military leave of absence without pay if required to go on active duty or active duty training. Full-time employees will be paid in accordance with the requirements of the FLSA, i.e, for any week in which a full-time employee is absent due to military service for less than a full work week, and works a portion of the week at Mastery, the employee will receive their full salary. For any week in which a full-time employee is absent due to military service for a full work week, the absence will be unpaid unless the employee chooses to use PTO. To help Mastery Schools cover the position while the employee is on leave, the employee must notify the manager and the Human Resources Department of the expected date of departure and, where possible, the employee’s return as soon as orders are received. If the employee is returning from active duty, the employee must apply for reinstatement within 31 days after being released from military duty or that employee will be considered to have resigned.

Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible. Employees returning from military leave will be placed in the position they would have attained had they remained continuously employed or a comparable one depending on the length of military service in accordance with USERRA. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service.

Personal Leave

An unpaid personal leave of absence may be granted upon request to regular full and part-time employees for important pressing personal needs. Such leaves are granted at the discretion of the department manager – in consultation with Human Resources. In order to be eligible for Personal Leave, employees must have worked for Mastery Schools for at least ninety (90) days, and are in good standing.

Provisions:

1. Unpaid personal leave may only be requested once all other appropriate leave benefits have been exhausted.
2. Unpaid personal leave may be granted for no more than four (4) weeks. Mastery will hold an employee's position for the period of approved unpaid personal leave.
3. Employee health benefits will be continued in the same manner as received prior to the leave but the employee will be expected to remit payment for the employee's portion of the health insurance premium prior to departing for approved unpaid personal leave, and in an amount equivalent to the expected period of absence.
4. The availability of an approved unpaid personal leave is limited to once per school year (campus-based employees) or calendar year (all other employees).
5. Employees who are eligible for an unpaid leave of absence are required to use accrued PTO or paid sick leave during the unpaid portion of their leave of absence period – before taking any portion of the leave as unpaid. To use PTO or paid sick leave during the unpaid leave period, employees must enter their time off

requests in Workday and the PTO or paid sick leave will be paid in accordance with our bi-weekly pay schedule. Employees who do not follow the procedure listed above for PTO/paid sick leave usage during leave will have the available balance of either benefit time applied on their behalf.

Procedure for applying for unpaid personal leave:

1. Requests for unpaid personal leave must be made in writing to the employee's department manager with a copy to Human Resources, and should indicate the reason for and the length of leave requested (up to the maximum allowable of four weeks).
2. The department manager and Human Resources shall review and act upon a request for unpaid personal leave in consideration of the following:
 - The purpose for which the leave is requested;
 - The length of time the employee will be away;
 - The effect the leave will have on the ability of the department to carry out its responsibilities; and
 - The quality of the employee's performance and professionalism prior to the submission of the request
3. All unpaid personal leaves must be approved by the department manager and concurred with by the Human Resource Department.

Procedure for returning from unpaid personal leave:

1. An employee who has been granted an unpaid personal leave of absence shall confirm their intent to return along with the anticipated date of return upon approval of the leave.
2. If requested, the employee will also re-confirm their intent to return with their department manager at least one (1) week prior to the anticipated return date.
3. Upon receiving re-confirmation of the employee's availability, the Manager will arrange to have the employee resume their previous position.
4. If the employee fails to return to duty as scheduled – for any reason - the employee's approved leave status will be changed to voluntary termination. Future reemployment would be as a rehire with only legally required reinstatement of applicable benefits.

Sabbatical Leave

Mastery understands the significance of having employees who are leaders in their field and who participate in experiences to encourage innovation and creativity. It is Mastery's policy to allow eligible, full-time employees the opportunity to take an unpaid, sabbatical leave for a specified period of time, up to 12 months. Employees may request up to a 12 month leave of absence to participate in sabbatical leave activities such as continuing education, writing a book or peer-reviewed publication, conducting focused research in the employee's particular area of expertise, an international teaching experience, etc.

Eligibility

Employees must have been employed full-time by Mastery Schools for at least five years and must meet the following criteria (to be determined at the discretion of the employee's manager and Human Resources):

- The employee is meeting expectations for work performance
- The employer deems that there are acceptable resources and adequate coverage available during the employee's absence
- The employee provides a detailed description and documentation of the leave opportunity
- The employee understands and accepts that this is a leave without pay
- The employee has not taken an unpaid leave of absence in the prior two years

No more than one employee per calendar year per campus may be granted a work sabbatical.

Procedure

- Sabbatical leaves must be requested at least 90 days prior to the start of the leave. Employees interested in requesting a sabbatical leave must complete the following actions: Inform your manager about your desire to take a sabbatical leave and discuss eligibility requirements as noted above.
- Email Human Resources for a sabbatical form. Submit a completed Sabbatical Leave Form to Human Resources at hr@masterycharter.org and cc' your manager on the message; a Human Resources representative will respond to your request in writing within seven (7) business days.
- Employees will have the option of maintaining employer-sponsored medical, dental and vision benefits while on a sabbatical leave of absence. Employees must communicate to HR their intent to continue or discontinue medical, dental and/or vision while on sabbatical leave at least (14) days prior to the start of the leave.
- Employees choosing to continue their medical, dental and/or vision benefits must understand that the benefit coverage applies to the location where they live and work.
- If the work sabbatical takes them to another city/state, then the coverage does not include being treated in that new location and the rules of the employee's health plan apply (out-of-network level coverage).
- The employee premium cost of elected benefits will accrue while on sabbatical leave. Employees returning from leave will have the full cost of their benefit deductions taken in the first pay period(s) after their return.
- If an employee fails to return from leave, they will owe the full cost of the benefit premiums (costs typically paid by both employee and employer) for the duration of their leave.
- Employees will not be eligible for short-term disability, long-term disability, employer-paid life insurance or other voluntary benefits while on a sabbatical leave of absence.
- Upon return to active status, employees will become eligible for all other benefits available based on work state (e.g. PA, NJ) and time type (e.g. full-time, part-time). Employees will have 30 days from their return date to enroll.
- Employees will remain enrolled in their current retirement plan, but no deductions will be taken while on leave.
- Approved sabbatical leaves dates cannot be changed without a written request and approval by the manager and Human Resources, including changes that would result in an earlier return to work.
- The total sabbatical leave taken may not exceed 12 months.
- Employees on sabbatical leave will not be required to use any accrued PTO during this period and will also not accrue any additional leave during the sabbatical period.
- The employee and manager agree and understand that the employee's position will remain open and available to the employee upon return from the sabbatical leave. Should the employee fail to return to work at the conclusion of the approved sabbatical leave end date, the employee will be terminated from the position.

Sabbatical Leave - Principals

- Principals may apply for a paid sabbatical leave after 7 years of continuous full-time service in the principal role and two years at their school. These principals may apply to take sabbatical leave for 8 weeks at full pay during the summer months while students are not in the building (typically June-mid-

August.) After a principal has completed sabbatical leave, he/she/they are not permitted to reapply for sabbatical leave for a period of 7 years following completion of the last sabbatical.

- Principals on approved sabbatical leave will receive pay and continued benefits during the period of leave. Principals on sabbatical leave are not eligible for tuition reimbursement or any sabbatical activity reimbursement.
- Eligible principals who wish to apply for sabbatical leave are required to submit a letter to their manager describing the reason for the sabbatical and anticipated activities during sabbatical. Sabbatical requests should then be emailed to Human Resources.

***This leave is not intended to be an extension of FMLA, STD/LTD and/or any other current benefit provided by Mastery Schools. This policy does not constitute a guarantee of continued employment; rather, employment with Mastery Schools is on an "at will" basis.*

Jury Duty

Mastery Schools encourages employees to fulfill their civic responsibilities by serving jury duty when required. All regular, salaried employees will be paid their regular salary. Hourly employees will not be paid for time away from work while serving on jury duty. Employees must show the jury duty summons to their manager as soon as possible so that the manager may make arrangements to accommodate their absence. Employees reporting for jury duty who are dismissed from jury service are expected to report for work for the remainder of each day on which this occurs. Employees who are notified that they do not need to report to the court on any day of their jury duty service are required to come to work. Time off for jury duty does not count against a salaried employee's accrued PTO banks. If your jury duty is more than 5 consecutive days, please contact Human Resources.

Workers' Compensation

If an employee is injured while working or suffers from a work-related illness, the employee may be entitled to workers' compensation benefits through their employer. The workers' compensation system provides employees with medical treatment and wage replacement that typically supplies employee with up to 66% of their wages. The steps to follow when a work injury occurs are as follows:

1. Report any work-related illness or incident that occurs within the scope of your employment to your manager immediately. If serious injury and medical attention is needed, go to closest hospital emergency room or urgent care.
2. The employee, their manager, or APO should report incident to the campus APO immediately.
3. The employee or their manager should document the incident using Mastery's Incident Report Form and send to Human Resources who will follow-up with the employee.
4. The campus APO will send an email to the employee with information including the treating physician panel. In the event an APO is not available at time of injury, the manager or employee should refer to panel listing posted on campus or reach out to Human Resource department.
5. Employee will sign the "Rights and Duties" form (included electronic version of panel listing) which indicates:
 - a. The duty to obtain treatment for work-related injuries and illnesses from one or more of the designated health care providers for 90 days from the date of the first visit to a designated provider.
 - b. The right to seek emergency medical treatment from any provider, but subsequent nonemergency treatment shall be by a designated provider for the remainder of the 90-day period.

- c. The right to have all reasonable medical supplies and treatment related to the injury paid for by your employer as long as treatment is obtained from a designated provider during the 90-day period.
 - d. The right, during this 90-day period, to switch from one designated health care provider to another designated provider.
 - e. The right to seek treatment from a provider outside the designated treating physician panel if you are referred to that provider by a designated provider.
 - f. The right to an additional opinion from a provider of your choice when invasive surgery is prescribed by the designated provider.
 - g. The right to seek treatment or medical consultation from a non-designated provider during the 90-day period, but the services shall be at your expense for the applicable 90 days.
 - h. The right to seek treatment from any health care provider after the 90-day period has ended.
6. The duty to notify your employer of treatment by a non-designated provider (after the 90-day period) within 5 days of the first visit to that provider. The employer may not be required to pay for treatment rendered by a non-designated provider prior to receiving this notification. Human Resources will report the work injury to the Insurance Company and provide the employee with the claim number and insurance contact information.
 7. Once the employee is confirmed to return to work, Human Resources will confirm the return to work details with the employee's manager.
 8. FMLA will run concurrently with any time missed for the work-related injury. Human Resources will open the claim with Matrix and Employee will be expected to comply with all applicable requests from Matrix to substantiate the claim.
 9. Mastery will pay for up to 7 days of absences (continuously or intermittently) in response to an accepted work-related injury claim. Medical documentation is required to substantiate the absence. All missed time from work and required documentation needs to be submitted to Human Resources in advance of the absence or immediately after the absence event. This is a company-paid benefit, distinct from workers' compensation payments.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act, known as the ADAAA, are federal laws that require employers with 15 or more employees to not discriminate against applicants and individuals with disabilities and, when needed, to provide reasonable accommodations to applicants and employees who are qualified for a job, with or without reasonable accommodations, so that they may perform the essential job duties of the position. An accommodation may include a change to the work environment or to the way in which a job is usually performed.

Mastery Schools will reasonably accommodate qualified individuals with a disability so that they can perform the essential functions of a job unless doing so creates an undue hardship to Mastery Schools or causes a direct threat to these individuals or others in the workplace.

All employees are required to comply with Mastery's safety standards. Current employees who pose a direct threat to the health and/or safety to themselves or other individuals in the workplace will be placed on appropriate leave until an organizational decision has been made in regard to the employees' immediate employment situation.

Eligibility:

An employee has a disability if they have, or have a record of, an impairment that substantially limits one or more major life activities. **“Substantially limits” under the ADAAA has been broadened to allow** someone with an impairment to be “regarded as” having a disability, even without the perception that the impairment limits a major life activity, provided that the impairment does not have an actual *or expected* duration less than or equal to six months.

The ADAAA provides examples of **“major life activities,”** including “caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, and the operation of a major bodily function, such as functions of the immune system, normal cell growth and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.”

The steps to requesting a reasonable accommodation are as follows:

1. Contact Human Resources with your request for accommodation
2. Human Resources will connect you to the appropriate information for getting a claim started with our third-party administrator

PREGNANT WORKERS FAIRNESS ACT (PWFA)

As required by the federal Pregnant Workers Fairness Act (PWFA), Mastery will provide reasonable accommodations to employees and applicants with limitations related to pregnancy, childbirth or related medical conditions, unless the accommodation will cause undue hardship to Mastery's operations.

An employee or applicant may request an accommodation due to pregnancy, childbirth or a related medical condition by submitting the request in writing to Human Resources. Human Resources will provide the employee or applicant with the appropriate information to initiate a claim with Mastery' third-party administrator.

While the reasonableness of each accommodation request will be individually assessed, possible accommodations include allowing the individual to:

- Sit while working.
- Drink water during the workday.
- Receive closer-in parking.
- Have flexible hours.
- Receive appropriately sized uniforms and safety apparel.
- Receive additional break time to use the bathroom, eat and rest.
- Take time off to recover from childbirth.
- Be excused from strenuous activities and/or activities that involve exposure to compounds deemed unsafe during pregnancy.

Mastery will not require an employee to accept an accommodation without a discussion between the employee and Mastery about such accommodation, nor will Mastery require an employee to take time off if another reasonable accommodation can be provided that will allow the employee to continue to work.

Mastery prohibits any retaliation, harassment or adverse action due to an individual's request for an accommodation under this policy or for reporting or participating in an investigation of unlawful discrimination under this policy.

WORKDAY – HUMAN RESOURCES INFORMATION SYSTEM

How to Login to the System

- Go to <https://wd5.myworkday.com/masterycharter/login.html>
 - There is also an icon on your desktop.
- Your login information is as follows:
 - Username: Your Mastery username (e.g. jdoe00)
 - Password: Your Mastery password
 - *This is the same password you use to log onto your laptop or access the copier*
- If you have any trouble logging into the system, please send an email to HR@masterycharter.org.

SYSTEM USES

There are user manuals available on [OneTeam](#)

- Viewing Personal Information
 - Pay history and paystubs, W-2's, taxes, direct deposit, address, key dates, and more
- Changing Payroll Information
 - Direct Deposit, W-4 (taxes)
- Changing Personal Information
 - Contact and Contact Personnel Information
- Requesting Time-Off (for non-emergency time-off)
- Viewing your time-off requests (approved and pending requests)
- Approving time-off requests from your team – Principal/Manager/APO Only
- Viewing all time off (approved, pending, denied) for your school – Principal/Manager/APO Only
- Viewing and approving timesheets for hourly employees –Manager/APO Only
- Requesting payment for additional work hours (e.g. class coverage or building engineer call back time)– Eligible employees only
- Requesting job changes or new positions – School Leaders/Managers Only

WHO DO I CONTACT IF I NEED HELP?

Your first line of contact is the APO or designee (campus-based) or your Manager. If they are unable to help or unavailable, please email HR@masterycharter.org.

GENERAL HUMAN RESOURCES POLICIES

CHANGES TO PERSONAL DATA, TAXES, AND DIRECT DEPOSIT

The information in the employee's personnel file is permanent and confidential and must be kept up to date. The employee should inform Mastery Schools immediately by entering updates into Workday whenever there are changes in personal data such as address, telephone number, direct deposit information, marital status, and emergency contact information. This information should be provided directly to the Human Resources Department via Workday and will be available to the employee's manager via Workday.

***Please note that information must be updated in Workday the Friday before a pay date or the change will not take effect until the following pay date.*

PAYROLL CALENDAR

All Mastery Schools employees are paid on a bi-weekly schedule, which means pay is distributed every other Friday. Employees are paid on the Friday after a completion of a two week pay period. In cases where a payday falls on a holiday, employees will be paid on the business day prior to the holiday. A copy of the current year's payroll calendar can be found on the employee portal, [One Team](#).

SUMMER PAY FOR 10.5 MONTH EMPLOYEES

Summer bi-weekly payments for full-time, 10.5 month employees are based on actual time worked throughout the school year. If your start date with Mastery was after July 31, 2023, you will receive a prorated portion of your summer pay. Additionally, full-time, 10.5 month employees who take a leave of absence for any length during the school year (for any reason) will have their summer pay prorated commensurate with the amount of time that has been worked during the school year. Prorated summer pay will be dispersed on a bi-weekly basis throughout the summer.

TAXES AND DEDUCTIONS

Taxes

The amount of tax deductions depends on the employee's income level, marital status and number of dependents the employee claims on the W-4 form. You can log on to the Workday system at any time to update your W-4 form or view your tax deductions.

Deductions

Deductions from an employee's gross pay period earnings are of two types: *mandatory* and *voluntary*. Mandatory deductions are those required by federal or state law or court order. Mastery Schools is required by law to make the following deductions from an employee's check (when applicable). Employees will be notified before a deduction is implemented.

Possible Mandatory Deductions
Healthcare Deductions
Pennsylvania State Employee Retirement System (PSERS)
403(b) Retirement Account <i>Employees not enrolled in PSERS</i>
Child Support Payments (when applicable)
IRS Tax Levy (when applicable)

Other Wage Garnishments (when applicable)

Voluntary deductions are those requested by the employees to be made on their behalf and may include contributions toward health insurance premiums, tax-sheltered annuities, etc. Voluntary deductions will not be made without the employee's written request or authorization.

Possible Voluntary Deductions
Vision Insurance
Flexible Spending Accounts
Transit Account

BACKGROUND CHECK POLICY

It is Mastery's policy to conduct background checks on employees and applicants in order to provide a safe working and learning environment for staff members and students. The employee's employment is contingent upon successful completion and adherence to Mastery's background check processes. All Mastery employees are required to obtain and maintain complete criminal history background checks per the Pennsylvania Public School Code. Employees who do not submit all required criminal background checks, will not be permitted to work in any Mastery School and could be subject to a delay or termination of employment.

Background checks will include:

Criminal History

The Pennsylvania Public School Code requires that all applicants for employment in public schools undergo background checks if they will have direct contact with children. "Direct contact with children" is defined as "the possibility of care, supervision, guidance or control of children or routine interaction with children."

The following three background checks are required in order for employees to start and continue work at any Mastery school:

1. Department of Human Services Child Abuse History Clearance
 2. PA State Police Request for Criminal Records Check
 3. Federal Criminal History Record Information (CHRI)
- If the employee does not provide all of the above clearance documents by the first day of employment, the employee may face a delay in employment start date, rescission of employment offer, or termination of employment.
 - The employee's position may also require a New Jersey Clearance Letter.
 - Pennsylvania state law (PA Act 153) requires that all three of the background checks be updated every 60 months.
 - While employed at Mastery Schools, the employee is expected to comply with all Mastery rules and procedures regarding timely maintenance of up-to-date criminal background checks; failure to do so may result in suspension or termination of employment.
 - Employees are required to report any changes to their criminal background history, such as arrests and convictions, that could impact their continued employment; reports of such changes must be made to the Human Resources department within 72 hours of the incident.

Personal and Professional References

Mastery confirms previous employment identified by applicants, and obtains additional information pertaining to performance and professional history; generally, Mastery will contact individuals listed as a reference by the prospective employee and may conduct a social media search.

EMPLOYMENT DOCUMENTATION REQUIREMENTS

In order to be employed by Mastery Schools, either as a full time, part time, or temporary employee, all employees are required to complete the following documents. These documents are provided to the employee before or at the time of hire. Any misrepresentations or falsifications of the information provided, or failure to submit any of the following forms may result in the exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment. New employees will be required to complete and sign all new hire documentation before reporting to their first day of work. In addition to completing and submitting the below documents, employees are required to maintain updated contact and other employee information in the Workday system. In the event an employee has not returned all required clearances s/he will not be eligible to work in a Mastery Schools campus. The employee can reach out to Human Resources for help completing New Hire Paperwork prior to reporting to work for their first day.

Required by all Mastery Schools New Hires and Employees

Required Documentation*
IRS Form W-4
Immigration Services Form I-9 (w/ copies of appropriate identification)
Direct Deposit Form
Child Abuse History Clearance (Act 151)
FBI Fingerprint & Criminal History Record (Act 114)
Pennsylvania Criminal Records Check (Act 34)
Arrest or Conviction Form (Act 24)
Copy of Certification or Transcripts (where applicable)
Proof of Education (copy of degree/official or unofficial transcripts)
Completed TB Test
Sexual Misconduct/Abuse Disclosure Release (Act 168)
Applicable State Tax Form (dependent upon home address and state worked)

IMMIGRATION ACT COMPLIANCE PROCEDURES

Mastery Schools is committed to employing only citizens or nationals of the United States, lawful Permanent Residents, or aliens authorized to work in the United States. Mastery Schools does not unlawfully discriminate because of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with Mastery Schools within the past three years, or if their previous I-9 is no longer retained or valid.

The employee must complete and sign an “Employment Eligibility Verification Form” (Form I-9) within three (3) business days of their hire date. If an employee is unable to present the required document or documents within this period, the employee must produce a receipt showing that they have applied for the document. In such situations, the employee must present the original documents within ninety (90) days of the hire date. This form will be held confidentially as part of the personnel file.

REQUEST TO REVIEW PERSONNEL FILES

An official personnel file for each employee will be kept secured with the Human Resources Department. Employees may have access to review (but not to copy or remove) their file by submitting a written (email) request to the Human Resources Department and scheduling an appointment in advance with an HR representative.

Release of personnel file information to anyone other than the employee may occur only pursuant to a federal, state, or local court order; an employee signed release; or on a “need to know” basis as determined by Human Resources. Personnel files are the property of Mastery Schools and may not be removed from Mastery Schools’ premises without written authorization from Human Resources. Mastery Schools will maintain a physical personnel record for the 5 years required by law.

OFFER LETTERS

Upon hire, all full-time or part-time employees receive an offer letter via email from Human Resources, which they are required to sign electronically and return to Human Resources. This document includes the title of the position the employee will fill, employment classification, and compensation. This document will be maintained in the employee’s personnel file. If the employee’s title or job description significantly changes, a new offer letter will be produced to outline the new terms of employment; however, in the interim, duties are to be performed as assigned.

JOB POSTINGS AND TRANSFERS

Mastery Schools is committed to hiring a diverse workforce and the most qualified candidates who are aligned with our mission and values. When appropriate, Mastery Schools will notify employees of available job openings and post the job openings for general public view. To apply for an internal transfer, follow the steps outlined below:

1. Speak with your current manager and/or principal about your desire to apply for a new position.
2. Apply online for the position that you are interested in at www.masterycharter.org. Click on the ‘Careers’ tab.
3. Recruitment and/or Human Resources will speak with your current manager about your performance to date. Employees in a probationary status, on an improvement plan, or who have received a formal, warning letter for violation of policies/professional expectations, will not be eligible for a transfer. If the employee has been in good standing for six (6) months or more, Human Resources will make a determination on the employee’s eligibility for transfer.

4. If eligible to move forward in the transfer process, you will interview and/or demo with members of the NST and/or School leadership teams. Employees must be in their positions for at least six (6) months to be eligible for a transfer. Under certain circumstances and with the approval of Human Resources, employees may be allowed to transfer prior to six months of employment after they have completed their probationary period.
5. Recruitment/HR will notify candidates of their status.

OPEN-DOOR POLICY

Mastery Schools strongly believes in an open-door, open-communication policy and feels it is an important benefit to the organization. Mastery Schools encourages employees to discuss their problems with their manager in order to resolve the issues quickly and efficiently. If an employee has or foresees a problem which may interfere with that employee's ability to adequately perform their responsibilities, the employee should discuss the matter with their manager. If the immediate manager is not able to answer the employee's questions regarding the interpretation or application of this handbook or any other workplace issue, then the employee may contact Human Resources for guidance.

GRIEVANCE POLICY

Mastery Schools recognizes that there are times when the need arises for employees to express concerns or complaints in a formal manner. The following process will ensure that employees receive a fair and unbiased review of workplace concerns.

1. Attempt to address the issue directly with the party concerned.
2. If the matter is not resolved, address the concern to your manager, if appropriate.
3. If the matter is not resolved, address the concern to the Principal or the next person in the chain of command if appropriate.
4. If the matter is not resolved, the concern can be addressed to the Human Resources Department. HR will respond within 5 business days and consult with senior management, if necessary. The decision of HR (in consultation with senior management) is final, unless new evidence or other circumstances warrant an additional review of the complaint.

At any point in the process the employee or manager may contact Human Resources in order to help facilitate discussions.

ANTI-RACISM POLICY

Mastery is an antiracist organization, committed to eliminating systemic racism, and disrupting inequity - in all forms. Mastery defines antiracism as the policy or practice of proactively opposing and not tolerating racism, prejudice, bigotry, and discrimination.

We believe in fostering diversity, equity, inclusion, and belonging. More specifically, we believe in fostering an authentic sense of belonging through the diversity of thoughts, ideas, beliefs, experiences, and the inclusion and equality of people regardless of their race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, marital status, citizenship, veteran status, military membership, national origin, genetic information, or any other characteristic.

As an antiracist organization we are committed to educating ourselves and purposefully identifying and challenging racism, discrimination, and oppression and the impact they have on our organization and the larger

community. We are committed to maintaining an environment where all employees, students, parents, consultants, vendors, partners, and visitors feel safe and know they are valued.

We strive every day to do better and to be better, and invest in resources and strategies that enable us to disrupt inequity, and become the model anti-racist school district.

For the purposes of this policy, racism and racist expression includes, but is not limited to: macro and micro-aggressions (assaults, insults, invalidations), language (jokes, taunts, etc...), imagery (words/terms, logos, pictures, etc...), or behaviors (non-verbal cues, hand gestures) that put forth or support racist ideologies or indicate intentional racial bias or intent to harm based on the same. We will immediately move to investigate and address any such reports. Any employee who believes that they have been the victim of or have witnessed racism or racist expression in the workplace is encouraged to bring these issues to the attention of their manager, or their Human Resources Partner. Employees can raise concerns and make reports without fear of retaliation. Anyone found to be engaging in racist behavior/expression against an employee OR who retaliates against an employee who has made such a complaint, will be subject to disciplinary action, up to and including termination of employment, termination of contract (vendor/contractor), or other appropriate sanctions (parents/visitors). Any managerial employee to whom an employee brings such a complaint but who fails to take appropriate action to resolve it will also be disciplined.

NONDISCRIMINATION POLICY (EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER)

Mastery Schools is committed to being fair and impartial in all of its relations with its employees and applicants for employment and to make all employment-related decisions without regard to race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, marital status, citizenship, veteran status, military membership, national origin, genetic information, or any other characteristic protected by law. This policy applies to recruitment, hiring, training, promotion and all other personnel actions and conditions of employment such as compensation, benefits, layoffs and reinstatements, training, tuition assistance and disciplinary measures. Decisions regarding employment and promotion will be based solely upon valid job-related factors.

Any employee with questions or concerns about any type of discrimination in the workplace is encouraged to bring these issues to the attention of their manager, or Human Resources. Employees can raise concerns and make reports without fear of retaliation. Anyone found to be engaging in any type of unlawful discrimination, or who is found to have retaliated against an employee who has made a complaint of discrimination, will be subject to disciplinary action, up to and including termination of employment.

POLICY AGAINST HARASSMENT AND RETALIATION

Mastery Schools fosters a work environment free from illegal harassment, which includes taunting, bullying, intimidation, insult or other similar conduct or actions based on race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, marital status, citizenship, veteran status, military membership, genetic information, or any other characteristic protected by law, or that of their relatives, friends or associates, severe or pervasive enough to create a hostile, abusive, or intimidating work environment for a reasonable person. Every staff member must be assured that they can work in an environment that is free from unwanted and unwelcome harassment and discrimination. As a result, Mastery Schools expects that all employees will treat each other with fairness and respect. Harassment on the basis of any of the characteristics listed above or any other protected characteristics will not be tolerated and is strictly prohibited.

Any person who believes that they are the victim of any type of harassing conduct should bring that conduct to the immediate attention of their manager or the Human Resources Department. Mastery Schools will conduct a prompt and thorough investigation of all the circumstances surrounding the alleged incident(s) in a confidential manner. If the investigation discloses that an individual has committed an act of harassment as defined in this policy, that individual will be subject to appropriate disciplinary action, up to and including termination. Retaliation in any form against an employee who complains of harassment or who provides evidence relating to such conduct is strictly prohibited and will result in appropriate disciplinary action. Any managerial employee to whom an employee brings a complaint of harassment and who fails to investigate or promptly report the matter to Human Resources will also be disciplined.

POLICY AGAINST SEXUAL HARASSMENT

Mastery Schools prohibits any employee from making unwelcome and unsolicited sexual advances, unwelcome, offensive or inappropriate comments regarding an employee’s gender or engaging in other verbal or physical conduct of a sexual or gender-offensive nature; Mastery Schools also prohibits conduct when an individual’s submission to that conduct is made explicitly or implicitly a term or condition of that individual’s employment, or when that conduct creates an intimidating, hostile, or offensive working environment.

Sexual Harassment includes (not limited to)

Sexual Harassment
Unwelcome or unwanted sexual advances
Requests or demands for sexual favors
Verbal abuse, kidding, or physical contact that is sexually oriented and considered unacceptable by the target of the abuse
Any type of sexually oriented conduct that interferes with another’s work performance
Sexually oriented conversations or activities that create a work environment that is intimidating, hostile or offensive to any staff member
Verbal abuse, kidding, remarks or comments that intimidate, ridicule, and maliciously demean the status of an individual’s gender

Any person who believes that they are the victim of any type of discriminatory conduct, including sexual harassment, should bring that conduct to the immediate attention of their manager, Human Resources, or any member of management. If any employee has violated the policy, the violator will be subject to appropriate disciplinary action, up to and including termination. Retaliation in any form against an employee who complains of discrimination or harassment is strictly prohibited and will result in appropriate disciplinary action. Any managerial employee to whom an employee brings a complaint of sexual harassment but who fails to take appropriate action to resolve it will also be disciplined.

RELATIONSHIPS WITH STUDENTS

Mastery Schools believes that the professional relationship between a student and an employee is vital to a student’s educational development and affirms that the teaching relationship is based on trust, confidence and dependency. In this context, a professional relationship is defined as one where there is an assessing, supervising, tutoring, teaching, mentoring, coaching, or pastoral role, or a role providing administrative or

technical support. Students are entitled to equality of treatment, and it is important that a personal relationship between a member of staff and a student is not perceived by others to prejudice that equality of treatment.

Employees are prohibited from entering into a sexual/romantic relationship with any student on or off the premises of Mastery Schools while employed at Mastery Schools. Further, staff should not enter into a personal, business, commercial or financial relationship with a student which could compromise, or could be perceived to compromise, the objectivity and professional standing of the teaching relationship. Employees who fail to comply with these guidelines will be subject to disciplinary action up to and including termination. Depending on the situation, conduct may also be subject to legal actions.

DRIVING STUDENTS IN PERSONAL VEHICLES

It is Mastery's policy that students should be transported to/from school related events and activities by way of school administrator/guardian-approved transportation services (such as a bus or van service). Employees are prohibited from transporting students in their personal vehicles to/from school related events and activities.

ADMINISTRATION OF MEDICATION TO STUDENTS

Under no circumstances are any Mastery staff or contractors other than the school nurse, school physician, or a substitute school nurse able to administer any medication to a student. This includes individuals with a medical license not employed or contracted to serve as a medical professional at the school. This also includes all members of the school's leadership team, specialized services team (social workers, case managers), instructional, or culture staff. Even with the express permission of a parent/guardian, Employees, except nurses, should not administer any kind of medication, prescription or over-the-counter to the students. If you have concerns or questions about administering medication, please speak with the school's nurse. Any Employee found to be in violation of this policy may be immediately dismissed.

CHILD ABUSE REPORTING POLICY

All Mastery Charter School employees are mandated reporters of suspected child abuse and are therefore required to make a report in any situations where they have reasonable cause to suspect that a student is being physically abused, emotionally abused, neglected, or sexually abused. To make a report, staff members must either call Childline by calling 1-800-932-0313 OR make a report online at the Pennsylvania Child Welfare Portal (CWP: <https://www.compass.state.pa.us/cwis/Public/home>). Following the report, the staff person is required to notify the school social worker, who is the contact person for the Philadelphia Department of Human Services (DHS). The social worker may also involve the school nurse to examine physical injuries related to suspected abuse claims. If the report relates to the conduct of a Mastery employee, the staff person must also notify the school principal immediately after making the report.

All school staff members are mandated to keep confidential any discussions regarding suspected child abuse; however, the school social worker may share some information with staff members on a need-to-know basis for the benefit of the student, keeping in mind the student's right to confidentiality. Once a report of suspected abuse is made to Childline, all staff members are required to cooperate with investigators and are allowed to share basic educational information (to the extent permitted under the Family Education Rights and Privacy Act ("FERPA")), as well as information related to the original report of suspected abuse. If, after making a report of suspected abuse, a Mastery Schools staff person is contacted by the Philadelphia Department of Human Services (DHS) or the Philadelphia Police Department, they should contact the school social worker to discuss the request before sharing information.

FRATERNIZATION POLICY

Mastery Schools' fraternization policy is intended to provide guidance in areas where personal relationships overlap with working relationships to ensure that individual members of staff do not commit acts of impropriety, bias, abuse of authority, or conflict of interest, and do not lay themselves open to allegations that they have done so.

Mastery Schools values and relies upon the professional integrity of relationships between members of staff as well as between an employee and a student. In order that Mastery Schools business is conducted and perceived to be conducted in a professional and proper manner, it is necessary to distinguish between, and take account of, personal relationships which overlap with professional ones.

In the context of this document, a **Personal Relationship** is defined as:

- A family relationship, by blood or marriage (or whose relationship is similar to that of persons related by blood or marriage [e.g. Common Law, Domestic Partnership, etc.]
- Individuals not related by blood or marriage but who share a residence
- A business/commercial/financial relationship
- A sexual/romantic relationship

Relationships between Employees

Although the existence of a personal relationship between members of staff does not necessarily constitute a bar to the employment or promotion of either party, staff should declare to the Human Resources Department any personal relationships which may give rise to a real or perceived conflict of interest, trust or breach of confidentiality.

Where a personal relationship exists or develops between members of staff who are in a line management or supervisory relationship at work, they must not be involved in recruitment, selection, appraisal, promotion or in any other management activity or process involving the other party. Additionally, staff in a personal relationship should not work together in any circumstance whereby a conflict of interest, breach of confidentiality or unfair advantage may be perceived to be gained from the overlap of a personal and professional relationship. In any such circumstances, the relationship must be declared in confidence to the Human Resources Department. The Human Resources Department will then make alternative management arrangements and confirm the arrangement in writing to the individuals concerned. If it is considered unavoidable to inform other members of staff about the relationship in order to explain a change in management arrangements, this will be discussed with the individuals concerned, before it is disclosed.

Employees who are uncertain about whether they should take action regarding a personal relationship are invited to seek guidance in confidence from Human Resources. A case whereby any personal relationship as defined within this policy manual, is not declared – whether or not the personal relationship results in an unfair advantage or disadvantage to either of the parties of the relationship (be they a member of staff or a student) – will be considered a serious matter and may lead to disciplinary action, up to and including termination.

ALCOHOL AND DRUG POLICY

Mastery Schools seeks to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner.

While on Mastery Schools' premises and while conducting business-related activities off Mastery Schools premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. Further, the odor of alcohol or illegal drugs will create a perception of impairment, or possible current consumption with students or others, and is also strictly prohibited. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger students and other individuals in the workplace.

Mastery does not discriminate or retaliate against employees who have been certified to use medical marijuana under the Pennsylvania Medical Marijuana Law, 35 P.S. § 10231.101 et seq. An employee utilizing medical marijuana is required to provide documentation showing their registration for medical marijuana use. The use, possession, sale or transfer of marijuana on Mastery School property, School vehicles, or while engaged in School activities is strictly forbidden. Further, an employee may be subject to discipline if the employee's work or conduct falls below accepted standards, regardless of the employee's status as certified user of medical marijuana.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment and/or required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

NON-SMOKING POLICY

In keeping with Mastery Schools' intent to provide a safe and healthful work environment, smoking and vaping is prohibited inside all Mastery Schools buildings and within fifty feet of any Mastery Schools facility. This policy applies equally to all employees, students, vendors, and visitors.

VIOLENCE IN THE WORKPLACE

Mastery Schools is committed to preventing workplace violence and to maintaining a safe work environment. Mastery Schools explicitly prohibits any acts or threats of violence (including: bullying, intimidation, and abusive conduct) by any Mastery Schools' employee or former employee against any other employee, student, vendor, or visitor whether or not the employee is engaged in business with or on behalf of Mastery Schools, on or off Mastery Schools premises. Any reports of violence, threats of violence, bullying of any kind, and/or other abusive conduct will be promptly and thoroughly investigated and, where warranted, ensure that appropriate action will be taken. Any employee who violates this policy shall be subject to discipline, up to and including termination. Such violations may also have legal consequences.

PROFESSIONAL DRESS AND APPEARANCE

Mastery Schools strives to maintain a workplace environment that serves as a role model for Mastery Schools students and is free from unnecessary distractions. As part of that effort, we require employees to maintain a neat and clean appearance that is appropriate for the workplace/school setting and for the work being performed. Due to Mastery staff's frequent interaction with students, parents, and the general public, a high standard of personal appearance is expected of employees.

Employees' attire while at Mastery Schools is to be appropriate to the extent that no distracting or disruptive attention or reaction on the part of others is reasonably anticipated or caused.

All employees should choose clothing appropriate for a professional business setting. Guidelines for appropriate dress are outlined below:

- Jeans, leggings, and t-shirts are NOT considered professional dress, and should never be worn
- Sweatpants and exercise wear (including athleisure wear) should not be worn in the workplace, unless appropriate for the setting (e.g., gym teacher) or event (outdoor/physical activity)
- Clothing should not be ripped, dirty, frayed, revealing, or tight
- Clothing should not contain words, terms, or pictures that: depict weapons or violence, sexually objectify any person, or may be offensive to other employees, students, or their families
- To create a favorable impression and be a role model to students, one must be clean and well-groomed at all times

Schools and departments that adopt casual or dress-down days may make exceptions to the above provided guidelines.

If an employee comes to work in inappropriate dress or appearance, the manager should discuss the issue with the employee in private and indicate the specific areas to be addressed. The employee will be required to leave work and change into attire/appearance that is considered appropriate for the workday and return to work. If the concern persists, the manager should follow the regular progressive discipline process.

CONFLICT OF INTEREST

Employees are expected to devote their best efforts and attention to the full-time performance of their jobs and to act in the best interest of Mastery. Moreover, employees are expected to use good judgment, adhere to high ethical standards, and avoid situations that create an actual, potential, or perceived conflict between their personal interests and the interests of Mastery Schools. Employees may not receive any income or material gain from individuals or activities outside Mastery Schools for materials produced or services rendered while performing their jobs for Mastery. A conflict of interest exists when the employee's loyalties or actions are divided between Mastery Schools' interests and those of another, such as a competitor, supplier, or customer. Both the fact and the appearance of a conflict of interest should be avoided. Employees unsure as to whether a certain transaction, activity, or relationship constitutes a conflict of interest should discuss it with their manager or Human Resources for clarification.

1. Coverage

All employees owe a duty of loyalty to the Mastery School employing them. In the event that a situation arises for an employee that might in their judgment cause the employee to act in a way that is detrimental to that loyalty, advice should be sought from that person's manager. Board members and administrators ("covered persons") have a higher duty which is imposed by the Pennsylvania Public Official and Employee Ethics Act. "Administrators," for these purposes are those who (a) take or recommend official action which is "non-ministerial," that is, the action involves the exercise of judgment or otherwise is discretionary, or (b) who exercise management or operational oversight.

2. Prohibited conduct

- a) Covered Persons are prohibited from using the authority of their office or employment or any confidential information received through their holding of office or employment with a Mastery school for the private pecuniary benefit of themselves, a member of their immediate family or a business with which he or a member of his immediate family is associated. "Immediate family" means a parent, spouse, child, or sibling. "Associated" means being a director, officer, owner, employee or having a financial interest in any business including nonprofit enterprises.
- b) Covered Persons are prohibited from soliciting or accepting anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment based on any understanding of that Covered Person that his action or judgment would be influenced thereby.
- c) Covered Persons are prohibited from accepting honoraria

3. Avoidance of conflict of interest

Covered Persons who believe themselves to be in a potential violation of the above should seek advice of counsel and if so advised should recuse themselves from participation in the action creating the potential conflict. If the Covered Person is a member of the Board and, if advised by counsel, they should also disclose the potential conflict at the next meeting of the Board.

4. Disclosure

All Covered Persons shall file annually a Statement of Financial Interest with the school at which they are employed or on which board they serve.

5. Prohibited Contracts

Subject to the provisions of the Pennsylvania Public Official and Employee Ethics Act, contracts between a Mastery School and a business in which the covered person or their spouse or child is associated are prohibited.

FORMS:

[State Ethics Commission Statement of Financial Interests](#)

Any exceptions to this policy must be approved in writing by the CEO. Failure to adhere to this policy, including failure to disclose any conflicts or to seek an exception, may result in disciplinary action, up to and including termination.

NO-SOLICITATION/NO-DISTRIBUTION

The conducting of non-School business, such as canvassing, collection of funds, pledges, circulation of petitions, solicitation of memberships, or any other similar types of activity as well as the distribution of non-School literature, such as leaflets, letters, or other written materials is not permitted at any time in or around any Mastery Schools facilities. Further, such activities are not appropriate for dissemination through Mastery's intranet. This policy also applies to any other location while the employee is conducting work-related business.

POLITICAL ACTIVITIES

Mastery Schools recognizes and encourages the right of its employees, as citizens, to engage in political activity. School property and school time, as a result of public funding, may not be used for political purposes. Mastery Schools adopts the following guidelines for those staff members who intend to engage in political activities.

- The collection of campaign funds and/or the solicitation for campaign workers is prohibited on school property
- The use of students for writing or addressing political material or the distribution of material to or by students is strictly forbidden
- Employees who hold elective or appointive offices are not entitled to time off from their Mastery duties for reasons related to such offices, except as time that they may be entitled to under PTO pursuant to the terms and conditions outlined by those policies
- Exempt from this policy are the discussion and study of politics and political issues when such discussion and study are appropriate to classroom studies such as history, current events, and political science

Violations of this policy may result in disciplinary action up to and including termination.

RECORDING POLICY

Unauthorized electronic recording of employees is disruptive to employee morale and inconsistent with the respectful treatment required of our employees. In Pennsylvania, it is also unlawful to record a conversation with another person without that person's knowledge and consent. For these reasons, no employee may record another employee, including a manager or supervisor, in person or on the phone, without the other employee's full knowledge and consent. This rule is not intended, and should not be construed, to limit any employee's lawful engagement in protected activity as indicated by the National Labor Relations Act (NLRA). A violation of this provision may result in disciplinary action, up to and including, termination of employment.

PA CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

All Mastery Schools employees are required to follow the PA Code of Professional Practice and Conduct for Educators (the "Code") as laid out by the Pennsylvania Department of Education. More information about the provisions of the code can be found at: <http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

EDUCATOR MISCONDUCT

There are certain categories of conduct that may, or in some cases will, trigger professional discipline. The actual contours of the professional educator discipline system are established in the Professional Educator Discipline Act (Act) (24 P.S. §2070.1a et seq.). Professional discipline refers to action against an educator's professional certificate or eligibility to work in a charter or cyber charter school as a result of a finding of misconduct by the Professional Standards and Practices Commission ("PSPC"). Action against an educator's professional certificate or eligibility to work should be distinguished from disciplinary actions taken by a local school entity. The Act sets forth the types of actionable misconduct for professional discipline, which includes violations of the Code. The Act also defines the various types of professional discipline that can be imposed for misconduct.

Misconduct under the Act can be characterized as either criminal or non-criminal. The distinction between criminal or non-criminal misconduct rests with the discretion that the PSPC has to fashion specific discipline if the misconduct is established. In the case of misconduct that is prosecuted before the PSPC based on a specific

crime or crimes, the Act typically mandates a specific sanction, which in all likelihood will be revocation. It is important to note that not all criminal conduct falls within this prosecutorial category. For example, if a teacher is convicted of Simple Assault, which is not an offense that falls within the "automatic" criminal classification, the Department may still elect to file charges against the educator, but the charges would be based on the conduct underlying the conviction and not on the conviction itself. In contrast, if a teacher is convicted of a crime that falls within the "automatic" criminal classification, the PSpC makes its determination based on the conviction itself and does not look at the underlying conduct. Non-criminal conduct that may be addressed by the PSpC includes immorality, incompetency, intemperance, cruelty and negligence. More information about the provisions of Act can be found at: <https://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/The-Commission-Professional-Discipline-and-the-code/Pages/Educator-Misconduct.aspx>

CORPORAL PUNISHMENT

Corporal Punishment is defined as the deliberate infliction of pain as retribution for an offense, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behavior that is deemed unacceptable. Mastery Schools prohibits any use of corporal punishment toward another member of the Mastery Schools community and any person that uses such action may be immediately dismissed.

WHISTLEBLOWER POLICY

The whistleblowing policy is intended to cover serious concerns that could have a large impact on Mastery Schools, such as actions that may lead to incorrect financial reporting; are unlawful; are not in line with company policy, including the Code of Business Conduct; or otherwise amount to serious improper conduct.

Reports may cover but are not limited to the following topics:

Ethical violations	Wrongful Discharge
Unsafe Working Conditions	Internal Controls
Quality of Service	Threats
Sexual Harassment	Vandalism and Sabotage
Theft	Discrimination
Conduct Violations	Alcohol and Substance Abuse
Fraud	Bribery and Kickbacks
Conflict of Interest	Improper Conduct
Theft and Embezzlement	Violation of Company Policy
Violation of the Law	Misuse of Company Property
Falsification of Contract	Reports or Records

Note: Regular business matters that do not require anonymity should be directed to the employee’s manager and are not addressed by this policy.

Any employee of Mastery Schools may submit a complaint in good faith regarding accounting, internal accounting controls, or auditing matters (“Accounting Matters”) to the management of Mastery Schools without fear of dismissal or retaliation. Mastery Schools is committed to achieving compliance with all applicable laws and regulations, accounting standards, accounting controls and audit practices.

In addition, Mastery Schools established a compliance hotline through **NAVEX EthicsPoint**. The purpose is for reporting fraud, unlawful, unethical and other types of improper behavior. This hotline is NOT a substitute for routine communications within our organization between Associates and their supervisors and managers, particularly as to workplace duties. Likewise, it does not replace communications with Human Resources staff about benefit issues or other job-related issues. The Whistleblower Hotline is an additional communication tool for specific types of situations, and it is provided because we believe that it is a good business practice to do so. Regular business matters that do not require anonymity should be directed to the employee's supervisor and should not be submitted using this service.

Serious concerns relating to financial reporting, unethical or illegal conduct should be reported in either of the following ways:

- Ethics Point Toll-Free Hotline: (844) 783-0011
- Website: <https://secure.ethicspoint.com/domain/media/en/gui/78496/index.html>

***The information provided by you may be the basis of an internal and/or external investigation into the issue you are reporting, and your anonymity will be protected to the extent possible by law by Navex EthicsPoint. However, your identity may become known during the course of the investigation because of the information you have provided. Reports are submitted by Navex EthicsPoint to a company designee for investigation according to our company policies.*

TITLE IX NOTICE AND COMPLAINT PROCEDURE

Mastery complies with Title IX regulations and does not discriminate on the basis of sex in its education programs and activities. All questions regarding Title IX and its implementation within Mastery Schools may be referred to Mastery's Title IX Coordinator, Michael Patron (Compliance and Regulatory Officer)).

Contact: Michael Patron (Compliance and Regulatory Officer), 5700 Wayne Ave, Philadelphia PA, 19144, (267) 671-2888, Michael.Patron@masterycharter.org

Information: Mastery's full Title IX Notice and Complaint Procedures can be accessed here: <https://www.masterycharter.org/app/uploads/2019/01/Title-IX-Notice-and-Grievance-Procedures-Mastery-January-2019-FINAL.pdf>

MASTERY PROPERTY AND EQUIPMENT

It is the responsibility of Mastery Schools Employees to be accountable for Mastery Schools Property and Equipment (this may include school money, laptop, projector, ID badge) when taken off campus. In the event that Mastery Schools' property is stolen, damaged or misplaced, the employee will be responsible for reporting to their manager, and the manager will work with Human Resources and the Support Team to determine the appropriate method of replacement.

SOCIAL MEDIA POLICY

Mastery Schools is excited for you to thoughtfully share your connection to our mission. We respect your right to create and use personal blogs, discussion forums, and internet based social networking sites (such as Facebook, Twitter, YouTube) during non-work time. However, whether at work or not, as an employee of Mastery Schools, you have certain responsibilities to the organization, particularly when it comes to protecting

the privacy and respecting the wishes of our students and families. Therefore, you are expected to comply with this policy when using social networking sites.

Definitions. For purposes of the following section, these definitions apply:

- a) “Social Media” includes, but is not limited to, the various online technology tools that enable people to communicate easily over the internet to share information and resources. Social media can include text, audio, video, images, podcasts, and other multimedia communications currently in existence and which may exist in the future.
- b) “Technology” includes, but is not limited to, computers, notebooks, the Internet, telephones, cellular telephones, MP3 players, USB drives, wireless access points (routers), or any wireless communication device.
- c) “Mastery Technology” is that which is owned or provided by Mastery.
- d) “Networking Sites” include but are not limited to websites, Facebook, dating sites, Flickr, Twitter, YouTube, Instagram, LinkedIn, and Blogs.
- e) “Official Mastery Networking Sites” include but are not limited to any Networking Site created by Mastery directly promoting and/or related to Mastery.
- f) “Personal Networking Sites” include all non-Official Mastery Networking Sites or non-Mastery Related Sites.

General Guidance

Each of us has a deep respect and commitment to the communities we serve and to our collective work. As such, when posting online, including on Personal Networking Sites, we expect all staff members to keep our Values in mind and act in the same professional manner expected of them in the classroom. While Mastery staff enjoy the rights of all citizens to express their views on matters of public concern, we should also consider how our words might be perceived by people in the communities we serve, our colleagues, and by the broader education community. Inappropriate postings may include offensive posts meant to intentionally harm someone’s reputation, discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct. Such postings will not be tolerated and may subject a staff member to disciplinary action up to and including termination.

Additionally, it is important to be honest and accurate when posting information or news, and any mistakes should be corrected quickly. We should be open about any previous posts that have been altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. We should never post any information or rumors that are suspected or known to be false about Mastery, school leadership, fellow staff members, students and their families, parent organizations, other schools or other educational organizations. The intentional posting of false information may likewise subject staff members to disciplinary action as noted above.

Whether using Mastery Networking Sites or Personal Networking sites, you are expected to follow the guidelines of the Internet and Email Etiquette policy, and you should respect the copyright and other intellectual property rights of others.

Ultimately, each of us is solely responsible for what we post online. Because of our special position in the community, we encourage the use of appropriate privacy settings to control who may access and view our personal use of social media. No employee has the authority to engage in conduct which gives the appearance of speaking on behalf or stating a position of Mastery Schools without express authority to do so. For this reason, no employee should engage in non-school communications using Mastery Schools' letterhead or identifying logos or trademark of Mastery Schools. If any Mastery staff member identifies themselves as an employee of Mastery on a Personal Networking Site, the posting should include a statement substantially as follows: "The views expressed on this personal networking site are my own personal opinions, and do not reflect the opinions of my employer, Mastery Schools."

Guidance regarding Social Media and our Students

The law provides broad protection of the privacy of students. Accordingly, Mastery Schools, in all its activities, is careful not to disclose protected student personal information except as permitted by law. In accordance with federal and state laws regarding privacy, we may not post any content that is considered protected health information or protected student educational records, including student names, images, student work, and health information, without a written authorization from the student's parent or guardian and principal.

Photos, Audios and Videos. Photos, audio- recordings and video recordings of students may only be publicly displayed on Official Mastery Networking Sites. Authorization and parental consent are required for any such postings of students to Official Mastery Networking Sites. Any use of photos, video-recordings or audio recordings absent prior authorization will be subject to review, editing, and removal. As appropriate, a recommendation for disciplinary action may result from the unauthorized use of such images, audio, or video recordings.

Personal Student Information. Internet predators and others can use personal information about students to contact them with the intent to do them harm. Therefore, while it is fine to write in general about students and experiences, it is potentially dangerous to expose personal information that makes a scholar easily identifiable online, especially a scholar's first and/or last name, neighborhood, or school name. Therefore, to protect our students, we should not share any personal information about them online. As appropriate, a recommendation for disciplinary action may result from such sharing.

Interacting with Students and their Families through Social Media. Staff members may not have online interactions with students or student's families using Social Media or on Networking Sites outside of the Official Mastery Networking Sites. A Staff Member's Personal Networking Site, online profiles and accounts may not be linked to students' or their families' online profiles unless otherwise approved by your principal. This includes students who have withdrawn from any Mastery school. However, once students become adults and alumni, connecting via social networking is permissible (and helpful for keeping in touch with alumni for support and tracking purposes.)

Talking about Mastery Schools. We understand that many people feel the impulse to turn to social media to vent and express their dissatisfaction with events in both their personal and professional lives. We expect and encourage staff members to provide constructive criticism about Mastery, which we believe can lead to better results for our students. However, staff members can best help strengthen Mastery by providing honest, direct feedback and suggestions for improvement by directly speaking with their principal, other instructional leaders, or managers. Nevertheless, if we decide to post complaints or criticism, we should always be fair and respectful, and we should avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, that might constitute harassment or bullying, that indicate or promote racist sentiments, or that is likely to be unduly disruptive to Mastery's operations.

PERFORMANCE MANAGEMENT

General Statement

Where the school leader or manager determines that the employee's performance is not satisfactory, they may take corrective action through performance improvement. The school leader or manager will typically give the employee notice of their unsatisfactory performance, and supports to improve their performance. These may include:

- Supports to improve performance including coaching, observations, in-class support, and/or modeling
- Progressive Discipline – for failure to meet professional responsibilities)
- Performance Improvement Plan (PIP) – for instructional/job execution concerns

Progressive Discipline

Mastery's progressive discipline policy and procedures are designed to provide a structured corrective action process to improve and prevent a recurrence of undesirable employee behavior and performance issues.

Outlined below are the steps of Mastery's progressive discipline policy and procedures. Mastery reserves the right to combine or skip steps depending on the facts of each situation and the nature of the offense. Some of the factors that will be considered are whether the offense is repeated despite coaching, counseling or training; the employee's work record; and the impact the conduct and performance issues have on the organization.*

Nothing in this policy provides any contractual rights regarding employee discipline or counseling, nor should anything in this policy be read or construed as modifying or altering the employment-at-will relationship between Mastery and its employees.

Procedure

Step 1: Counseling and verbal warning

Step 1 creates an opportunity for the manager to bring attention to the existing performance, conduct or attendance issue. The manager should discuss with the employee the nature of the problem or the violation of company policies and procedures. The manager is expected to clearly describe expectations and steps the employee must take to improve their performance or resolve the problem.

Within five business days, the manager will prepare written documentation of the verbal counseling. The employee will be asked to sign this document to demonstrate their understanding of the issues and the corrective action.

Step 2: Written warning

The Step 2 written warning involves more-formal documentation of the performance, conduct or attendance issues and consequences.

During Step 2, the manager will meet with the employee to review any additional incidents or information about the performance, conduct or attendance issues as well as any prior relevant corrective action plans. The manager will outline the consequences for the employee of their continued failure to meet performance or conduct expectations.

Within five business days of the meeting between the manager and the employee, the manager will prepare written documentation of the written warning. The employee will be asked to sign this document to demonstrate their understanding of the issues and the corrective action.

Step 3: Final written warning

During Step 3, the manager will meet with the employee a final time to review any additional incidents or information about the performance, conduct or attendance issues as well as any prior relevant corrective action plans. The manager will outline the consequences for the employee of their continued failure to meet performance or conduct expectations, up to and including termination or non-renewal of offer of employment for the next school year.

Within five business days of the meeting between the manager and the employee, the manager will prepare written documentation of the final written warning. The employee will be asked to sign this document to demonstrate their understanding of the issues and the corrective action.

Step 4: Termination of employment

The last and most serious step in the progressive discipline process is to terminate employment. Generally, Mastery will try to follow the progressive nature of this policy by first providing verbal and written warnings and issuing a final written warning to the employee before proceeding to terminate employment. However, Mastery reserves the right to combine and skip steps depending on the circumstances of each situation and the nature of the offense. Furthermore, employees may be terminated without prior notice or disciplinary action.

Termination of employment must be approved by Human Resources.

Performance and Conduct Issues Not Subject to Progressive Discipline

Behavior that is illegal is not subject to progressive discipline and may result in immediate termination. Such behavior may be reported to local law enforcement authorities. Similarly, theft, substance abuse, intoxication, fighting and other acts of violence at work are also not subject to progressive discipline and may be grounds for immediate termination.

Documentation

The employee will be provided copies of all progressive discipline documentation. The employee will be asked to sign copies of this documentation attesting to their receipt and understanding of the corrective action outlined in these documents.

Copies of these documents will be placed in the employee's official personnel file.

** Some performance, conduct or safety incidents are so problematic and harmful that the most effective action may be the temporary removal of the employee from the workplace. When immediate action is necessary to ensure the safety of the employee or others, the manager may suspend the employee pending the results of an investigation.*

Performance Improvement Plan (PIP)

Where the manager determines that there are concerns relating to an employee instruction or job execution, the manager may implement a Performance Improvement Plan (PIP).

Procedure**

Step 1: Notice

During Step 1, the manager discusses performance concerns with the employee and offer support (coaching, in-class support, etc.). The manager also provides a written summary of concerns/supports via email or letter.

Step 2: PIP Warning letter

If performance concerns persist, the manager will issue PIP Warning Letter notifying the employee that a failure to show sustained improvement will result in a PIP.

Step 3: Draft PIP

If performance concerns persist, the manager will draft a PIP document to be reviewed by their HR partner.

Step 4: Issue PIP and supports

During Step 4, the manager meets with the employee to discuss the PIP, expectations, supports, timeline, and potential PIP outcomes.

Step 5: PIP Summary Meeting

At the conclusion of the PIP window, the Manger will meet with the employee to discuss the outcome of the PIP and any next Steps.

PIP Outcomes

At the conclusion of a performance improvement plan (PIP), there are four possible outcomes:

1. The employee will have met the goals of the PIP and will be eligible for an offer for the following year.
2. The employee will not have met the goals of the PIP and the PIP will be extended, not to exceed 10 weeks total.
3. The employee will not have met the goals of the PIP and will not be issued an offer for the following year.
4. The employee will not have met the goals of the PIP and the employee will be terminated based on performance.

**Managers should discuss each step of the PIP with their HR Partner before moving on to the next step.

EMPLOYMENT SEPARATION

General Statement

Pennsylvania is an “Employment At-Will” state, and Mastery retains maximum rights and authority allowed under the law with regard to employment terminations. This means that you may terminate your employment at any time, for any reason or no reason, with or without cause, and with or without prior notice or procedural requirements. Likewise, Mastery may terminate your employment at any time, for any reason or no reason (other than an unlawful reason), with or without cause, and with or without prior notice of procedural requirements. No representatives of Mastery may enter into any agreements, or make any representations, written or oral, to alter those rights or otherwise create any contractual obligation of continued employment between you and Mastery. This Handbook and the policies contained herein are supplemental to your employment offer, and are not, of themselves, intended to create (and shall not be construed as creating) a contract (express or implied) between Mastery and any employee. To the extent an employee has a contract with Mastery that contains notice of termination provisions, said notice of termination provisions supersede this paragraph.

Introductory Period

In general, the first 90 days of employment or transition into a new role at Mastery is an *introductory period* between the employee and the employer. This period is specifically for goal-setting, training, and enhanced observation of Employee’s work performance, conduct, and professionalism. The introductory period does not modify or alter the employment-at-will relationship between Mastery and its employees.

Termination of Employment

Mastery looks to this Employee Handbook for guidance concerning termination of an Employee’s employment. The following are examples of reasons for terminating employment; this list is not all-inclusive:

- Unsatisfactory Performance
- Failure to Meet Professional Expectations of the Position
- Misconduct
- Notice/Layoff
- Employee Abandonment of Position (considered voluntary termination)
- Resignation of Employee Prior to End of School Year
- Violation of: tenets provided in the Employee Handbook, other internal policies/procedures/protocols, or any regulatory requirements
- Revocation of certification

Failure to Meet Professional Expectations of the Position

We believe that in order to achieve our ambitious mission, all employees must uphold the Mastery Schools’ Values, fulfill their professional responsibilities and expectations, and contribute positively to the Mastery Schools community. Fundamental professional expectations at Mastery include punctuality with arriving to work and fulfilling job requirements (including mandatory trainings), meeting deadlines, fulfilling duties per the position’s job description and at the direction of one’s manager, professional communication with families, students, peers and managers, professional attire (as outlined in our *Professional Dress* policy), and professional

and positive interactions with families, students, peers, and managers that align to our Values. Where the principal or manager determines that the Employee is not meeting the professional expectations of their position, the principal or manager will typically give the employee notice of their failure to meet professional expectations and opportunity to improve. If the concern persists, managers should follow the regular progressive discipline process.

Termination for Misconduct

Where the principal or manager determines that there has been misconduct by the employee, they may terminate the employee's employment, and such termination will be effective upon consultation with Human Resources and notice to the employee. Examples of employee misconduct that may result in immediate termination include: theft or destruction of Mastery Schools property; use of illegal substance or the consumption of alcohol on Mastery Schools premises or during working hours; acts of sexual, racial or other illegal harassment or any violent or abusive conduct toward a student or Mastery employee; acts of forgery, plagiarism, or cheating, falsification of information either verbally or in writing, falsification of documentation; any other conduct which the principal or manager, or Mastery, determines to constitute a threat to the safety or well-being of the students or other Mastery employees or community.

Termination with Notice/Layoff

Under certain circumstances, including but not limited to funding reductions, enrollment changes, and program changes, the employee's position may be eliminated. In this case, Mastery shall furnish the Employee at least 30 days' notice.

Job Abandonment

Mastery expects employees to report for work on time per the work schedule established by the employee's manager. An employee who is unable to report to work at the designated time is required to notify their manager as soon as practicable and per the school/NST department's specified call out procedure, but no later than the employee's scheduled start time. An employee who fails to report to work for two (2) consecutive business days without notifying their manager of the absence will be considered as having voluntarily resigned as a result of job abandonment.

If the employee is unable to contact the company for any absence, they should ask a representative (such as a family member or friend) to do so on the employee's behalf. If the employee or a representative is unable to contact Mastery due to extreme circumstances (such as a medical emergency or natural disaster that prohibits the employee or their representative from contacting the company within two days), the employee or their representative must contact Mastery as soon as practicable to explain the situation. In extreme circumstances, Mastery will consider the explanation and its timing before determining if the voluntary resignation will be upheld.

Employee Resignation

In order to ensure appropriate staffing levels and to plan for vacancies we have updated our expectations as it relates to resignation guidelines.

Instructional Staff, Campus-based Leaders, and Network Support Team (NST) Leaders

Instructional Staff, Campus-based Leaders, and NST Leaders (Director and above) who are resigning from Mastery are expected to provide sixty (60) calendar days' advance notice. After notifying their manager,

employees must submit their resignation in Workday. Mastery will acknowledge and process all resignations – verbal and/or written – according to the last day worked, either identified by the separating Employee’s notification of intent or as verified by Management. For resignations submitted near the end of the school year, notice must be submitted 60 days before the *first day of Mastery Staff Institute (MSI)*.

Non-Instructional Staff & Non-Leader NST Staff

Non-Instructional and NST Staff who are resigning from Mastery are expected to provide 30 calendar days’ advance notice. After notifying their manager, employees must submit their resignation in Workday. Mastery will acknowledge and process all resignations – verbal and/or written – according to the last day worked, either identified by the separating Employee’s notification of intent or as verified by Management.

All Staff

Employees who resign from Mastery and fail to provide appropriate notice will not be in ‘good standing’ and their personnel files will reflect this status (not in good standing), which may impact re-hire eligibility and any employment verifications that Mastery provides in the future. Failure to provide the required notice will result in forfeiture of paid time off (PTO) hours cashed out at 50% of their value. Exceptions to the advance notice period may be granted at the discretion of the manager who will make the request to Human Resources. The resignation period excludes holidays and periods of shutdown.

10.5 month staff who are paid over 12-months and who do not intend to return for the next school year will be paid through the last day of the pay period in which the last day of school falls and will have a termination date corresponding to the last day of the school year. Benefits will end on June 30. Accrued summer pay will be paid out in a lump-sum payment in the next pay cycle following the termination date.

It is our goal to take every measure to retain all of our staff and foster a reasonable transition plan for anyone needing to resign. If you have any questions about these guidelines, contact your HR Partner.

EMPLOYMENT CATEGORIES

It is the intent of Mastery Schools to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications are provided by the Fair Labor Standards Act of 1938, as amended (FLSA). Each employee is designated as either NON-EXEMPT or EXEMPT, which is noted in the employee’s offer letter and can be verified by the Human Resources department.

ROLE CLASSIFICATION

- **NON-EXEMPT** - employees entitled to their regular wage/salary and if applicable, overtime pay under the specific provisions of the FLSA. Non-exempt employees at Mastery Schools include, but are not limited to administrative assistants, building engineers, and maintenance staff.
- **EXEMPT** – employees excluded from specific provisions of the minimum wage, equal pay and overtime pay requirements of the FLSA. Exempt employees at Mastery Schools are executive, administrative, or professional employees, including teachers and academic administrative personnel.

EMPLOYMENT STATUS

- **REGULAR, FULL-TIME** - employees who are not in a temporary or introductory status and who are regularly scheduled to work at least 30 or more hours per week. Generally, they are eligible for Mastery Schools benefit package, subject to the terms, conditions, and limitations of each benefit program. Regular, full-

time employees who work between 30-39 hours per week will receive prorated benefits per the amount of time worked per week (i.e., PTO accruals will be prorated).

- **PART TIME AND TEMPORARY** - employees who are regularly scheduled to work less than 30 hours per week. While they receive all legally mandated benefits (such as Social Security, workers' compensation insurance and PSERS contributions for those grandfathered into the plan), part-time and temporary employees are not eligible for many of Mastery Schools' other benefit programs (e.g. medical insurance, dental insurance, etc.) or holiday pay compensation.
- **MID-YEAR HIRE (MY)** – employees who are hired or who transition into new roles after March 31st of the current school year are not subject to the guidelines set forth in certain policies and procedures. MY hires, as well as those promoted and/or transferred into new roles are not eligible for an End of Year performance-based salary increase and will receive summer pay at a prorated amount based on time worked.
- **LIMITED Term** - employees hired for a specified period of time, generally one year, with a defined end date and who are not in a temporary or introductory status and who are regularly scheduled to work at least 30 or more hours per week. Generally, they are eligible for Mastery's benefit package, subject to the terms, conditions, and limitations of each benefit program.

CONTRACTED SERVICES

Individuals who provide services to Mastery through an agency (such as outsourced paraprofessionals, substitutes, etc.) or consultants who provide expert advice in a particular area and typically set their own fee(s) (legal consultants, auditors, translators, training and facilitation providers, etc.) are contracted services. Individuals who provide services through an agency or independent contract are not employees of Mastery and not entered into Workday; they are paid through Accounts Payable. Because "employee" status triggers employer obligations under various federal and state laws that do not apply to independent contractors or agency staff, it is important to classify workers appropriately. Please reach out to HR@masterycharter.org for questions relating to hiring independent contractors.

EMPLOYMENT OF MINORS

Employees under 18 years of age are prohibited by law from performing certain types of work such as machine operation, or any other activities, which might expose them to conditions, defined by the FLSA as hazardous to minors. Additional limitations apply to employment of persons under the age of 16. In no case may minors under the age of 14 be employed in the organization. Minors must earn at least minimum wage and should work no more than 8 hours per day (non-school day) or 3 hours per day (school day).

WORK HOURS

The work schedule for an employee will vary based on job title, staffing needs, operational demands and may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week. Each employee should refer to their offer letter for their designated work schedule. However, it is subject to change as needed by the manager.

Federal and state laws require Mastery Schools to keep an accurate record of time worked in order to calculate employee pay and benefits. Full-time employees are required to follow daily check in procedures that are provided by the APOs at each site or Human Resources for the NST. Non-exempt employees should accurately record the time they begin and end their work in Workday. They should also record the beginning and ending time of any split shift or departure from work for personal reasons. Time sheets for NON-EXEMPT and PART

TIME employees are to be submitted to the APO or Manager in Workday. Logging time in and out of work is to be done by employees for themselves only. Signing other employees in or out is considered fraudulent and will result in disciplinary actions, up to and including, termination.

OVERTIME

Overtime compensation is paid to all NON-EXEMPT employees in accordance with federal and state wage and hour regulations. When operating requirements or other needs cannot be met during regular working hours, nonexempt employees will be given the opportunity to volunteer for overtime work assignments. Overtime pay is based on actual hours worked. Time off on personal leave, vacation leave, or any leave of absence are not considered hours worked for purposes of calculating overtime. Overtime is calculated as work exceeding 40 hours within a pay week (not including lunch breaks). Overtime work must always be approved before it is performed.

FLEXWORK

Mastery Schools considers **FlexWork** (telecommuting/working remotely) to be a viable, flexible work option when both the employee and the job are suited to such an arrangement. Working from Home (WFH) is the most commonly practiced example of this type of flexible employment arrangement. *FlexWork* may be appropriate for some employees and jobs but not for others. *FlexWork* is neither an entitlement, nor is it a companywide benefit, and it in no way changes the terms and conditions of employment with Mastery.

It is strongly suggested that the employee and their manager work together to prepare for a remote work arrangement by talking through the questions listed below:

1. Is **FlexWork** right for this position?

- Can the job be done effectively and efficiently from a location outside of the office, classroom, or regular workspace?
- Will the needs of internal and external customer(s) continue to be met?
- Does the job include managing people?
- How will the performance be measured?
- Does the job require access to specialized equipment or files?
- Are there any concerns with safeguarding confidential information?
- What is the amount of work that is portable/amount of face-to-face contact required with people at the office/classroom/regular workspace?
- What are the tasks or responsibilities that are unpredictable or variable?
- What job elements must be accomplished to make clear that the proposed remote work arrangement is working well?

2. Is **FlexWork** appropriate for me - the employee?

- Have I successfully completed the Initial 90-Day Period?
- Am I highly motivated and comfortable working independently?
- Have I demonstrated the ability to solve problems without manager intervention?
- Am I able to effectively manage my own time?
- Do I have a suitable environment to work away from the office which adheres to information security guidelines?
- Will I be free from distractions that may impact my ability to complete my work?
- Do I have access to the necessary equipment and systems?

3. What are the indications of success?

- Are operational and/or business needs and results being met?

- Is the arrangement seamless to co-workers, customers, and stakeholders?
- Are individual and/or team goals being met?
- Is there effective communication with coworkers, customers, and manager?

FLEXWORK – GUIDELINES

Compensation and Work Hours*. Employee compensation, benefits, work status and work responsibilities will not change due to participation in a *FlexWork* arrangement. The amount of time the employee is expected to work per day or pay period will not change as a result of participation in a *FlexWork* arrangement. Employee is expected to observe a regular work schedule, to be accessible, and to perform the functions of the role just as if working in a traditional work location. *MODIFIED WORK SCHEDULES INVOLVING REDUCED HOURS MAY REDUCE PAY.

Communication. Employees must be available by phone, email, and/or the NST approved instant messenger solution during core business hours. All Mastery Schools digital/electronic interactions will be conducted on the company site. Video/Web conferencing is permitted. Employee must be available for staff meetings, and other meetings deemed necessary by management on a regular basis, to be conducted at the home office, Mastery Schools campus, or other location as designated by management. Employee is expected to notify manager of any potential availability conflicts ahead of such conflict.

Continuing Eligibility. Employees MUST: Successfully complete 90 day Introductory Period; Adhere to agreed upon, full time work schedule; Maintain expected levels of communication; Meet performance and behavior expectations; Abide by all Mastery Schools policies, procedures, and practices; Maintain “Meets Expectations” or above on all relevant performance feedbacks and assessment categories.

Professionalism: Professionalism will continue to be assessed as if working at a Mastery Schools site. Expectations include, but are not limited to: on-time, regular attendance; participation in meetings by teleconference; responsiveness to email communications, execution of assignments according to plan; quality of work; and meeting deadlines and other commitments. In addition, in the event that there is a business need, it is expected that the employee will be available and able to report to the campus or NST office in order to participate in meetings during core hours, as indicated.

Equipment/Tools. Mastery Schools will provide a lap top computer for employee to perform work duties. Monitors will NOT be provided. Internet service costs will NOT be reimbursed. The use of equipment provided by the Mastery Schools for use at the remote work location is limited to authorized persons and for purposes relating to company business. Mastery Schools will provide for repairs to company equipment. We are not responsible for the purchase or maintenance of equipment not supplied by Mastery Schools. Please refer to "Technology and Business Equipment Policies" for more details.

Workspace. The employee will establish a suitable workspace within the remote work location for placement and installation of work equipment to be used while engaging in the *FlexWork* program. Employee shall maintain workspace in a safe condition, free from hazards and other dangers. Any company materials taken home should be kept in the designated work area at home and not be made accessible to others. Mastery Schools will not be responsible for costs associated with initial setup of the home office such as remodeling, furniture or lighting, nor for repairs or modifications to the home office space.

Information Security. Consistent with the Mastery School’s expectations of information security for employees working at the office, employees working from home/remotely will be expected to ensure the protection of proprietary company and confidential student &/or Employee information accessible from their home office. Steps include use of screen protectors, locked file cabinets and desks, regular password maintenance, and any

other steps appropriate for the job and the environment. Maintaining hard copy and/or printing documents containing Personal Health Information (PHI) is expressly prohibited. Strict adherence to all Information Security policies is required.

Office Supplies. Certain office supplies *may be* provided by Mastery Schools as necessary. Out-of-pocket expenses for other supplies will not be reimbursed without prior management approval.

Worker's Compensation. Employee is covered by worker's compensation insurance during work hours and while performing work functions in the designated work area of the home, consistent with Mastery Schools' policy. Mastery Schools assumes no liability for injuries occurring in the employee's home workspace outside the agreed-upon work hours.

Liability. Mastery Schools is not liable for loss, destruction, or injury that may occur in or to the employee's home. This includes family members, visitors, or others that may become injured within or around the employee's home.

Dependent Care. *FlexWork* is not a substitute for dependent care. Employee is expected to be fully engaged in work duties during agreed upon work hours.

Income Tax. It is the employee's responsibility to determine any income tax implications of maintaining a home office area. Mastery Schools will not provide tax guidance nor will the company assume any additional tax liabilities. Employees are encouraged to consult with a qualified tax professional to discuss income tax implications.

Company Office Space. Employees entering into a work-from home agreement may be required to forfeit use of a personal office or workstation in a company facility entirely, or in favor of a shared arrangement to maximize the office space needs of the organization.

NO EXPECTATION OF PRIVACY Employees have no expectation of confidentiality or privacy with respect to any communication or access made through Mastery Schools technology, regardless of whether that use is for business-related or personal purposes (which should be limited), other than as specifically provided by law. Mastery Schools may, without prior notice or consent, log, supervise, access, view, monitor, and record use or access of Mastery Schools' technology (including reviewing files, e-mails, voicemail messages and other materials) at any time. Mastery's technology is supplied for business, and not for personal use, and by using or accessing Mastery Schools' technology, employees understand and agree that Mastery may access, monitor and/or record such use in the same manner as if the employee worked solely on Mastery's premises.

FlexWork Agreement

Before entering into any work from home arrangement, the employee and manager, with the assistance of the human resource department, will evaluate the suitability of such an arrangement paying particular attention to the following areas:

- **Employee suitability.** The employee and manager will assess the needs and work habits of the employee, compared to traits customarily recognized as appropriate for successful work from home arrangements.
- **Job responsibilities.** The employee and manager will discuss the job responsibilities and determine if the job is appropriate for a work from home arrangement.
- **Other Requirements.** The manager must consider equipment needs, office space considerations, information security concerns and scheduling issues.

If the employee and manager agree, and the human resource department concurs, a *FlexWork* Request Form will be approved; the form is located in Workday. **The *FlexWork* arrangement can be discontinued at any time at the discretion of Mastery Schools.** Every effort will be made to provide 30 days' notice of such a change to accommodate commuting, dependent care and other issues that may arise from such a change. There may be instances, however, when no notice is possible.

BENEFITS

ELIGIBILITY

Regular full-time employees, who work at least 30 hours or more per week, are eligible to participate in Mastery Schools' benefits. All regular full-time employees and their spouses/domestic partners and dependents are eligible to participate in Mastery Schools' health, dental and vision plans. *If spouses/partners are both Mastery employees, each individual may only be covered once.*

Employees are also eligible to participate in retirement, life and disability insurance and other benefits as described below and in the benefit guidebook. Health insurance benefits become effective the 1st day of the calendar month after the employee's hire date. New hires (current and staff transferring into full-time benefit-eligible positions) are required to make benefit elections within 30 days from their date of hire.

Part-time employees (who work between 20-29 hours per week) have the opportunity to participate in a selection of voluntary benefits offerings. The voluntary benefits offerings include Vision, Flexible Spending for Medical, Dependent Care, Transit, Voluntary Life Insurance and Disability, Voluntary Accidental Injury Insurance, Voluntary Critical Illness, and Voluntary Hospital Care Coverage.

Mastery Schools reserves the right to eliminate or modify any of its benefits and eligibility requirements at any time. Employees should review the Benefits Guide available on the SmartBen Homepage for detailed information. Any benefit conflict between this handbook and the Benefits Guide will be superseded by the Summary Plan Description (SPD).

DOMESTIC PARTNERSHIPS

Mastery Schools offers employees the option to provide benefits coverage to their partners with whom they share a common living arrangement. Supporting documentation may be required as determined by the Carrier providing the benefit. Benefit eligibility for domestic partnerships is subject to terms, conditions and limitations identified by law or Carrier.

During the course of the benefit plan year you may experience a life event where your domestic partner's relationship status changes. Employees should be sure to reflect this update in SmartBen and email HR@masterycharter.org.

Making the change is a very simple process:

- 1) Log onto SmartBen - <https://masterycharter.smartben.net/>
- 2) Complete a 'Life Event' benefit enrollment to update your domestic partner's status and provide the requisite documentation to confirm the status change.

Employees who add a Domestic Partner to certain benefits will be subject to imputed income. The IRS requires that the fair market value of health coverage extended to a domestic partner who is not a tax dependent must be included in the employee's gross income and reported as taxable income on the employee's bi-weekly paycheck. Mastery will add a sufficient amount to the employee's gross income (i.e., "gross up") to offset the income tax burden attributable to such imputed income. In situations where a domestic partner becomes a spouse, the taxation of the costs of their benefits (imputed income) will no longer apply, and the gross up included in your pay will also be removed. This will be reflected in the pay cycle following the relationship status change. Employee must follow the life event steps listed above to remove the domestic partner.

COBRA

The federal Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) gives most terminated employees and their qualified beneficiaries the opportunity to continue health insurance coverage under Mastery Schools' health plan. Under COBRA, the terminated employee or beneficiary pays the full or partial cost of health coverage (depending on reason for departure) at Mastery Schools' group rate plus an administration fee. Mastery Schools through its health insurance plan Administrator provides each eligible employee with a written notice describing rights granted under COBRA and insurance premiums when the employee is terminated or resigns from employment.

RETIREMENT PROGRAMS

As required by Pennsylvania law governing charter schools, all full time Mastery Schools employees (employees who work 400 hours or more in a calendar year) are automatically enrolled in a retirement plan.

Mastery has two retirement plan options. Both plans require an employee contribution that is deducted from the employee's paycheck. These options are Public School Employee's Retirement System (PSERS), and the PenServ 403(b) Plan.

Here is more information about the plans:

PSERS

- Effective August 1, 2016, the PSERS plan is **closed to new employees**.
- For employees enrolled in the PSERS plan before August 1, 2016, Mastery Schools contributes to PSERS, as applicable, as mandated by state law. The rate varies by year. The exact contribution amount for both employee and employer is displayed on your paystub.
- More information can be found on the PSERS website: www.psers.state.pa.us.

PenServ 403(b)

- Effective August 1, 2016, **all new hires are eligible to enroll in the 403(b) plan only**. PSERS is not an option.
- The 403(b) plan has 2 components – mandatory and voluntary.
- Full time employees are automatically enrolled in the mandatory 403(b) plan at a contribution rate of 5% of the employee's salary and receive a matching employer contribution of 5%.
- Part-time employees qualify for the mandatory 403(b) plan after working 400 hours. At that time, they are automatically enrolled in the 403(b) plan and will be subject to the employee-side contribution (5%) and will receive the employer match (5%).

- Mandatory Employee 403(b) contributions and the corresponding employer contribution are subject to the IRS Limit on Annual Additions. These contributions do not have an impact on the voluntary elective deferral limit.
- All employees can enroll in the voluntary 403(b) plan at any time and contribute up to the annual IRS limit on employee elective salary deferrals, even if they do not work 400 hours or more in a calendar year.
- Voluntary contributions by an employee as part of the 403(b) plan are not subject to a matching contribution by Mastery.
- Employees who are already enrolled in PSERS also have the option to enroll in the voluntary 403(b) program with respect to salary reduction contributions. However, they are not eligible to receive the employer match since Mastery Schools contributes an employer contribution to PSERS on behalf of PSERS participants.
- Mastery Schools has partnered with PenServ to administer our 403(b) option. Mastery Schools has also partnered with a financial advisor to provide financial and investment advice. See contacts and additional information in the benefit guidebook.
- More information about 403(b) plans can be found on the IRS website: <https://www.irs.gov/retirement-plans/plan-participant-employee/retirement-topics-403b-contribution-limits>.

PROFESSIONAL DEVELOPMENT REIMBURSEMENT

Mastery Schools encourages staff to continue developing their instructional practice by taking coursework and workshops related to their field. All staff are allotted up to \$1,000 per school year towards reimbursements for professional development opportunities, education coursework, or certification related expenses, as approved by your Manager.

Additionally, the CARES Act amendment passed a temporary provision, set to expire on January 1, 2026, that allows educational assistance programs (like Mastery’s PD Reimbursement policy) to cover **qualified education loans** that were incurred by employees for their own education. For this purpose, a “qualified education loan” is a debt incurred by the employee solely to pay qualified higher education expenses incurred by the employee around the same time and during a time when the employee was an eligible student.

The process requires the following:

- Staff must first pay for and complete the professional development session, coursework, testing, and/or workshops related to their position
- Complete the professional development form in Workday:
 - Log into Workday and click on the **Requests** icon
 - Under Actions, click **Create Request**
 - Click **All** and select **Professional Development Reimbursement**. Follow the steps within the form. Attach receipts that show the total cost of the Professional Development, as well as proof of grades for coursework (must be a “C” or better) or proof of attendance
- Submit the form to the Manager for approval
- Forms will be routed for approval and then to Human Resources for processing within two pay cycles
- Professional development requests must be made within the same school year of the coursework/seminar/certification testing completion date. Employees will have until August 31st of each

year to submit reimbursement requests from the previous year. Additionally, professional development allowances do not rollover each year, allowances that are not used within the school year, will be lost.

Employees who separate from Mastery may still apply for professional development reimbursement by submitting required documentation within 30 calendar days of termination date.

NST TRAVEL REIMBURSEMENT

NST staff regularly traveling to more than one campus by personal vehicle and/or who incur toll cost due to travel to Camden campuses may be entitled to a monthly travel/toll reimbursement based on position and frequency of travel. This monthly reimbursement is provided to help defray the cost of using one’s personal vehicle to travel between two or more campuses in a given day on a regular basis, including tolls for Camden campuses. Reimbursement amounts are below:

PA Travel Reimbursement	
Rate (monthly)	Travel Frequency
\$30	Approx. 1-2 times/week
\$60	More than 2 times/week
NJ Toll Reimbursement	
Rate (monthly)	Travel Frequency
\$20	No more than once a week
\$40	Approx. 2 times/week
\$80	Approx. 4 times/week

NST staff approved for the travel reimbursement will receive payment in the 2nd pay period of the month.

If you are traveling in accordance with the NST Travel Reimbursement policy, you may complete a NST Travel Reimbursement Request form in Workday.

- Click on the *Requests* icon
- Under Actions, click *Create Request*
- Click *All* and select *NST Travel Reimbursement*.
- Follow the steps within the form.

The form will be routed to your manager for approval, and then to HR for processing. Managers may also complete a request form on behalf of an employee using the same instructions.

Please allow 2 pay cycles to see the reimbursement reflected. Employees must notify HR if travel frequency changes.

TECHNOLOGY AND BUSINESS EQUIPMENT POLICIES

All Mastery Schools’ technology and business equipment (including but not limited to: ID badges, cell phones, smart phones, laptops, tablets, projectors, printers, and fax machines) are to be used in a manner that protects

the information on the equipment and also protects the equipment itself. Mastery Schools employees are fully responsible for Mastery Schools technology and business equipment when taken off campus.

Employees are responsible for taking appropriate precautions to prevent loss, theft, or damage to Mastery Schools equipment. In the event that Mastery Schools property is stolen, damaged, or misplaced, the employee will be responsible for reporting to their manager immediately and the manager will work with Human Resources and Information Technology to take appropriate follow-up action including determining the appropriate method of replacement.

In the event of negligence or abuse of Mastery Schools technology or business equipment, employees will be responsible for all or part of the repair or replacement cost and may be subject to discipline up to and including termination from employment.

Mastery Schools will retain ownership of all technology and equipment issued to employees – including but not limited to: ID badges, computers, phones, and tablets – and all technology and equipment must be returned to Mastery Schools when employment ends. Mastery terminates all physical and system access upon termination of employment; employees should neither collect nor store personal information on Mastery computers and phones, including but not limited to documents, pictures, and contacts. Further, Mastery data and documents are not to be copied or downloaded prior to return and hard copies of such data and documents are to be returned with the equipment.

LAPTOPS AND DESKTOPS

Use of Mastery Schools issued laptops and desktops must conform to all use and etiquette policies and use is restricted to authorized Mastery Schools employees. Use of Mastery Schools issued laptops and desktops for personal purposes should be within the standards of good judgment and common sense and as required through the terms and conditions of applicable software license agreements.

Care for Mastery Schools issued computers is the employee's responsibility, including appropriate precautions to prevent loss, theft, or damage. Loss, theft or damage of a laptop or desktop must be reported to the employee's manager as soon as it is discovered. In the event of negligence or repeated loss, theft, or damage of Mastery Schools issued laptops or desktops, an employee will be responsible for all or part of the repair or replacement cost.

CELL PHONES AND SMART PHONES

Use of Mastery Schools issued cell phones and smartphones must conform to all use and etiquette policies and is restricted to use by Mastery Schools staff. Use of school issued cell phones and smart phones for personal purposes should be limited and within the standards of good judgment and common sense.

Cell phone and smart phone minutes usage is actively monitored and excessive minutes use beyond reasonable business limits will be charged to the employee.

Care for Mastery Schools issued phones is the employee's responsibility, including appropriate precautions to prevent loss, theft, or damage and/or the purchase of a protective case. Loss, theft or damage of a cell phone or smart phone must be reported to the employee's manager as soon as it is discovered. In the event of negligence or repeated loss, theft, or damage of Mastery Schools issued cell phones and smart phones an employee will be responsible for all or part of the repair or replacement cost.

Employees who are issued smart phones are encouraged to back up or sync their smart phone regularly. Lost or stolen devices will be remotely erased by Mastery Schools and recovery of data will not be possible even if the device itself is subsequently recovered.

Mastery Schools has a zero-tolerance policy regarding use of cell phones and smart phones while driving. For the safety of our employees and others it is imperative that employees pull over and stop at a safe location prior to calling, texting, or emailing on a cell phone or smart phone. Under no circumstances are employees allowed to place themselves at risk to answer a call, text, or email. Employees who are charged with traffic violations resulting from the use of their cell phone or smart phone while driving will be solely responsible for all liabilities that result from such actions.

Mastery Schools issues cell phones or smart phones to employees in specific roles/job titles as needed based on job responsibilities. Employees opting out of or refusing a Mastery Schools issued cell phone in favor of a personal cell phone will not be reimbursed for related costs or usage for business purposes.

Phone numbers associated with Mastery Schools issued cell phones and smart phones remain property of Mastery Schools and may not be taken by the employee when employment ends.

PHOTOCOPIERS

The photocopiers are for Mastery Schools' employee use only – students and visitors may not use copiers. Costs related to copiers and supplies exceed \$25,000 per year per school – so every effort should be made to conserve paper and ink. Double siding, shrinking print, using half sheets, etc. are encouraged. Consider planning to make copies well in advance of need. Any project over 200 copies should be confirmed with the Assistant Principal of Operations at your school to determine if the job should be outsourced. Directors of Operations set and monitor copying limits per staff.

EMPLOYEE IDENTIFICATION AND SECURITY BADGES

Mastery is committed to providing safe and secure buildings for all students and staff. It is our policy that all adults within Mastery buildings are readily identifiable, are authorized to be on the premises, and have been provided with the appropriate credentials to access the necessary areas of each Mastery building.

This policy applies to all Mastery employees and staff members and extends to vendors, third-party, contingent, and contract workers.

Employee ID/security badge shall:

- Display the photo, legal name (no nicknames), title and campus of the employee
- Be worn in plain view at all times while on-site at a Mastery Schools location and displayed on the lanyard provided- failure to wear your ID/security badge or excessive loss (two or more times) of your ID/Security badge may result in disciplinary action
 - Replacement lanyards and ID holders may be provided by campus Operations Team upon request;
- Be provided to new employees by HR during their scheduled New Employee Orientation session. No new employee should begin working at any Mastery campus prior to attending and receiving their credential at NEO.

Employees shall:

- Immediately notify the Assistant Principal of Operations or Operations Manager of a lost ID/security badge, and the Operations lead will submit a replacement request to HR
- Only be granted a single ID/security badge at a time. If there is need for a new identification badge (due to name or campus change for example) the employee is to relinquish their badge to HR or their Operations lead prior to being issued a new badge. New identification badges will only be provided once a year (prior to the subsequent school year), except in cases of lost badges
- Return ID/security badge to campus APO/Manager upon termination, or the end of the agreed upon contract term for vendors, third-party contingent and contract workers
- Not manipulate, change, intentionally damage or otherwise alter their ID/security badge

Vendors, third-party contingent and contract workers:

- Campuses in need of a badge for a contractor, vendor etc. must have their Assistant Principal of Operations or Operations Manager submit the request to HR@masterycharter.org. Requests that are not submitted by the Assistant Principal of Operations or Operations Manager will be denied.
 - Those with contracts/work assignments for a duration of less than one month will be provided with a guest badge which is to be provided upon arrival at the campus. Guest badges are also appropriate for daily usage for vendors, contractors etc. with work assignments of less than one month.

Other Policies:

- Photos will primarily be used for ID/security badge but will also be added to Outlook directory
- All FOB access is assigned based on the role and relationship an employee/vendor has with the campus and is limited to 'Administrator' or 'Teacher' level access. Those requesting or requiring access that differs from their defaulted access level should contact their campus Assistant Principal of Operations or Operations Manager.
- Visitor/Guest Badges: Campuses will continue to follow their campus specific check-in procedures for campus guests.

OTHER BUSINESS EQUIPMENT

Appliances, vending machines, fax/phone services and elevators are for Mastery Schools' employee use only. Only students with a medical condition, injury or disability documented by a doctor are permitted to use the elevator.

All business equipment, including but not limited to copiers, facsimile machines, computer systems, email, internet systems, electronic storage, pre-paid postage machines, refrigerators, landline telephones, and voicemail are the property of Mastery Schools and are restricted for use for school related purposes only.

DATA STORAGE AND BACKUPS

All employees will be provided with an online network drive (the "H" drive) that is backed up nightly. This storage area should be used for all important documents and files that need to be retained even in the event of computer failure. Files stored locally on a computer are not backed up and will not be recovered in the event of computer failure.

Each employee's network drive has a size limit of 5 GB and users will be warned when usage reaches 90% of their quota.

VOICEMAIL

Mastery Schools' employees who are provided with landline telephones are expected to record a voicemail message. When recording a voicemail message, please use the following as a guide:

School Employees - *"Hello. You have reached the voice mailbox of [employee name]. Please leave a message including your name, your child's name, the nature of your call, and your phone number and I will return your call at my earliest convenience. Thank you."*

Administrative Employees - *"Hello. You have reached the voice mailbox of [employee name]. I am unable to take your call at this time and your call is very important to me. Please leave a message, including your name and phone number along with a detailed message describing the nature of your call and I will return your call at my earliest convenience. Thank you."*

Mastery Schools employees are expected to check voicemail daily and return/respond to messages promptly and not later than 2 business days.

LIMITED RIGHTS OF USE

Use of Mastery Schools' technology and business equipment is a privilege, not a right. When necessary to protect and ensure the operability, integrity, security and reliability of Mastery Schools' resources, employees may be denied access in whole or in part.

Materials created by staff members in or related to the performance of their employment duties, including materials created on Mastery Schools' technology or equipment, are property of Mastery Schools. Mastery Schools retains the right to review, edit and/or delete any material posted on Mastery Schools' web servers or web pages or on behalf of Mastery Schools on other web servers or web pages at any time.

NO EXPECTATION OF PRIVACY

Employees have no expectation of confidentiality or privacy with respect to any communication or access made through Mastery Schools technology, regardless of whether that use is for business-related or personal purposes, other than as specifically provided by law. Mastery Schools may, without prior notice or consent, log, supervise, access, view, monitor and record use or access of Mastery Schools' technology (including reviewing files, e-mails, voicemail messages and other materials) at any time. Equipment supplied is not for personal use. By using or accessing Mastery Schools' technology, employees agree to such access, monitoring and/or recording of their use.

INTERNET AND E-MAIL ETIQUETTE

- Mastery Schools' employees shall ensure all communication through Mastery Schools e-mail or messaging services is conducted in a professional manner. The use of suggestive, vulgar, or obscene language is prohibited.
- Mastery Schools' users shall not reveal private or personal information of their own, of other Mastery employees or of students or their families through school e-mail or messaging services without clear and specific written approval from management.
- Users should ensure that e-mail messages are sent to only those users with a specific need to know. The transmission of e-mail to large groups, use of e-mail distribution lists, or sending messages with large file attachments (attachments larger than 5.0 Mb) should be avoided.

- E-mail privacy cannot be guaranteed. For security reasons, messages transmitted through the Mastery Schools e-mail system or network infrastructure are the property of Mastery Schools and are, therefore, subject to inspection. Employees should also be aware that deleted messages can and will be inspected if deemed appropriate.

COMPUTER, DEVICE, AND INTERNET USE

- Mastery Schools' users who identify or perceive an actual or suspected security problem shall immediately contact the Director of IT.
- Mastery Schools users shall not reveal their account passwords to others or allow any other person, employee or not, to use their accounts. Similarly, users shall not use other employees' accounts.
- Any and all use of IT assets is subject to monitoring by IT Security and access to Mastery Schools' network resources shall be revoked for any user identified as a security risk or who has a demonstrated history of security problems.
- All terms and conditions as stated in this document are applicable to all users of the Mastery Schools network and related use of the Internet. Any employee violating these policies or applicable local, state, or federal laws while using the Mastery Schools network shall be subject to loss of network privileges and any other disciplinary actions deemed appropriate, up to and including termination, as well as civil penalties and/or criminal prosecution. Mastery Schools' users are expected to use good judgment when using Mastery computers, devices, email, other messaging services, and Internet connectivity.
 - Appropriate use includes, but is not limited to using Mastery computers, devices, email, other messaging services, and Internet connectivity:
 - To perform activities directly in support of official Mastery Schools business
 - For educational or research purposes.
 - Inappropriate use includes, but is not limited to using Mastery computers, devices, email, other messaging services, and Internet connectivity:
 - For any unlawful purpose. Examples of this include the transmission of violent, threatening, fraudulent, pornographic, obscene, or otherwise illegal or unlawful materials.
 - For non-Mastery business.
 - To harass, intimidate or otherwise annoy another person.
 - For personal gain such as selling access of a Mastery Schools user login IDs.
 - To circumvent or subvert security measures on either the Mastery Schools network resources or any other system connected to or accessible through the Internet.
 - To intercept network traffic for any purpose other than engaging in authorized network administration.
 - To make or use illegal copies of copyrighted material, store such material on Mastery Schools equipment, or transmit such material over the Mastery Schools network.

RESPONSIBILITY FOR USE AND/OR MISUSE

Mastery Schools is not responsible for any information that may be lost or damaged (including being rendered unavailable) by use or access of Mastery Schools technology or business equipment, including the Internet and e-mail. Mastery Schools denies any liability or responsibility for communications made by any user of Mastery Schools' technology or business equipment.

Please also note that internet communications can be a source of entry and computer system corruption by malware, computer viruses, or hackers seeking to modify, destroy, or gain access to data. This is something to

take seriously as it poses a threat to employee and student personal information, Mastery records, confidential records and data, and the integrity of our computer systems.

EQUIPMENT RETURN POLICY

All Mastery property must be returned to Mastery at the end of employment. In the event of resignation or exit from the organization, or change in status from employee to contractor, vendor, or third-party contingent/contract worker, employees are required to return all Mastery equipment (i.e. ID badge, laptop, cell phone, etc.) to the Assistant Principal of Operations (NST employees must return all equipment to Human Resources). Employees who do not return equipment may be subjected to having the cost of the property withheld from their last paycheck or charged for the cost of the equipment.

ADDITIONAL COMPENSATION

HIGHER EDUCATION

Full-time employees who, while employed at Mastery Schools, receive their Master's degree in a field that is related to the Employee's current position, will receive a one-time \$2,000 increase in their annual base salary. Human Resources must be notified when the degree is granted. Notifications must be made prior to the annual offer renewal period in April/May. Master's degrees obtained and submitted to HR in or after May will be applied to salaries for the following school year. If you do not notify Human Resources as soon as your Master's degree is granted, you may forfeit the possibility of receiving an increase for the current year.

ADDITIONAL DUTIES AND COMPENSATION GUIDEBOOK

The Human Resources department maintains an Additional Duties and Compensation Guidebook that outlines policies, compensation amounts and payment instructions for various additional duties. The guide also includes an eligibility table outlining which staff members are eligible for additional duties and compensation. Any additional duties or payment amounts outside of the guide would be considered exceptions and require written approval from a Human Resources team member or the Chief Talent Officer. Any requested changes to the guide must be submitted to HR@masterycharter.org along with supporting documentation for review. If approved, the guidebook will be updated accordingly. Otherwise, the guidebook is reviewed and updated on an annual basis. Below are some examples of additional duties warranting additional compensation. The full list can be found in the approved Additional Duties and Compensation Guidebook.

TEACHER LEADERS

Teachers serving as Teacher-Leaders will receive additional compensation in two installments during the school year. The rate will be determined based on two factors – the level of specialty responsibility and classroom release time. TLs will receive a separate offer letter for the TL position. Teachers interested in serving as a TL should speak to their Principal about potential nomination.

GRADE TEAM LEAD

Teachers serving as a grade team lead will receive additional compensation in two installments during the school year. The rate will be determined at the beginning of the school year. Teachers interested in serving as a grade team lead should speak to their principal and/or assistant principal for instruction.

EXTRA-CURRICULAR

Rates for running extra-curricular or athletic activities are determined centrally. Each extra-curricular and athletic position has a different compensation amount. For more information about participating in these activities, contact your supervisor.

INTERNAL CLASS COVERAGE

Instructors are required to substitute for colleagues as needed. Every effort will be made to minimize requests and distribute requests equitably. Instructors will be provided with as much notice as the situation will allow. The Assistant Principal of Instruction provides guidance to substitute instructors regarding class content and management. Coverage compensation will be provided to instructors at the current year's rate.

SATURDAY SCHOOL

Instructors are required to teach 2 Saturdays per year. Willingness to teach additional Saturdays is greatly appreciated. If interested in teaching additional Saturday classes, please inform the principal. Saturday school compensation will be provided to instructors at the current year's rate.

SUMMER SCHOOL

Instructor participation in summer school is greatly appreciated. If interested, please inform the Principal or Assistant Principal for Instruction. Compensation for summer school will be determined prior to the start of summer school.

Please connect with your school's APO for more information about additional compensation categories, eligibility, and process.

SCHOOL LEADERS, CULTURE, COLLEGE, SUPPORT

MASTERY SCHOOLS MANAGEMENT MODEL

OVERVIEW

Mastery Schools employs a performance-based leadership advancement and compensation system called the Mastery Management Model (M3). By basing advancement on performance rather than seniority, Mastery Schools intends to attract, support, and retain the highest quality administrators. For non-instructional, school-based staff, the system has three performance categories each with specific advancement criteria and salary range (for each position). The performance categories are: **Senior, Advanced, and Master**. M3 aligns with the Teacher Advancement System in that there are performance categories and administrators are evaluated on

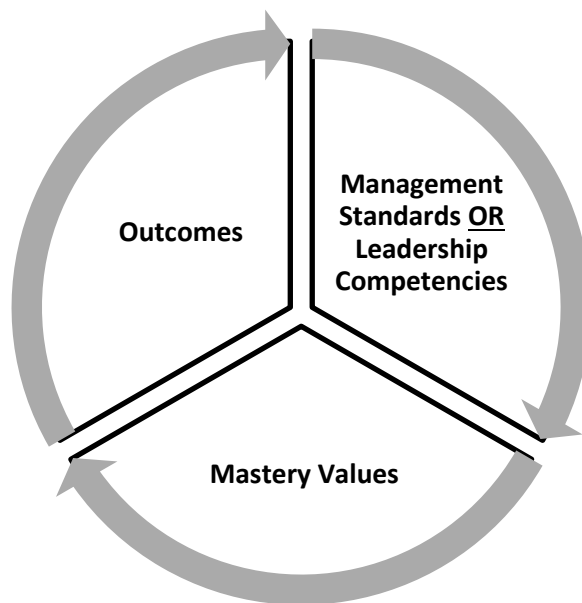
three components: Outcomes, Leadership Competencies or Management Standards, and Mastery Values. Consistent with Mastery Values, the system strives to make the advancement standards, processes, and salaries fair and transparent. Please note that while evaluated M3 is used to evaluate NST staff, they do not have performance categories.

ADVANCEMENT CRITERIA

The Mastery Management Model (M3) complements the Teacher Advancement System and shapes the way we support, train, and evaluate our non-instructional staff. The model, similar to the Teacher Advancement System, incorporates three main areas in which performance will be evaluated:

For School-Based Leaders:

- **Outcomes** – role-specific, expected results which are tied to an individual’s job responsibilities. Outcomes should be developed at the start of each school year with the principal and the individual’s manager.
- **Leadership Competencies** – Leadership competencies define the most critical technical and adaptive leader actions that drive outcomes. Our Leadership Competencies provide a common language for school-leader evaluation and inform our coaching and professional development investments. Please see Appendix 2 for a complete list of the Leadership Competencies.
- **Mastery Values** – values provide a common language around how staff should conduct themselves at Mastery Schools. We expect our non-instructional staff to have a consistent, significant impact on the school’s performance through demonstrated leadership.



For NST and other 12 Month School-based Staff:

- **Outcomes** – role-specific, expected results which are tied to an individual’s job responsibilities. Outcomes should be developed at the start of each school year with the principal and the individual’s manager.
- **Management Standards** – the set of skills and competencies leaders need to be effective. These Standards will provide a common language and guide professional development. Please see Appendix 1 for a complete list of the Management Standards.
- **Mastery Values** – values provide a common language around how staff should conduct themselves at Mastery Schools. We expect our non-instructional staff to have a consistent, significant impact on the school’s performance through demonstrated leadership.

REVIEWS

Mid-Year Feedback

The midyear conversation serves as a structured time for Managers to provide feedback and for employees to learn more about their performance. The purpose of the conversation is developmental. Managers will

highlight areas where an employee is doing well and where they need further development. These conversations are meant to reflect upon performance in the various Management Model areas: Standards, Values, and Outcomes.

End-of-Year Evaluation

The purpose of the end-of-year (EOY) evaluation is to provide feedback to employees related to their performance throughout the year. During the EOY evaluation, managers will review all three areas of the Management Model, discuss strengths and development areas, and review outcomes and goals. Employees will receive their performance category and salary for the following year during this evaluation, if applicable. Employees starting after March 31st will not be eligible for a merit increase.

PERFORMANCE CATEGORIES AND EXPECTATIONS

Non-instructional, school-based staff will need to meet the performance expectations for their particular level – and exceed those expectations to be promoted to the next level. See Appendices for performance expectations and salary scales for each level across the three M3 areas.

DECISION MAKING

M3 criteria will be the primary evaluation tool: Management Standards, Values, and Outcomes.

1. Performance Category Promotion - Meets the criteria for promotion in all areas:
 - a. Ability to demonstrate all Management Standards/Leadership Competencies at the higher performance category.
 - b. Always meets the described performance level for Mastery values at the promoted category level.
 - c. Meets outcomes described by promoted category level.
 - d. Admin staff promoted to a new category will be placed at the beginning of the category salary scale.
2. Salary Raise - Meets the criteria for current level and exceeds criteria in some areas:
 - a. Ability to demonstrate Management Standards is mixed, with some areas at the next higher category level and others at the existing category level.
 - b. Meets, and often exceeds, the described performance level for Mastery values at the current category level.
 - c. Meets outcomes criteria described by promoted category level.
3. Minimum Salary Increase
 - a. Ability to demonstrate Management Standards is at the current category level and some areas may be below current category.
 - b. Meets the described performance level for Mastery values at the current category level.
 - c. Makes limited progress toward outcomes.
 - d. Employees who are struggling to meet all criteria for the category will receive the minimum increase for the year (generally between 0-2%).

Employees who begin employment or transfer into a new role after March 31st of the school year will not be eligible for a salary review.

APPEALS PROCESS

Non-instructional staff who feel their salary placement has not been determined consistently with established salary placement guidelines, should first discuss these concerns with their manager within three business days

of the End of Year Conversation. If the matter is not resolved with the manager, the employee should, within three days of such discussion, contact Human Resources and request in writing that Human Resources review the salary determination. The request to Human Resources should state in writing the reason(s) the employee believes the salary placement guidelines have not been followed appropriately. Any appeal request that has not followed this prescribed timeline will not be considered by Human Resources. Human Resources will review the evaluation data and discuss the matter with the manager. Human Resources will make a recommendation. The final decision of the manager will be presented to the employee and manager within five business days of Human Resources receiving the employee's written request and statement of reasons.

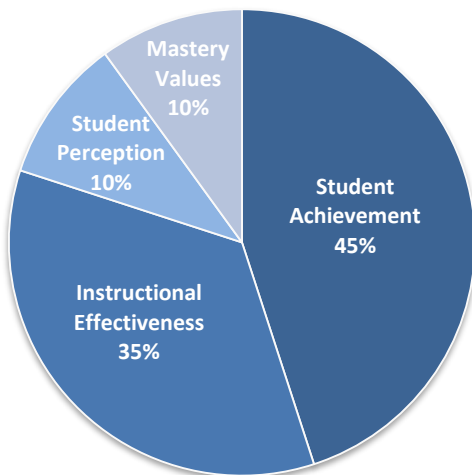
INSTRUCTIONAL STAFF

PERFORMANCE BASED TEACHER ADVANCEMENT SYSTEM (TAS)

OVERVIEW

Mastery Charter School utilizes a performance based teacher advancement system (TAS). By basing advancement on performance rather than seniority, Mastery Charter Schools intends to attract, support, and retain the highest quality teachers and therefore provide our students with the best possible instruction. The system rewards our high achievers and supports a culture of continuous improvement. The system has four teacher categories, each with specific advancement criteria, performance expectation, and salary range. The teacher categories are **Associate, Senior Associate, Advanced and Master**. Consistent with Mastery Charter Schools Values, the system strives to make the advancement standards, processes, and salaries fair and transparent. Advancement Criteria

There are four criteria areas that determine advancement:



Student Achievement

During SY24, we will set standard Student Achievement Goals that align with the school's annual goals and ensure alignment between teacher and school leader priorities. Goals were designed to provide transparency, consistent tracking, and reporting processes. Goals will be set based on the grade and subject taught, tracked at the student level, and rolled up to the class and teacher level. The NST will provide guidance on targets, and school leaders can make adjustments based on the needs of the students and their school. School leaders

should review the Student Achievement Goals with all teachers at the start of the school year using the Student Achievement Goal Plan template to ensure teacher’s understanding and alignment. School leaders and teachers will have access to reports with updated scores throughout the year for subjects’ expert specials and elective courses. Student Achievement will be assessed by student growth and proficiency measures. Depending on the content and grade level, a teacher will have one or more of the following:

STUDENT ACHIEVEMENT GOALS (SAG)

Achievement goals are set with common assessments and used to evaluate student performance. Growth goals are set with MAP, intervention, and support classes.

STUDENT LEARNING GOALS (SLG)

SLGs are used for subject areas where there is not a common curriculum and goals vary by content and level. This includes Enrichment subjects (Art, Music, PE, Technology, and Elementary Spanish), and Elective classes.

IEP GROWTH GOALS (IEP) and ELP GOALS

IEP goals and ELP Goals are used to evaluate student achievement for teachers who manage cases.

Instructional Effectiveness

The Instructional Effectiveness criterion holds the weight of 35% of the total Advancement Criteria factors. Mastery’s Instructional Standards (IS) are the basis for our instructional model. The standards serve to create a common definition of instructional quality. Instructional Effectiveness will be assessed by a series of classroom observations in the form of formal observations, targeted observations, and quick visits. At the end of each window, the teacher will have an end-of-window meeting and will receive a summative rating aligned to the Instructional Standards. For more information on the Instructional Standards and teacher performance expectations in this area, please refer to the *Instructional Standards* guide found on the portal.

Mastery Schools’ Values, Contributions and Responsibilities

We believe that in order to achieve our ambitious mission, all staff must uphold the Mastery Charter Schools values, fulfill their responsibilities and actively contribute to the school community. Consequently, teachers will receive feedback regarding performance in:

- Upholding the Mastery Charter Schools Values in relationship to the Mastery Charter Schools community, including students, peers, administrators, and parents.
- Fulfilling the responsibilities described in this handbook as well as other reasonable requests made by their supervisor.
- Contributing to the success of the school especially when going above and beyond the expectation.

The Mastery values include: student achievement – above all; pursue equity; we serve; the high road; joy & humor; straight talk; open doors; continuous improvement; one team.

While we expect all staff to demonstrate behavior that aligns with and reinforces the Mastery values, there are professional responsibilities that are directly linked to how we demonstrate our values. Please refer to the Professional Responsibilities and Mastery Values table in the appendices.

Student Perception

Student Perception will be measured by conducting student surveys twice per year – at Mid-Year and End of Year (the EOY rating will be an average of these two survey scores). The student survey data gives us insight into the experiences of our students and we've seen strong, positive correlations between positive responses to the survey questions and student growth.

Depending on an employee's content and grade level, they may not have student perception data. In that case, the other sections will increase proportionally. Teachers without student perception data include: K-2, MDS/LSS, Case Managers, and Support Teachers. While case managers and intervention teachers do not receive a student perception component in their overall TAS score, they **will** receive survey data. We will continue to monitor this survey data to determine the best course of action for this data in the future.

Special Education Teachers and Case Managers

Some Special Education teachers may serve in a dual role of both instruction and case management and others may just manage cases. In these roles, teachers maintain a caseload of students who receive special education services and will be responsible for the effective execution of the key case management duties. Caseload amounts are determined by the Special Education Compliance Leader in accordance with the guidelines set forth in the individual teacher's offer. Special education teachers who case manage should refer to Mastery's ***Special Education Case Management Model and Evaluation System*** document (which can be found on the Portal) for details on performance evaluation.

REVIEWS

Mid-Year Feedback

The midyear conversation serves as a structured time for Managers to provide feedback and for employees to learn more about performance. The purpose of the conversation is developmental. Managers will highlight areas where an employee is doing well and where they need further development. These conversations are meant to reflect upon performance in the various Teacher Advancement System areas: Student Achievement, Instructional Effectiveness, Values, and Student Perception.

End-of-Year Evaluation

The purpose of the end-of-year (EOY) evaluation is to provide feedback to employees related to their performance throughout the year. During the EOY evaluation, managers will discuss all areas of performance while providing strengths and development areas. Employees will receive their performance category (if applicable) and salary for the following year during this evaluation. Employees starting after March 31st will not be eligible for a merit increase.

PERFORMANCE CATEGORY GUIDELINES

For each of the advancement criterion, the teacher's performance category informs what the specific expectations are for performance. The chart below details those expectations. The salary scale for this year is located in Appendix 6.

Teacher Performance Category Expectations				
Teacher Category	Criteria			
	**Student Achievement	*Instructional Effectiveness	Mastery Values and Contributions	Student Perception
Input	<i>SLG, SAG, IEP, AND ELP</i>	<i>Observations</i>	<i>Principal Rating</i>	<i>Student Surveys</i>
Associate	“Meets Expectation” (3) or better Student achievement expectations met. Academic goals met.	“Meets Expectation” (3) or better	Fulfills Mastery job responsibilities and acts consistently with Mastery’s values	Avg of 3.5 or better- Elem Avg of 3.3 or better- Sec
Senior Associate	“Meets Expectation” (3) or better Student achievement expectations met. Academic goals met.	“Meets Expectation” (3) or better	Fulfills Mastery job responsibilities and acts consistently with Mastery’s values	Avg of 3.7 or better- Elem Avg of 3.5 or better- Sec
Advanced	“Exceeds Expectation” (4) or better Students demonstrate accelerated academic achievement on multiple and varied measures. Ambitious academic goals met.	“Meets Expectation” (3) or better	Fulfills and frequently exceeds Mastery job responsibilities and exemplifies the Mastery’s values. Classroom and instruction are exemplary. Supports the success of other instructors.	Avg of 3.9 or better- Elem Avg of 3.7 or better- Sec
Master	“Exceeds Expectation” (4) or better Students demonstrate accelerated academic achievement on multiple and varied measures. Ambitious academic goals met.	“Meets Expectation” (3) or better	An instructional leader that drives the Mastery mission and values. Displays consistent, significant and measured impact on the school’s performance through instruction, coaching, leadership and PD.	Avg of 4.1 or better- Elem Avg of 3.9 or better- Sec

**Review the Instructional Standards guidebook for more details on instructional performance expectations for each category.*

Mastery Schools is committed to ensuring that our Teacher Advancement System is fair, consistent and easy to understand. By following the guidelines that are set forth above:

- If you do not meet performance category expectations, you can expect to receive the minimal increase for the year or a salary increase below the average increase (additional measures, such as non-renewal of offer, may be taken as mentioned below in the *End-of-Year Decision Guideline* section)
- If you meet all performance category expectations, you can expect to receive an average salary increase (depending on current placement in the range)

- If you exceed performance category expectations, you can expect to receive a percentage increase amount that is above the average increase (other factors considered such as position in the salary range) or promotion to the next category, if eligible

Mastery Schools will set average salary and minimal increase amounts each year. The amounts will be based on business, economic, and market conditions.

END-OF-YEAR DECISION GUIDELINES

Teacher						
<i>Renewal Outcomes</i>	<i>Criteria</i>	<i>Salary Guideline</i>	<i>Student Achievement</i>	<i>Instructional Quality</i>	<i>Mastery Values and Contributions</i>	<i>Student Perception</i>
Teacher Category Promotion	<i>Meets the criteria for promotion in all areas.</i>	<i>Teachers promoted to a new category will be placed at the beginning of the category salary scale.</i>	<i>Meets student achievement criteria described by promoted category level.</i>	<i>Observation performance is always at the promoted category level.</i>	<i>Always meets the described performance level for Mastery values at the promoted category level.</i>	<i>Student Survey data meets or exceeds the average score required for the promoted level</i>
Salary Raise	<i>Meets the criteria for current level and exceeds criteria in some areas.</i>	<i>Teachers who meet all criteria for the category will receive the standard percentage increase budgeted for that school year (and/or a bonus if they are at the top of the salary range for their category)</i>	<i>Meets student achievement criteria described by promoted category level.</i>	<i>Observation performances are mixed, with some scores at the next higher category level and others at the existing category level.</i>	<i>Meets, and often exceeds, the described performance level for Mastery values at the current category level.</i>	<i>Student Survey data meets, and may exceed, the average score required for the current category level.</i>
Minimal Increase	<i>Usually, but not always, meets the criteria for the current level.</i>	<i>Teachers who are struggling to meet all criteria for the category will receive a minimal increase.</i>	<i>Makes limited progress toward academic goals for students.</i>	<i>Observation performance is at the current category level and/or some scores may be below expectation.</i>	<i>Meets the described performance level for Mastery values at the current category level.</i>	<i>Student Survey data meets average score required for current category level and/or may be below expectation.</i>
Non-Renewal of Offer	<i>Generally, a teacher will have received warnings and/or a professional improvement plan before a decision to non-renew is made, though not required. A single unprofessional act could be grounds for a non-renewal, irrespective of the issuance of a written warning. Please see Performance Improvement Process.</i>					

****NOTE:** Teachers starting after March 31st will not be eligible for an end of year increase.

The Teacher Advancement System is subject to modification with or without notification, as determined by Mastery Schools.

Teacher Incentive Fund

The Teacher Incentive Fund (TIF) supports efforts to develop and implement performance-based teacher and principal compensation systems in high-need schools. Mastery Schools has been awarded the TIF grant and is able to implement the above system because of the awarded funds.

Goals include:

- Improving student achievement by increasing teacher and principal effectiveness;
- Reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement;
- Increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects; and
- Creating sustainable performance-based compensation systems.

Additionally, the TIF grant supports Mastery Schools' expansion efforts, it covers annual increases for new campuses, and it allows Mastery Schools to share best practices across organizations in an effort to improve systems.

APPEALS OF SALARY DETERMINATION

Any employee who feels their salary placement has not been determined consistently with established salary placement guidelines should first discuss these concerns with their manager within three business days of the End of Year Conversation. If the matter is not resolved with the manager, the employee should, within three days of such discussion, contact Human Resources and request in writing that Human Resources review the salary determination. The request to Human Resources should state in writing the reason(s) the employee believes the salary placement guidelines have not been followed appropriately. Any appeal request that has not followed this prescribed timeline will not be considered by Human Resources. Human Resources will review the evaluation data and discuss the matter with the School Leader. Human Resources will make a recommendation. The final decision of the School Leader will be presented to the employee and manager within five business days of Human Resources receiving the employee's written request and statement of reasons.

OFFERS

Offer Renewal and Signing

In May, teachers are given notice of employment offers for the following school year. In order to hold a position, offers letters must be signed and returned within seven (7) days of receiving it. If no timely response is provided, the offer will be considered declined and Mastery will continue to fulfill our obligation to fully staff the position. Reneging on a signed offer letter may result in the loss of the annual bonus described in the offer (if applicable) and ineligibility for rehire.

Non-Renewal of Offer

Mastery Schools may, in its sole discretion, elect not to renew a teacher's employment for the following school year. If Mastery Schools decides not to renew a teacher's employment because the teacher's evaluations have been unsatisfactory, the teacher may not be given an offer letter for the following school year. To ensure decisions based on unsatisfactory performance are not capricious, the following procedures will generally be followed:

- The teacher will generally receive a warning regarding unsatisfactory performance, which clearly establishes areas of concern for development.
- A warning letter (or other written communication) will generally be offered with notice that performance is unsatisfactory and that a teacher’s current position or offer letter for the following year is in jeopardy.
- An Improvement Plan may be offered, with the second warning, which continues to make improvement expectations clear. The plan will generally make support resources available to the teacher in meeting the expectations. Mastery Schools’ Human Resource Partner and CAO or Regional Schools Officer will be notified.
- A written evaluation of the Improvement Plan will be created. The evaluation will identify whether the goals of the Improvement Plan have been met.

Note: this process does not apply in cases where the teacher’s actions have violated the law, placed students or staff in danger, or otherwise violated employment regulations that constitute grounds for immediate dismissal.

Teachers hired after March 31st of the current school year are not subject to the above guidelines set forth in the non-renewal process. Teachers hired after March 31st are not eligible for an End of Year Increase and summer pay will be prorated based on time worked. Should an employee hired after March 31st experience performance concerns, the employee can be terminated and/or non-renewed for the upcoming school year without the full process above being followed.

CERTIFICATION AND HIGHLY QUALIFIED STATUS

Overview

Mastery Schools strives to hire the most talented and qualified employees for its schools. Mastery Schools must comply with applicable laws regarding certification and highly-qualified status. Employees who are required to be certified and/or highly-qualified must take the appropriate steps necessary to reach that status. Human Resources supports teachers in ensuring that they have the information needed for certification. It is the responsibility of the employee to ensure they maintain or obtain the certification required for their position.

DEFINITIONS

Certification

A certified teacher or administrator obtains and maintains a position-appropriate certificate issued by the Commonwealth of Pennsylvania. Mastery Schools requires that all instructional staff (teacher, principals, AP-Instruction, and AP-Specialized Services) obtain and maintain the appropriate certification. To obtain this status, employees may be required to take additional coursework and/or content tests, as well as apply for certification.

In order for Paraprofessionals to be eligible for employment they must meet one of the following three standards:

- Completed 48 credits of higher education
- Earned an Associate’s degree or higher
- Has a High School Diploma and passed relevant content area exam(s)

New Teacher Induction

All new to Mastery teachers are required to participate in Induction, which includes but is not limited to additional professional development unless teachers can show evidence of a certificate of induction or have a Level II certification.

Submitting Certification

Employees must provide proof of certification by their start date of employment. The Employee's employment is contingent upon evidence of appropriate certification and highly qualified status as recognized by the Pennsylvania Department of Education. Each Employee must obtain appropriate certification for their teaching subject area(s). Employees who do not provide proof of certification by their date of employment or who fail to maintain appropriate certification and HQ status may be subject to termination, unpaid Administrative leave, non-renewal of offer, or offer rescission.

Emergency Permits

If the employee requires coursework to become certified, employee may use *professional development reimbursement* to contribute to the cost of coursework. If the Employee is not certified in Pennsylvania, the Employee must complete paperwork for an emergency permit within three months of hire. Principals and Teachers of Special Education or English as a Second Language (ESL) who are not certified in PA must begin the PA emergency permit process at time of hire. Employees who do not take action to complete the process of obtaining an emergency permit may be subject to termination, unpaid Administrative leave, non-renewal of offer, or offer rescission.

Certification Salary Decrease

Teachers and administrators who do not receive PA certification within 1 year of starting any position requiring certification will be subject to a \$2,000 certification salary decrease if proof of certification is not received by Human Resources within 1 year. Obtaining an emergency permit does not meet the requirement of having a PA certification. Employees who obtain an emergency permit will be subject to the \$2,000 salary decrease until PA certification is obtained. The \$2,000 certification decrease monies may be used toward additional *professional development reimbursement* for that school year.

TEACHER LOAD AND COMPENSATION

General Duties and Responsibilities

The Employee's position duties shall include those delineated in the job description corresponding to their job title, which can be requested from HR. In addition, the Employee may be asked to perform other relevant duties as directed by their manager. Newly hired employees must attend a New Employee Orientation (NEO) session on or prior to their start date. Employees must be available to work on all scheduled workdays.

We believe that in order to achieve our ambitious mission, all Employees must uphold the Mastery Schools' Values, fulfill their professional responsibilities and expectations, and contribute positively to the Mastery Schools community. Fundamental professional expectations at Mastery include punctuality in arriving to work and fulfilling job requirements, including: meeting deadlines; fulfilling duties per the position's job description and at the direction of one's manager; maintaining professional communication with families, students, peers

and managers; professional attire; engaging in professional development opportunities; completing mandatory trainings; and ensuring professional and pro-social interactions with families, students, peers, and managers that align with our Values.

Instructional Position Parameters

Instructional Employees must be available to work on all scheduled instructional and professional development days – approximately 205 days per year. The Instructional Employee will be scheduled to work a thirty-eight (38) hour work week (inclusive of lunch and preparation). In the event the Employee is required to attend professional development sessions that extend beyond the standard work day, the Employee will receive additional compensation at the current year’s additional compensation rate for such activity. The Employee is expected to be at the School for the entire work day – devoting their working time and attention to the performance of their duties.

Instructional Employees’ job duties shall include those delineated in the job description corresponding to the Employee’s title, as well as other reasonable duties as assigned by the Assistant Principal/Principal. These duties include *Professional Responsibilities, Saturday School, Parent and Community Support, and Instruction and Support.*

Professional Responsibilities (Instructional)

Attend a New Employee Orientation (NEO) session, as required (paid session)

- Maintain a high level of professional performance
- Participate in professional development & training, coaching sessions, feedback & debrief meetings, and huddles
- Prepare and maintain unit plans, lesson plans, grade books, etc.
- Weekly communication with parents
- Maintain appropriate licensure/certification

Saturday School

The Employee may be required to teach at least two Saturday school sessions during the school year; additional compensation will be provided at the current school year’s rate for such activity.

After School Teacher Support - Family Academic Partnerships

Teachers should expect to participate in family and community events such as report card conferences, student/family orientation, back to school night, and other family-related events outside normal school hours, up to 15 total hours per school year; time spent in such activities beyond 15 hours will be compensated at the current school year’s rate for such activity.

Outside normal school hours is defined by time outside the regular published school schedule.

Example: The school schedule is 8:00 a.m. to 3:30 p.m. For report card conferences, dismissal follows a half-day schedule of 1:30 p.m. with conferences running between 1:30-6:00 p.m. As it pertains to the normal schedule, after school teacher support hours begin at 3:30 p.m., meaning 2.5 after-school hours are used for teachers who participate throughout the conference window.

Instruction and Support

The Instruction and Support duties are collectively described as “daily minutes.” Please see below for “daily minutes” detailed by position.

General Education Teacher

“Daily minutes” maximum is 330 minutes, not including student arrival and dismissal.

“Daily Minutes” duties include:

- Any student supervision during the school day, including instruction, lunch, recess duty, and transitions.
- Substitute for colleagues as needed. Additional compensation provided for covering classes above the projected maximum minute allotment.
- Advanced and Master Instructors have the following additional responsibilities: assisting with campus-wide professional development throughout the year; sharing instructional resources with Mastery-wide community, as needed.

Special Education Teacher

- “Daily minutes” maximum is 330 minutes, not including student arrival and dismissal.
- “Daily Minutes” duties include:
- Any student supervision during the school day, including instruction, lunch, recess duty, and transitions.
- Case Management duties, including: Student support, Individualized Education Program (IEP) management, parent contact, and other responsibilities.
- For low incidence teachers (typically Autistic Support, Emotional Support, Learning Support Staff, Multiple Disabilities Support, etc.) case management can replace instruction and support at an exchange rate of 30 minutes / week per one (1) case; Maximum number of cases = 12.
- For non-self-contained classrooms, case management can replace instruction and support at an exchange rate of 30 minutes/week per one (1) case; Maximum number of cases = 40.
- Homebound instruction as needed. Additional compensation will be provided for time spent above the projected maximum minute allotment. Travel time is included as “daily minutes.”
- Substitute for colleagues as needed. Additional compensation provided for covering classes above the projected maximum minute allotment.
- Advanced and Master Instructors have the following additional responsibilities: assisting with campus-wide professional development throughout the year; sharing instructional resources with Mastery-wide community, as needed.

ADDITIONAL DAILY MINUTES & CASELOAD (OVERAGE)

- Teachers will be compensated a daily coverage rate of \$45 per day for teaching beyond their scheduled day.
- Teachers who are regularly scheduled to teach an additional class (overage) are eligible for compensation based on the following:
 - Overage between 331 – 345 minutes: \$4,000.00 per year
 - Overage > 345 minutes: \$8,000.00 per year

Payment for daily coverage must be accurately reported each pay period, to ensure accuracy. Actual work assigned and completed must be verified and approved. Payments for longer periods of overages will be paid in two installments during the academic year. See your APO for specific pay out dates for the school year.

- **Special Education Teachers** will be compensated for additional cases managed – at an annual rate of \$900 for each case in excess of the maximum allotment.

Payments for additional Special Education teacher caseloads will be paid in two installments during the academic year. This is to ensure payouts associated with additional workload and responsibilities are accurately aligned with the actual work assigned and completed for the semester. See your APO for specific pay out dates for the school year.

If you have any questions about the additional compensation process, contact your APO or HR.

APPENDIX

APPENDIX 1: MANAGEMENT STANDARDS

For non-Instructional, school—based staff

Management Standard	Definition	Key Characteristics	Performance Category Expectations		
			SENIOR LEVEL	ADVANCED LEVEL	MASTER LEVEL
Execution	Mastery is a results-oriented organization with a focus on getting the job done efficiently and accurately. We hold ourselves to high expectations and take accountability for meeting goals. We plan for challenges, but also react quickly to the unexpected. We remain focused and determined so our students achieve at the highest levels.	<ul style="list-style-type: none"> • Ability to work efficiently and thoroughly on multiple projects • Quality of work product defined by accuracy, competency, and thoroughness • Forecasting for upcoming work and challenges • Ability to handle stress effectively • High expectations for work • Accountability for meeting goals • Ability to engage and motivate staff to attain goals 	<ul style="list-style-type: none"> • Capable of multi-tasking and managing multiple projects • Work is good quality and generally well executed • Demonstrates ability to forecast and plan for upcoming work and challenges • Able to remain productive and calm in stressful situations • Always demonstrates high expectations for own work 	<ul style="list-style-type: none"> • Proven abilities in multitasking and managing multiple projects to always meet deadlines • Excelling toward admirable work and takes initiative in foreseeing future projects • Executes the forecasting and planning for anticipated work and future projects • Rises to the occasion in 	<ul style="list-style-type: none"> • Exceptional in completing multiple, complex projects on time and accurately • Executes exceptionally high-quality work with precision • Always strategically and effectively plans for upcoming work and challenges; is able to see the whole picture in planning • Consistently able to be productive and calm in stressful situations • Always demonstrates high expectations for own work • Holds self and others accountable in meeting

		<ul style="list-style-type: none"> • Dynamic execution plans that are driven by tangible actions • Attitude of enthusiastic expectancy in others regarding change and challenge • Recognizes viable creative ideas of others and brings them to the table • Anticipates impact of change, and directs self and others in smoothly shifting gears • Embraces change when change is necessary (act big) 	<ul style="list-style-type: none"> • Holds self-accountable to meeting goals; effectively able to change work direction to attain goals • Capable of motivating staff to attain goals • Demonstrates creativity in daily work and appreciates the creativity of others • Embraces change and the impact of change (act big) 	<p>stressful situations</p> <ul style="list-style-type: none"> • Fine-tunes own work and is an example to others to produce quality work • Regularly holds self-accountable to meeting goals; shares ideas with peers to improve direction of work to attain goals • Persuades other staff members to attain goals • Often exhibits creativity in daily work while valuing other's work • Supports with driving change, provides input to stakeholders, and drives peers to embody change 	<p>demanding goals; outstanding ability to change course with work to attain goals</p> <ul style="list-style-type: none"> • Successfully motivates and pushes staff to achieve the highest results • Empowers others to demonstrate creativity in daily work, appreciate the creativity of others, and encourage a creative space for thought and work • Strives for change, embraces the impact of change, and empowers others to work through change (act big)
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<p>Problem Solving</p>	<p>We meet challenges head-on. Problems get resolved through hard work, perseverance, and creative thinking. We take initiative to break down the complicated problems and devise strategic solutions that push our work forward.</p>	<ul style="list-style-type: none"> • Skill in breaking down and understanding complex issues • Ability to take initiative to strategically build a case to drive decisions • Ability to identify problem areas and generate creative and effective solutions 	<ul style="list-style-type: none"> • Capable of breaking down and understanding complex issues • Competent in ability to build a logical case to drive decision making • Is able to identify problem areas and generate a few reasonable solutions 	<ul style="list-style-type: none"> • Executes the breaking down and understanding of complex issues • Utilizes and acts on the ability to build a logical case to drive strategic decisions • Recognizes problem areas and supports stakeholders with generating effective solutions to solve 	<ul style="list-style-type: none"> • Exceptional ability to break down and understand complex issues • Always builds a logical case to drive strategic decisions • Constantly identifies problem areas; generates multiple creative and highly effective solutions
<p>Job-Specific Knowledge</p>	<p>We are smart, capable, driven people. If we don't already know it, we learn. We are dedicated to continuously building our knowledge and skills so we can better serve our students.</p>	<ul style="list-style-type: none"> • Level of knowledge in particular role • Strives to continue to build knowledge in field 	<ul style="list-style-type: none"> • Has adequate knowledge of what role entails • Demonstrates willingness and eagerness to grow and learn in role 	<ul style="list-style-type: none"> • Understands what the role entails and excels to meet goals and objectives • Acts on willingness to grow and learn by improving the role and performance 	<ul style="list-style-type: none"> • Highly experienced in position; exceptional knowledge in field and able to effectively coach others • Always takes advantage of opportunities to grow and gain more knowledge
<p>Organization</p>	<p>Our dedication to our cause is clear and we follow through on promises and commitments to each other. We know what has to be done and prioritize</p>	<ul style="list-style-type: none"> • Ability to prioritize work effectively • Commitment follow through • Has clearly defined organization system 	<ul style="list-style-type: none"> • Prioritizes work effectively to ensure workload is manageable • Follows through on commitments and is 	<ul style="list-style-type: none"> • Prioritizes work effectively without direction using initiative • Balances workload to 	<ul style="list-style-type: none"> • Able to consistently and strategically break down and prioritize work to ensure quick and accurate completion

	<p>accordingly. Our systems and process are well-defined, structured, and effective.</p>		<p>competent in time management</p> <ul style="list-style-type: none"> • Building an effective organization system 	<p>deliver acceptable complete work</p> <ul style="list-style-type: none"> • Executes own course of action to complete tasks and commitments on time or in advance • Utilizes an effective organization system for seamless accomplishment of tasks, projects, and meetings 	<ul style="list-style-type: none"> • Always follows through on commitments and promises and does not have time management issues • Organization system is highly effective and robust and always ensures tasks, projects, and meetings are prioritized well
<p>Interpersonal Communication</p>	<p>Communication is the key to a respectful, productive organization. We value our professional relationships and don't shy away from the challenging conversations. We communicate with each other constructively and positively.</p>	<ul style="list-style-type: none"> • Communicates in a constructive, respectful, and positive manner • Ability to have difficult and challenging conversations • Proactively communicates w/parents and/or staff to ensure on same page 	<ul style="list-style-type: none"> • Communication is always positive, respectful and constructive • Capable of conducting difficult and challenging conversations • Adept at proactively communicating with appropriate parties 	<ul style="list-style-type: none"> • Communication is always positive, respectful, constructive, and sets example to peers • Conducts difficult and challenging conversations • Manages communications with appropriate parties to ensure all parties have a clear understanding of goals, objectives, and outcomes 	<ul style="list-style-type: none"> • Communication is always positive, respectful and constructive • Exceptional in conducting difficult and challenging conversations • Always proactive in communicating with parents and staff; always ensures everyone is on the same page

<p>Organizational Communication</p>	<p>Mastery is a community built from families, students, teachers, and leaders. We ensure that messages are consistent, community members are well informed, and our teams are cohesively developed. We establish an inclusive culture that promotes accountability and goal-oriented actions.</p>	<ul style="list-style-type: none"> • Develops systems that promote clear, open lines of communication • Establishes a working culture that maintains organizational images, missions, and values • Creates routines and rituals that promote a positive school culture • Delivers consistent, timely messages that are inclusive of all community members 	<ul style="list-style-type: none"> • Systems are clear and an effective means for communication • Creates and models a working culture by establishing clarity, context, and accountability • Routines and rituals encourage a positive school culture • Proactively delivers messages that are consistent, timely, and inclusive 	<ul style="list-style-type: none"> • Systems are fine-tuned for clarity and effectiveness for communication • Executes and focuses on improving models for a working culture by demonstrating clarity, context, and accountability • Improves routines and rituals to boost a positive school culture • Develops and delivers messages that are consistent, timely, and inclusive 	<ul style="list-style-type: none"> • Systems drive a positive organizational by establishing clarity, context, and accountability • Routines and rituals support and uphold the positive school culture and establish an inclusive atmosphere • Proactively delivers messages that are consistent and timely and promote clear, open lines of communication
<p>Managing Others (where applicable)</p>	<p>People are our greatest resource and we take great measures to ensure each person’s success. We set proper expectations for those we manage and are actively engaged in their work. Effective prioritization and delegation create a culture of success in our schools. We support</p>	<ul style="list-style-type: none"> • Sets appropriate expectations for staff performance and establishes goals that are SMART • Adheres to the ‘Write-it-Down’ philosophy, and follows-up on staff progress with regular meetings 	<ul style="list-style-type: none"> • Expectations and goals for staff are appropriate and SMART • Actively engages in the “write-it-down” philosophy and constantly tracks progress of staff with regular meetings 	<ul style="list-style-type: none"> • Expectations and goals for staff are appropriate, clear, and SMART; staff are receptive to development • Manages the “write-it-down” philosophy, tracks progress of staff, and develops 	<ul style="list-style-type: none"> • Expectations for staff are always set and followed-up on regularly; goals are always SMART, and staff is fully invested in and accountable for attaining goals. • Proactively engages in and holds staff accountable to the “write-it-down”

	<p>professional growth and development through constant coaching, positive reinforcement, and constructive feedback.</p>	<ul style="list-style-type: none"> • Delivers clear directions and appropriately distributes work to staff • Provides ongoing constructive feedback and coaching that aligns to Mastery’s IS and M3 	<ul style="list-style-type: none"> • Directions are clear and consistent, and work distribution is appropriately delegated to team members • Feedback is effective and constructive, and aligns to Mastery Standards (M3 and IS) 	<p>strategies for improvements</p> <ul style="list-style-type: none"> • Directions are clear and consistent; work ownership is taken on by employees having clear expectations of goals and objectives • Feedback is effective and constructive; aligns to Mastery standards; staff understand expectations and embark toward success 	<p>philosophy; consistent check-ins reinforce the philosophy and ensures staff progress</p> <ul style="list-style-type: none"> • Directions are clear and consistent; proactively plans for and distributes work in a timely and appropriate manner to team members • Feedback is constructive and consistent; immediate and measurable progress can be seen from staff; alignment with M3 and IS is clear to all parties
<p>Mindset</p>	<p>Mastery creates a climate in which people can do their best. We assess personal strengths and use them to get the best out of each person. Our values and standards enable a culture where everyone can lead with humility, integrative thinking, and courage. When confronted with challenges, we demonstrate the personal</p>	<ul style="list-style-type: none"> • Maintains poise and calm even in difficult decisions or in the midst of painful change • Ability to hold conflicting ideas and competing goals in balance • Actively addresses resource and personnel situations head-on 	<ul style="list-style-type: none"> • Consistently acts with humility, integrative thinking, and courage in all situations • Values opinions of all colleagues, even when differing • Open to feedback and strives to better self • Models the way when managing ambiguity 	<ul style="list-style-type: none"> • Habitually acts with humility, integrative thinking, and courage; sets a positive example for peers • Applies opinions of colleagues into thought process and constructively responds; is considerate of peers’ opinions 	<ul style="list-style-type: none"> • Always acts with humility, integrative thinking, and courage • Creates the space for all to act with humility, integrative thinking, and courage • Always responds with empathy to all opinions, seeking to understand first • Delivers constructive feedback in a manner that inspires

	<p>humility and professional will to achieve breakthrough results. We recognize the need to be self-aware and work on being better leaders.</p>	<ul style="list-style-type: none"> • Manage corrective feedback in a manner that inspires accountability and self-redirection among colleagues and direct reports • Embraces seemingly opposing and contradictory goals and values • Uses ingenuity in dealing with ambiguous situations and guides others to cope effectively 		<ul style="list-style-type: none"> • Applies feedback to self-development and strives for improvement • Manages situations of ambiguity and leads peers towards positive course of action 	<p>accountability and self-redirection among colleagues and direct reports</p> <ul style="list-style-type: none"> • Proactively embraces ambiguity and empowers others to work through the gray area(s)
<p>Instruction (Internship Coordinators; College Advisors)</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Ability to meet Mastery’s Instructional Standards 	<ul style="list-style-type: none"> • Demonstrates a 3 (‘Proficient’) rating or above in observations • Is accomplished in executing Mastery’s Instructional Model 	<ul style="list-style-type: none"> • Demonstrates a 4 (‘Advanced’) rating or above in observations • Is excelling in the execution of Mastery’s Instructional Model 	<ul style="list-style-type: none"> • Demonstrates a 5 (‘Outstanding’) rating in observations • Is outstanding in executing Mastery’s Instructional Model

APPENDIX 2: LEADERSHIP COMPETENCIES

For Non-instructional school-based staff

COMPETENCIES	INDICATORS
<p>Require Excellence: Mastery leaders are <u>highly accountable</u> for individual and team outcomes. Insist that all students can and must engage in grade level rigor and independence. Recognize and maintain a <u>sky high bar</u>. Seize every opportunity to increase rigor and drive student achievement. Act urgently to ensure all students and staff are meeting high expectations. <u>See it, address it</u>.</p>	<ul style="list-style-type: none"> ● Highly accountable ● Sky high bar ● See it, address it
<p>Manage and Inspire the Team: Mastery leaders <u>enroll their team</u> in a vision of excellence and ambitious goals. <u>Utilize management routines</u> with consistency and fidelity. <u>Narrate the positive</u> and consistently <u>address underperformance</u>.</p>	<ul style="list-style-type: none"> ● Enroll the team ● Utilize management routines ● Narrate the positive ● Address underperformance
<p>Develop Talent: Mastery leaders <u>coach, shadow, and provide formal evaluative feedback</u> to their teams. Utilize high-leverage professional development tools including formal PD sessions, coach plans, and <u>real-time feedback</u> to develop and retain high performers.</p>	<ul style="list-style-type: none"> ● Coach and shadow team ● Provide formal evaluative feedback ● Deliver real-time feedback
<p>Analyze and Execute: Mastery leaders <u>analyze data to define root causes</u> and document action plans that improve student outcomes. <u>Act boldly to problem solve and ensure planned strategies outsize the problem</u>. Execute plans and <u>organize calendar, team, and time</u> to achieve goals.</p>	<ul style="list-style-type: none"> ● Execute data analysis routines ● Execute bold, right-sized strategies ● Organize calendar, team, and time
<p>Build Trust and Partner Authentically: Mastery leaders follow through on commitments, adhere to Mastery values, and <u>address unproductive dynamics</u>. <u>Build and maintain productive relationships</u> with staff, parents, and community. <u>Communicate proactively and transparently</u>. Display <u>self-awareness</u> in interactions with stakeholders.</p>	<ul style="list-style-type: none"> ● Address unproductive dynamics ● Build productive relationships ● Communicate proactively and transparently ● Display self-awareness

<p>Demonstrate Cultural Competence: Mastery leaders effectively <u>manage across lines of difference</u>. Analyze student and staff data to address disproportionality and <u>disrupt inequity</u>.</p>	<ul style="list-style-type: none"> ● Manage across lines of difference ● Disrupt inequity
<p>Command and Cultivate Job Specific Knowledge: Mastery leaders <u>demonstrate expertise across all domains of role-specific knowledge</u> including Annual Goals, <u>Mastery Common Foundation</u>, KPIs, Data Systems, and State Assessments. <u>Take responsibility for their own personal development</u>.</p>	<ul style="list-style-type: none"> ● Demonstrate role-specific knowledge ● Execute Mastery Model ● Take responsibility for development

APPENDIX 3: M3 PERFORMANCE CATEGORY EXPECTATIONS

For non-instructional school-based staff

	Outcomes	Standards	Values
Senior	Positive evidence of progress toward meeting performance outcomes. Moderate contribution to overall school-wide goals.	A capable leader who demonstrates potential toward executing the Management Standards. Individual is able to operate independently and shows proficiency in several standards but is inconsistent in delivering on other standards.	Consistently acts in accordance with Mastery Values and contributes to the school community.
Advanced	Meets designated performance outcomes. Contributes to overall school-wide goals.	A proven leader who consistently delivers on the expectations of the Management Standards. Individual shows strengths in many standards, actively and specifically addresses development areas, and demonstrates strong overall self-management.	Exemplifies Mastery Values and contributes to the Mastery and school community. Individual goes above and beyond in demonstrating commitment to Mastery Values.
Master	Exceeds designated performance outcomes. Strongly impacts overall school-wide goals.	An exceptional leader who demonstrates excellence in executing the Management Standards. Individual exhibits strengths in all standards, is always consistent when delivering on standards, and positively develops others in mastering the standards.	Drives Mastery's Values and serves as a role model for others within Mastery. Has a significant positive impact on the Mastery and school community.

APPENDIX 4: NST PERFORMANCE EXPECTATIONS

For NST-based staff

NST Performance Expectation Rubric

	Standards	Values	Outcomes
Does Not Meet/Below Expectations	Rarely meets the expectations of Management Standards; Often falls short of desired results; Performance has declined significantly or individual has not sustained adequate improvement needed to meet expectations of position	Does not act consistently in accordance with Mastery Values and rarely contributes to the Mastery community	Demonstrates minimal progress toward meeting designated performance outcomes
Progresses Toward Expectations	Sometimes meets the expectation of management standards – below in some standards and meets in other standards; Individual is not yet addressing development areas actively	Consistently acts in accordance with Mastery Values and contributes to the Mastery community	Progresses toward meeting designated performance outcomes

<p>Meets Expectations</p>	<p>Consistently delivers on the expectations of the Management Standards. Individual shows strengths in many standards, actively and specifically addresses development areas, and demonstrates strong overall self-management. Still may be learning the job, but consistently achieves those results for which the job was designed</p>	<p>Exemplifies Mastery Values and contributes to the Mastery and school community. Individual goes above and beyond in demonstrating commitment to Mastery Values</p>	<p>Consistently meets designated performance outcomes</p>
<p>Exceeds Expectations</p>	<p>Demonstrates excellence in executing the Management Standards. Individual exhibits strengths in all standards, is always consistent when delivering on standards, and positively develops others in mastering the standards</p>	<p>Drives Mastery's Values and serves as a role model for others within Mastery. Has a significant positive impact on the Mastery community</p>	<p>Consistently exceeds designated performance outcomes. Strongly impacts and/or supports overall Mastery school performance goals</p>

APPENDIX 5: SALARY SCALES: MASTERY SCHOOLS MANAGEMENT MODEL

For all 10.5 month, non-instructional, full-time staff



Mastery Non-Instructional Salary Scales 2023-24

10.5M Admin Salary Scales Position	23-24 Range		Senior		Advanced		Master		Category Spreads		
	Min	Max	Min	Max	Min	Max	Min	Max	Senior	Advanced	Master
Transition Coordinator - 10.5 month	\$77,500	\$102,500									
Lead Case Manager - 10.5 month	\$74,500	\$91,000									
ELL Manager - 10.5 month	\$70,000	\$102,500									
Internship Coordinator - 10 month	\$55,000	\$101,500	\$55,000	\$74,000	\$74,500	\$81,000	\$81,500	\$101,500	\$19,000	\$6,500	\$20,000
Postsecondary Coordinator - 10 month	\$55,000	\$101,500	\$55,000	\$74,000	\$74,500	\$81,000	\$81,500	\$101,500	\$19,000	\$6,500	\$20,000
Freshman Seminar and Guidance Counselor	\$55,000	\$101,500	\$55,000	\$74,000	\$74,500	\$81,000	\$81,500	\$101,500	\$19,000	\$6,500	\$20,000
Social Worker - 10 month	\$55,000	\$92,500	\$55,000	\$67,000	\$67,500	\$79,500	\$80,000	\$92,500	\$12,000	\$12,000	\$12,500
Program Manager - 10 month	\$55,000	\$85,000	\$55,000	\$64,000	\$64,500	\$74,000	\$74,500	\$85,000	\$9,000	\$9,500	\$10,500
Classroom Clinician - 10 month	\$55,000	\$87,500	\$55,000	\$64,000	\$64,500	\$73,500	\$74,000	\$87,500	\$9,000	\$9,000	\$13,500
Dean - 10.5 month	\$45,500	\$86,000	\$45,500	\$62,500	\$63,000	\$72,500	\$73,000	\$86,000	\$17,000	\$9,500	\$13,000
Dean of Specialized Services - 10.5 month	\$45,500	\$86,000	\$45,500	\$62,500	\$63,000	\$72,500	\$73,000	\$86,000	\$17,000	\$9,500	\$13,000
Classroom Counselor - 10.5 month	\$41,000	\$69,000	\$41,000	\$50,000	\$50,500	\$59,500	\$60,000	\$69,000	\$9,000	\$9,000	\$9,000
Specialized Services Classroom Assistant - 10.5 month	\$38,500	\$54,000									
Culture Assistant - 10.5 month	\$38,500	\$54,000									
Attendance Coordinator - 10.5 month	\$31,000	\$50,000									

APPENDIX 6: SALARY SCALES – TEACHER ADVANCEMENT SYSTEM

For Instructional Staff

Mastery Instructional Salary Scales 2023-24

Instructional Salary Scales		2023-24	
		Min	Max
Support Teacher	Associate	\$41,500	\$43,500
	Senior Associate	\$44,500	\$47,400
	Advanced	\$47,900	\$52,000
	Master	\$52,550	\$58,700
Teachers	Associate	\$55,000	\$65,750
	Senior Associate	\$67,000	\$77,000
	Advanced	\$78,000	\$87,500
	Master	\$88,250	\$101,500

APPENDIX 7: SALARY SCALE – 12 MONTH STAFF

For non-instructional, school-based staff

12M Admin Salary Scales	23-24 Salary Range		Spread 23-24	ASL		Senior		Advanced		Master		Category Spreads		
	Min	Max		Min	Max	Min	Max	Min	Max	Min	Max	Senior	Advanced	Master
Principal	\$147,000	\$166,000	\$19,000	\$115,000	\$135,000	\$147,000	\$151,500	\$153,500	\$159,000	\$160,000	\$166,000	\$4,500	\$5,500	\$6,000
API	\$100,000	\$126,500	\$26,500	\$91,500	\$96,000	\$100,000	\$107,000	\$108,000	\$116,000	\$117,000	\$126,500	\$7,000	\$8,000	\$9,500
APPS	\$100,000	\$126,500	\$26,500	\$91,500	\$96,000	\$100,000	\$107,000	\$108,000	\$116,000	\$117,000	\$126,500	\$7,000	\$8,000	\$9,500
APSS	\$100,000	\$126,500	\$26,500	\$91,500	\$96,000	\$100,000	\$107,000	\$108,000	\$116,000	\$117,000	\$126,500	\$7,000	\$8,000	\$9,500
APSC	\$100,000	\$126,500	\$26,500	\$91,500	\$96,000	\$100,000	\$107,000	\$108,000	\$116,000	\$117,000	\$126,500	\$7,000	\$8,000	\$9,500
AP/Director of Operations	\$100,000	\$126,500	\$26,500	\$91,500	\$96,000	\$100,000	\$107,000	\$108,000	\$116,000	\$117,000	\$126,500	\$7,000	\$8,000	\$9,500
Program Director	\$90,500	\$106,000	\$15,500			\$90,500	\$95,000	\$95,500	\$100,000	\$100,500	\$106,000	\$4,500	\$4,500	\$5,500
Director of STEM	\$76,000	\$105,000	\$29,000											
Operations Manager	\$58,000	\$77,500	\$19,500			\$58,000	\$64,000	\$64,500	\$70,500	\$71,000	\$77,500	\$6,000	\$6,000	\$6,500
Lead Case Manager	\$87,000	\$107,000	\$20,000			\$87,000	\$93,000	\$93,500	\$99,500	\$100,000	\$107,000	\$6,000	\$6,000	\$7,000
Post-Secondary Advisor	\$71,000	\$106,500	\$35,500			\$71,000	\$79,500	\$80,000	\$88,500	\$89,000	\$106,500	\$8,500	\$8,500	\$17,500
Career Path Advisor	\$71,000	\$106,500	\$35,500			\$71,000	\$79,500	\$80,000	\$88,500	\$89,000	\$106,500	\$8,500	\$8,500	\$17,500
Community Engagement Manager	\$62,000	\$89,500	\$27,500											
Operations Coordinator	\$42,500	\$57,000	\$14,500											
Building Engineer	\$42,500	\$61,000	\$18,500			\$42,500	\$47,250	\$47,750	\$52,500	\$53,000	\$61,000	\$4,750	\$4,750	\$8,000
Administrative Assistant	\$36,050	\$56,000	\$19,950			\$36,050	\$42,350	\$42,850	\$49,150	\$49,650	\$56,000	\$6,300	\$6,300	\$6,350

APPENDIX 8: PROFESSIONAL RESPONSIBILITIES AND MASTERY VALUES

PROFESSIONAL RESPONSIBILITIES AND MASTERY VALUES		
Activity & Behavior	Expectation	Aligned Value
<p>Gradebook Gradebooks should be up-to-date and accurate. The purpose of highlighting gradebooks is to ensure that they are set up correctly and that assignments are graded in a timely manner. Driving student growth requires that students and families know how they are performing in their classes.</p> <p>An updated gradebook provides students and families clarity on learning progress. The information helps students identify what they understand, what needs more attention and what needs improvement. Additionally, grading helps the network identify and track overall learning growth while providing data that can inform professional development content.</p>	<p>Gradebooks must be updated weekly, although teachers are encouraged to update gradebooks more frequently. Teachers are also expected to meet the grade entry deadlines for Interim Progress Reports and Report Cards.</p>	<p>PURSUE EQUITY We disrupt systemic racism and the inequities that limit our students' choices. We nurture a culture where all staff, students, and families are seen and valued.</p> <p>STUDENT ACHIEVEMENT -- ABOVE ALL Student achievement is the civil rights issue of our time and the reason we exist. Each staff member is responsible for our students' success.</p>

<p>Professional Dress and Appearance Mastery Schools strives to maintain a workplace environment that serves as a role model for Mastery Schools students and is free from unnecessary distractions. As part of that effort, we require employees to maintain a neat and clean appearance that is appropriate for the workplace/school setting and for the work being performed. Due to Mastery staff's frequent interaction with students, parents, and the general public, a high standard of personal appearance is expected of employees. More detailed information about Professional Dress and Appearance is available in the Mastery Employee Handbook.</p>	<p>If an employee comes to work in inappropriate dress, supervisors should discuss the issue with the employee in private and indicate the specific areas to be addressed. The employee will be required to leave work and change into attire that is considered appropriate for the workday and return to work. If the concern persists, supervisors should follow the regular progressive discipline process.</p>	<p>THE HIGH ROAD We do the right thing. We are fair and treat folks with respect.</p>
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<p>Time and Attendance Punctual and regular attendance is an essential responsibility of each employee and specifically for teachers. Teachers are expected to report to work as scheduled, on time and prepared to deliver instruction. Late arrival, early departure or other unplanned absences are disruptive and must be avoided.</p>	<ul style="list-style-type: none"> • Attendance should be recognized as a foundation of an effective education system. • All employees are expected to manage and schedule their time away from work with as much advance notice as possible and obtain the approval of their supervisor. • PTO must be requested in advance and employees must receive approval from the school's operations lead/supervisor via Workday notification • All time off requests are entered through the Workday system • In the event of an emergency absence, employees must follow their school's emergency call out procedures, such as contacting the Assistant Principal of Operations – APO 	<p>THE HIGH ROAD We do the right thing. We are fair and treat folks with respect.</p> <p>ONE TEAM We are in this together. We may disagree, but at the end of the day, we support each other 100%.</p>
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	(or school designated emergency contact) or their supervisor.	
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<p>Professional Communication Timely and professional communication is critical to establishing positive relationships, engaging students and families and collaborating with fellow staff members. This relates to both verbal and written communication as well as formal and informal communication. At Mastery, everyone is held accountable to communicating professionally.</p>	<p>Staff should respond to inquiries and requests within 24-48 hours.</p>	<p>STRAIGHT TALK We face reality, communicate honestly and respectfully, and hold each other accountable.</p> <p>OPEN DOORS Everybody is welcome to talk to anybody. We are open and transparent.</p>
<p>Complete Required Training Mastery understands the impact that our teachers have on students. Training programs are a key lever in clarifying expectations and responsibilities, while minimizing legal, financial, and physical risks. Teachers are expected to complete all required training (typically compliance trainings) by the communicated timeline.</p>	<p>Teachers are required to complete required training by communicated deadline.</p>	<p>CONTINUOUS IMPROVEMENT We seek a better way — always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis.</p>