



**Reach Cyber Charter School
BOARD MEETING**

Pursuant to the Pennsylvania Open Meeting Laws, notice is hereby given to the members of the Reach Cyber Charter School Board and the general public that the Board will hold a meeting open to the public on:

Date and Time:

Wednesday, January 19, 2022 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlJmVkb0hY4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

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

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

AGENDA

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

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must provide their name and short description of the agenda item on which they wish to comment to the Chair, along with any materials they want to have distributed to the Board. Individuals who wish to address the Board telephonically must contact the Principal or Board President by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the Principal or Board President at least twenty four (24) hours before the scheduled start of the meeting. The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

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

- III. Routine Business – D. Taylor
 - a. Approval of Agenda

- IV. Oral Reports
 - a. CEO’s Report (MSR attached) – J. Swan
 - i. Enrollment and Staffing Update
 - b. Financial Report (to follow) – K. Yeselavage
 - i. Audit Update

- V. Consent Items
 - a. Approval of Minutes from the November 17, 2021 Board Meeting (attached)
 - b. Approval of Minutes from the December 14, 2021 Special Board Meeting (to follow)
 - c. Approval of Staffing Report (attached)
 - d. Approval of Pearson Supplemental June Invoice (attached)
 - e. Approval of Pearson Invoice(s) for November and December (attached)
 - f. Approval of the 2022-2023 School Year CA General School Handbook (attached)
 - g. Approval of the 2022-2023 School Year School Handbook Supplement (to follow)

- VI. Action Items
 - a. Approval of Outreach Recruitment Target for the 2022-2023 School Year – J. Swan

- VII. Information Items
 - a. School Success Partner (SSP) Update – L. Johnson
 - b. Academic Success Partner (ASP) Update – M. Brown

- VIII. Strategic Planning
 - a. Approval of Memorandums of Understanding (MOUs) (attached) – J. Swan
 - b. Approval of New Staff Positions – J.D. Smith
 - c. Approval of Additional Funds to be Placed in Reserve to Provide Grocery Certificates to Families in Need – R. Graver
 - d. Approval of Elementary Reading Incentive Program Proposal (attached) - C. Groff

- IX. EXECUTIVE SESSION – Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee – J. Swan/ D. Taylor

- X. Adjournment and Confirmation of Next Meeting – Wednesday, February 16, 2022 at 9:00 a.m.

MONTHLY SCHOOL REPORT

School & Date Selection

School

Reach Cyber Charter School

Report Date

December 31, 2021

Currently Enrolled

7413

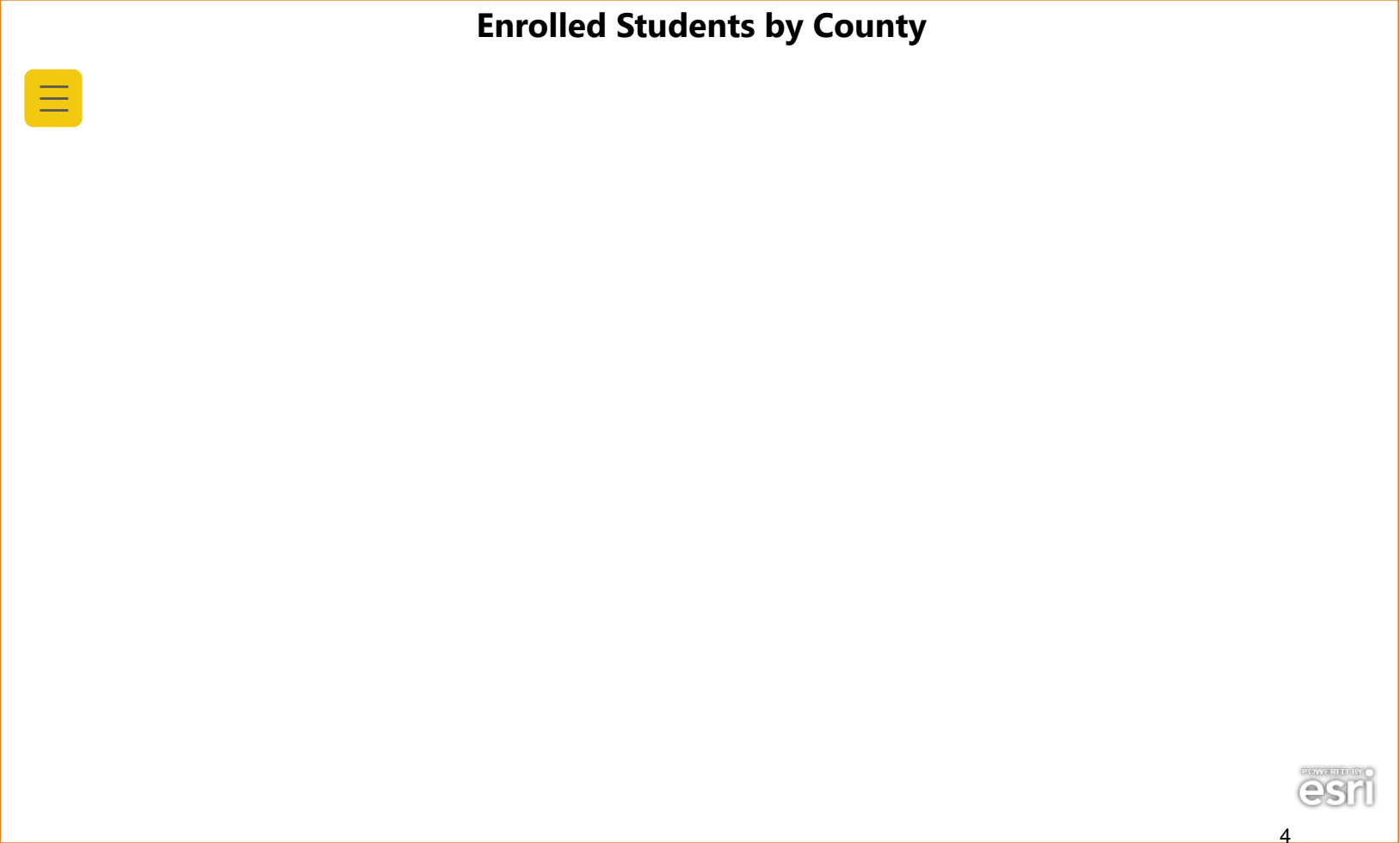
Total YTD Enrolled

8527

Enrollment Services Complete (Stage 4)

9418

Enrolled Students by County



Reach Cyber Charter School

December 31, 2021

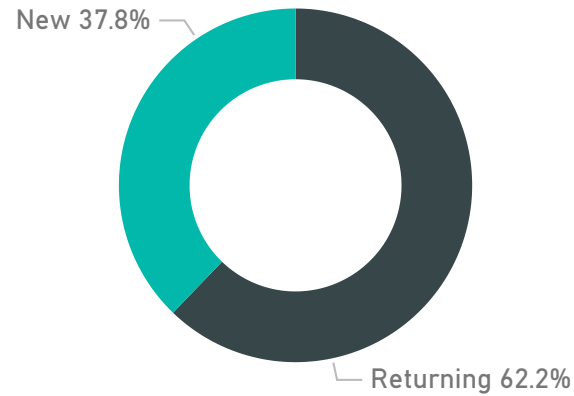
Current Enrollment Month-Over-Month Change

1%

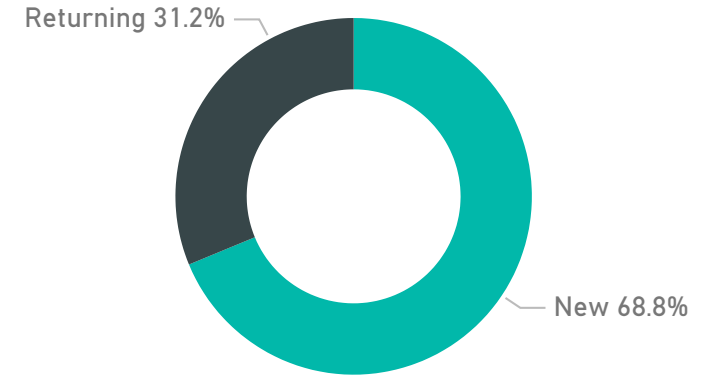
Current Enrollment Year-Over-Year Change

-15%

New and Returning

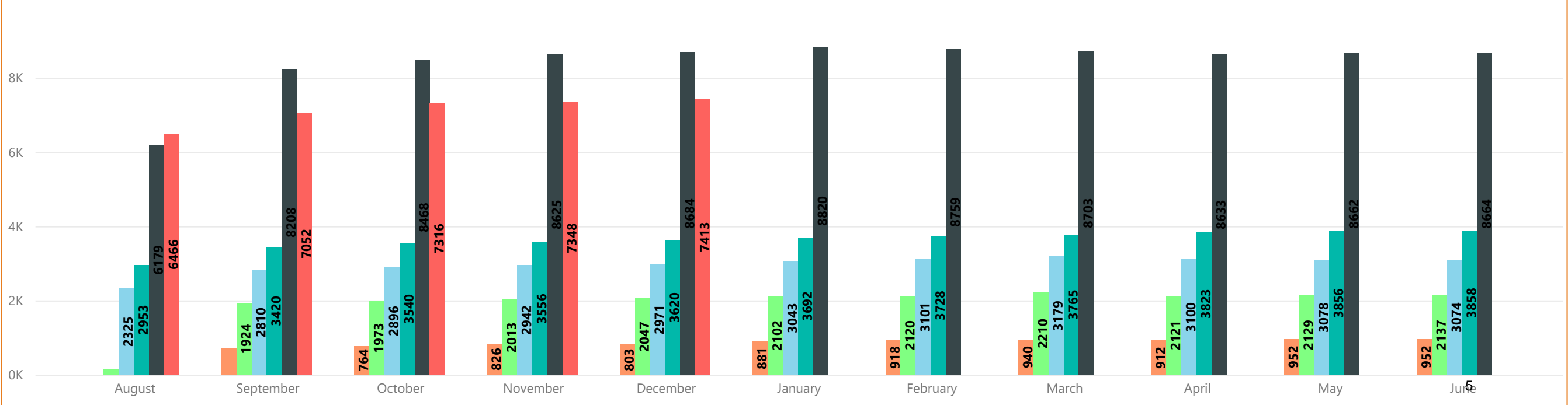


New and Returning Prior Year



Monthly Student Current Enrollment Comparison

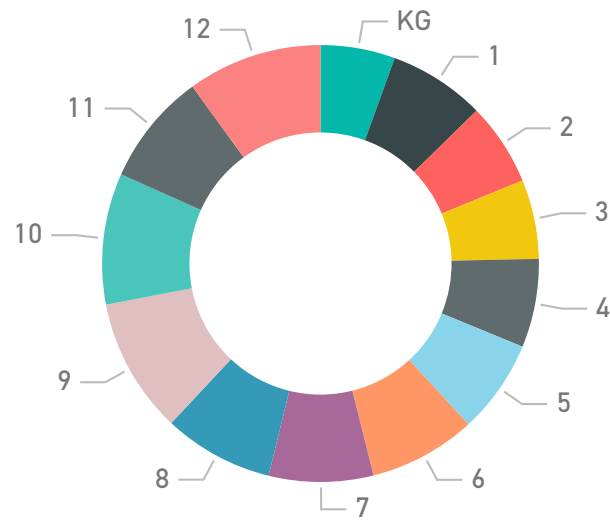
schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022



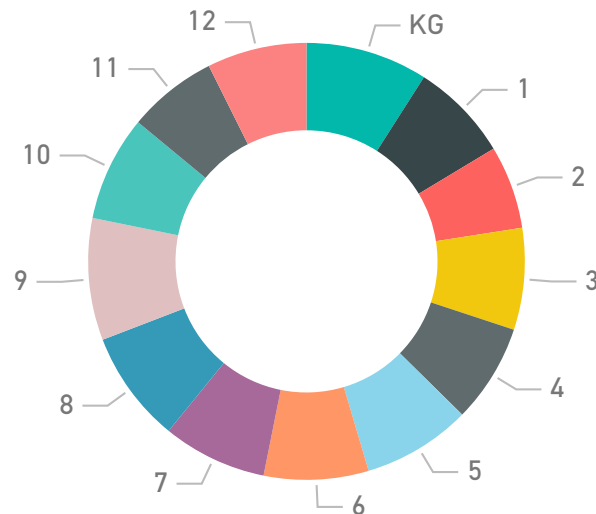
Reach Cyber Charter School

December 31, 2021

Enrolled Students by Final Grade



Enrolled Students Prior Year by Final Grade

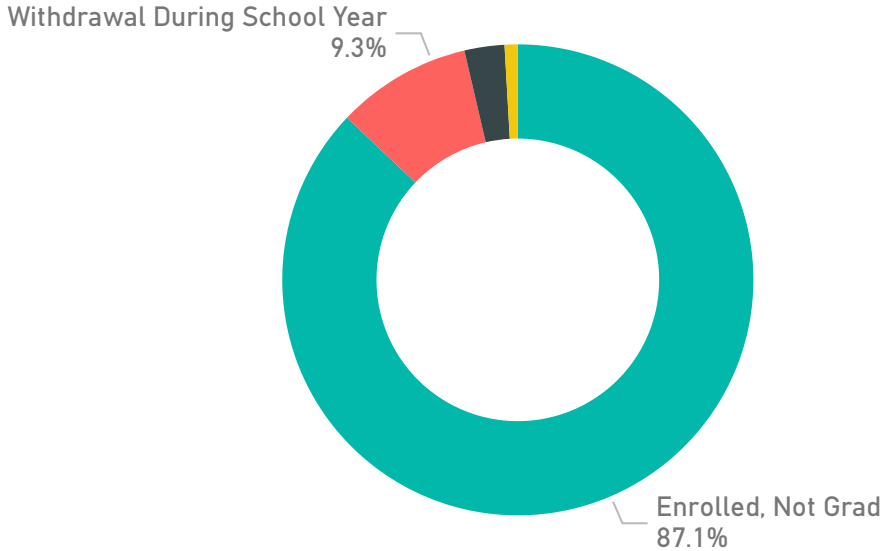


Grade Distribution

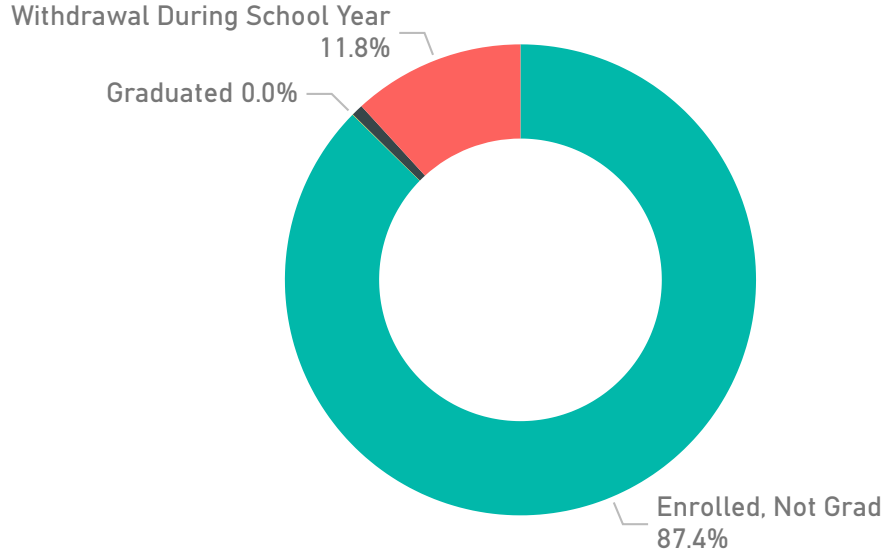
ReportPeriod GradeDistribution	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Students	%CT Students	Students	%CT Students	Students	%CT Students	Students	%CT Students
PK-2	1957	23%	1874	22%	1390	19%	1393	19%
KG	785	9%	749	9%	409	6%	409	6%
1	637	7%	604	7%	528	7%	530	7%
2	535	6%	521	6%	453	6%	454	6%
3-5	1986	23%	1967	23%	1437	20%	1436	19%
3	654	8%	661	8%	438	6%	435	6%
4	634	7%	612	7%	486	7%	486	7%
5	698	8%	694	8%	513	7%	515	7%
6-8	2063	24%	2113	24%	1752	24%	1765	24%
6	673	8%	667	8%	585	8%	588	8%
7	670	8%	689	8%	565	8%	573	8%
8	720	8%	757	9%	602	8%	604	8%
9-12	2678	31%	2710	31%	2769	38%	2819	38%
9	784	9%	203	2%	733	10%	742	10%
10	677	8%	718	8%	704	10%	720	10%
11	576	7%	731	8%	603	8%	618	8%
12	641	7%	1058	12%	729	10%	739	10%
Total	8684	100%	8664	100%	7348	100%	7413	100%

Reach Cyber Charter School
December 31, 2021

Total YTD Enrollment by Withdrawal Category



Total YTD Enrollment Prior Year by Withdrawal Category



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		PriorEOY		LastMonth		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	8687	87%	8664	80%	7361	88%	7426	87%
Graduated	3	0%	57	1%	76	1%	77	1%
Not Returning			3	0%				
Prior To Engagement	80	1%	87	1%	236	3%	234	3%
Withdrawal During School Year	1173	12%	2011	19%	688	8%	790	9%
Total	9943	100%	10822	100%	8361	100%	8527	100%

Enrollment Services Complete (Stage 4)
9418

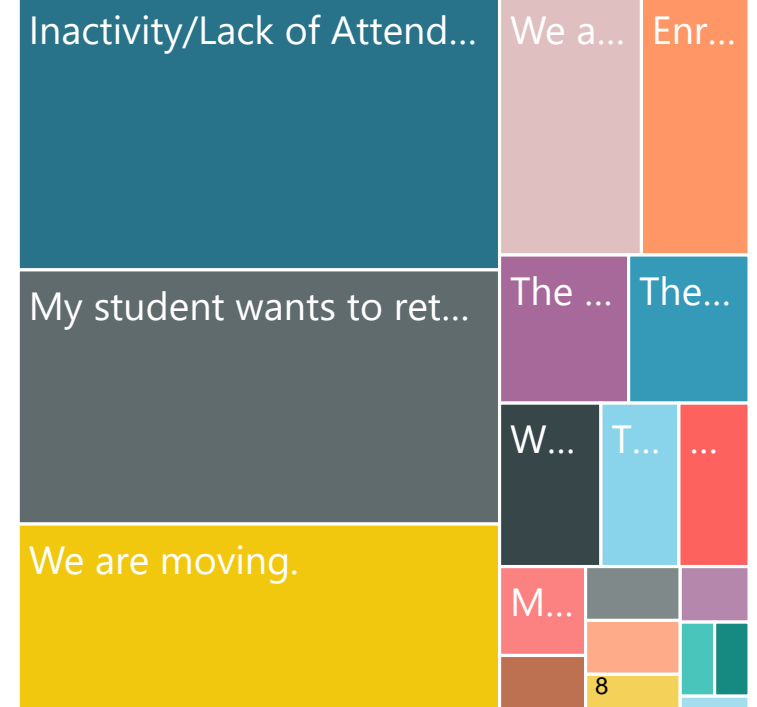
Reach Cyber Charter School

December 31, 2021

Withdrawal Reason

WD Reason	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	21	27	5	7
Another Reason	45	86	20	25
Deceased		1		
Different/Better Schooling Option (Not related to socialization)	318	569	336	377
Generally dissatisfied with curriculum/course options	12	17	1	2
Inactivity	106	274	83	104
No longer able to provide a Learning Coach	32	41	26	29
No Reason Given	84	103	9	9
Program not flexible enough	24	32	5	4
Program takes too much of Learning Coach's time	76	110	12	14
Program takes too much of student's time	24	32	3	4
Pursuing GED	9	17	5	6
Required Documentation Incomplete		1		
Student wants more socialization	121	224	89	96
Technical Difficulties	4	5	2	2
The curriculum is too hard	51	82	9	15
Transition to virtual school too difficult	94	126	8	10
Unhappy with the school	13	14	1	1
We are moving	70	159	63	72
We have chosen to home school	69	91	11	13

My student wants to return to a traditi...



Reach Cyber Charter School

December 31, 2021

Household Data

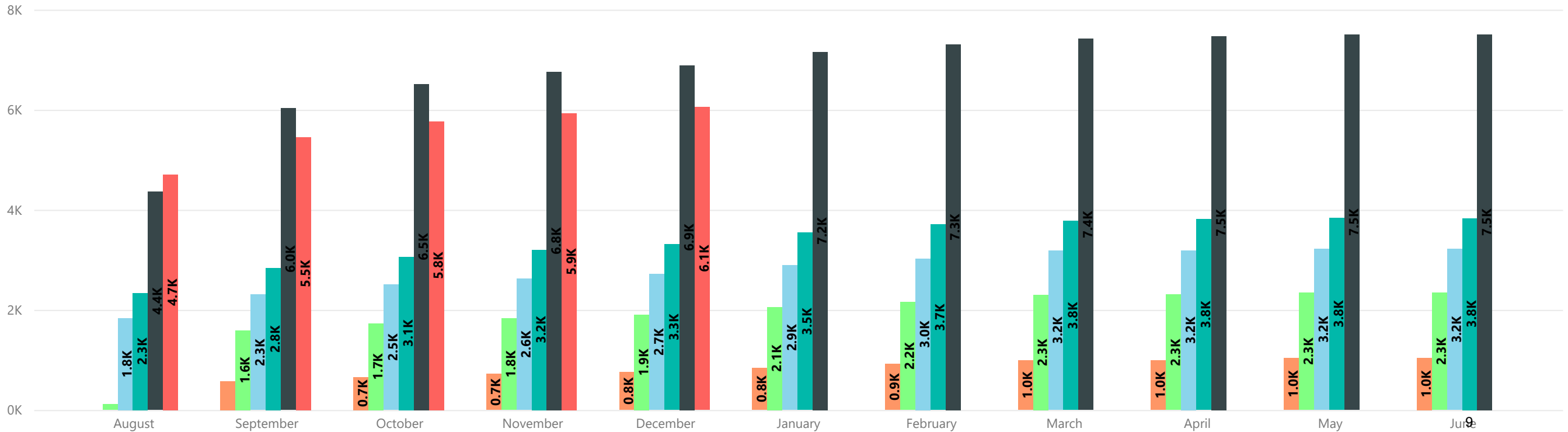
Household Data	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Active	6074	6115	5226	5279
Graduated	3	56	76	77
Not Returning		2		
WD During School Year	842	1458	548	635
WD Prior To Engagement	66	75	198	196

Students Per Active Household

SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
1.43	1.42	1.41	1.41

Monthly Total Households

schoolYear ● 2016-2017 ● 2017-2018 ● 2018-2019 ● 2019-2020 ● 2020-2021 ● 2021-2022



Reach Cyber Charter School

December 31, 2021

Ethnicity

Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Hispanic or Latino	1156	1160	1088	1096
Not Hispanic or Latino	7525	7502	6258	6315

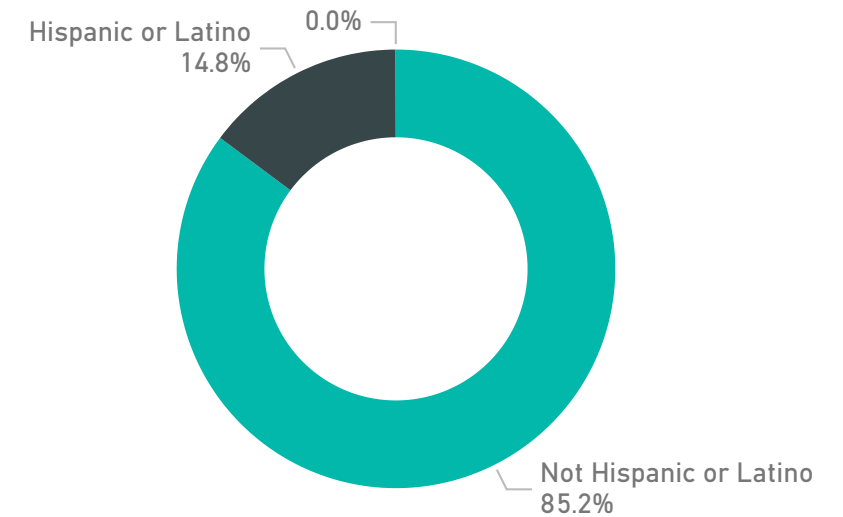
Race

Race	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	276	276	268	267
Asian	208	208	149	150
Black/African American	2552	2587	2411	2459
Native Hawaiian or Other Pacific Islander	100	100	111	113
White	6468	6417	5205	5232

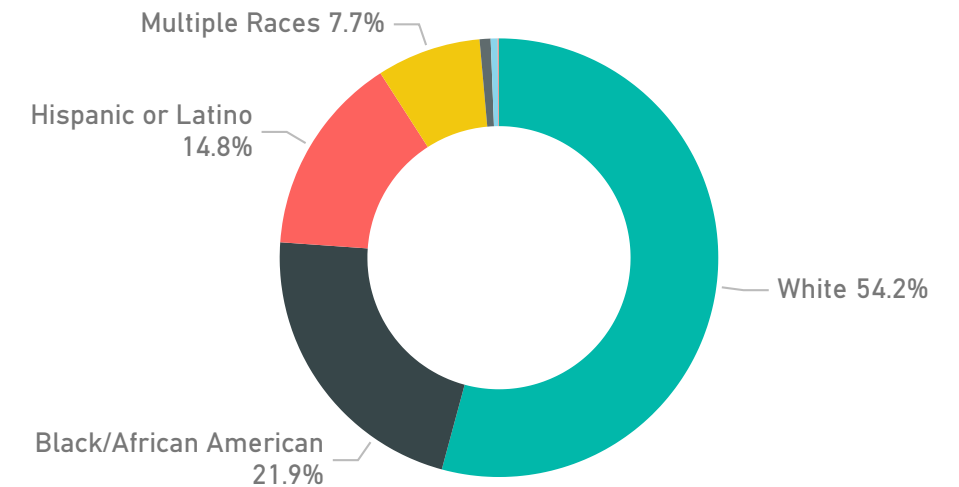
Distinct Race/Ethnicity

Distinct Race/Ethnicity	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
American Indian or Alaskan Native	37	34	41	38
Asian	80	81	60	60
Black/African American	1674	1690	1595	1625
Hispanic or Latino	1156	1160	1088	1096
Multiple Races	653	663	559	569
Native Hawaiian or Other Pacific Islander	2	2	4	5
Not Indicated	2	2	2	2
Parent refused to report race	1			
White	5079	5032	3999	4018

Enrolled Students by Ethnicity



Enrolled Students by Distinct Race/Ethnicity



Reach Cyber Charter School

December 31, 2021

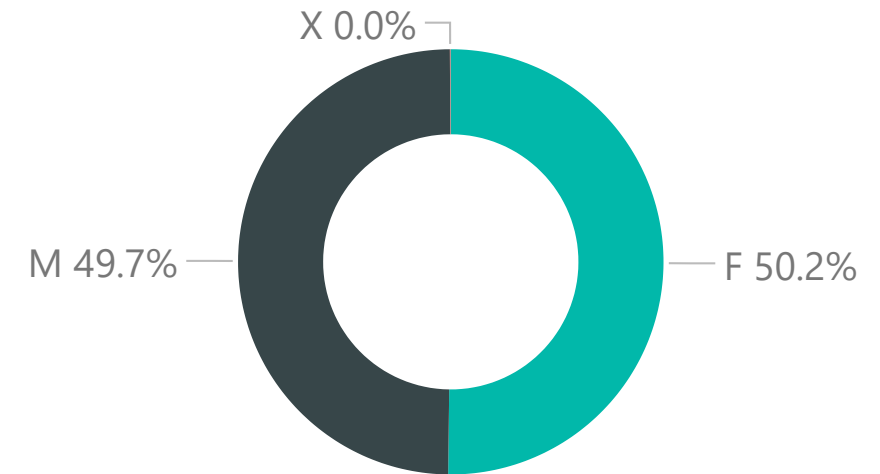
Gender

Gender	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
	1	2	2	2
F	4498	4423	3689	3721
M	4185	4238	3654	3687
X		1	3	3

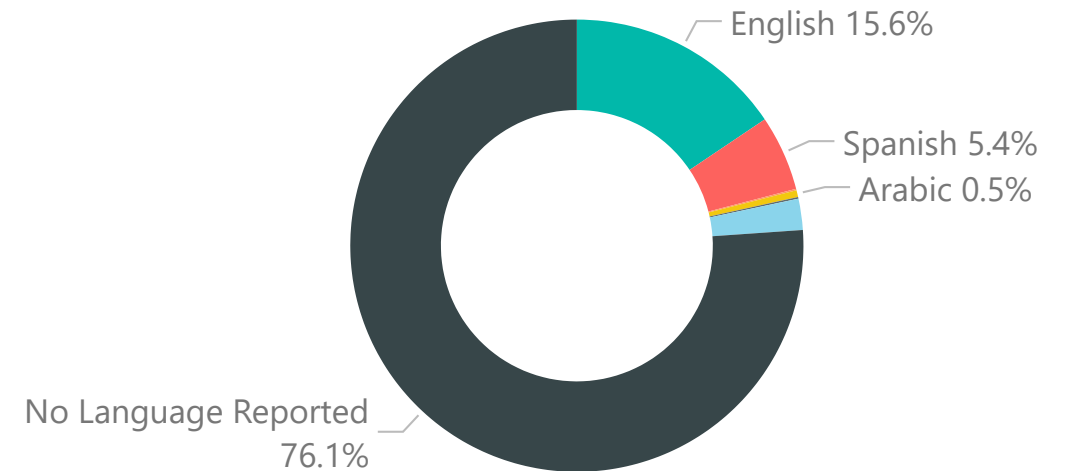
Primary Language

Home Language	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
English	1235	1245	1154	1154
Spanish	418	416	393	399
Russian	13	14	8	8
Arabic	39	39	33	36
Urdu	8	9	9	9
Another Language	213	217	161	165
No Language Reported	6758	6724	5590	5642

Enrolled Students by Gender



Enrolled Students by Language



Reach Cyber Charter School

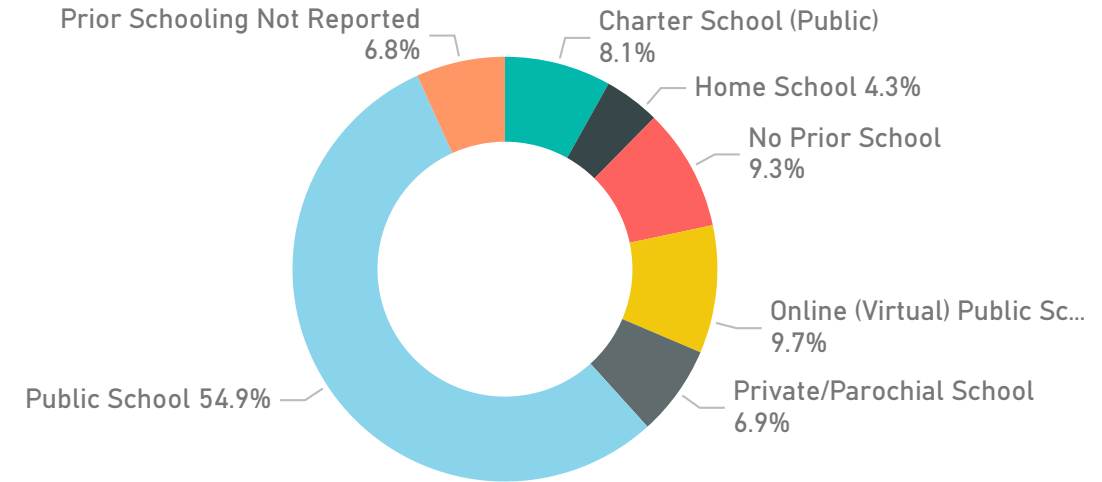
December 31, 2021

Prior Schooling

Prior Schooling	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Charter School (Public)	466	488	592	601
Home School	276	326	316	317
No Prior School	1134	1072	690	689
Online (Virtual) Public School	558	654	714	721
Private/Parochial School	816	797	502	511
Public School	5001	4923	4027	4072
Prior Schooling Not Reported	433	404	507	502

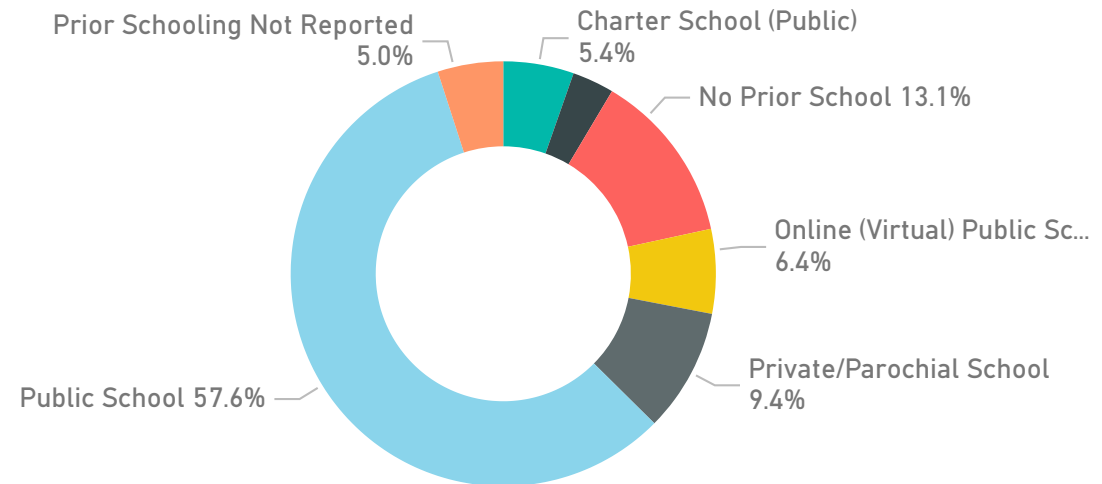
Prior Schooling

December 31, 2021



Prior Schooling

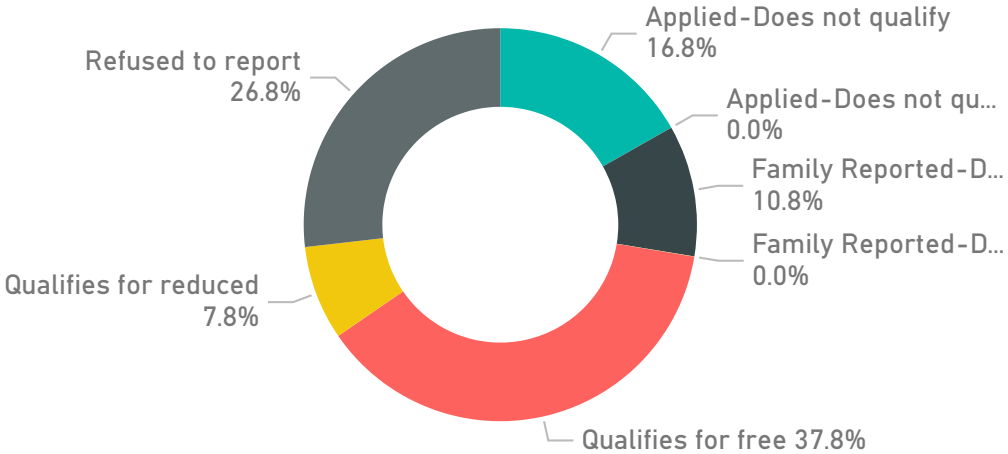
December 31, 2020



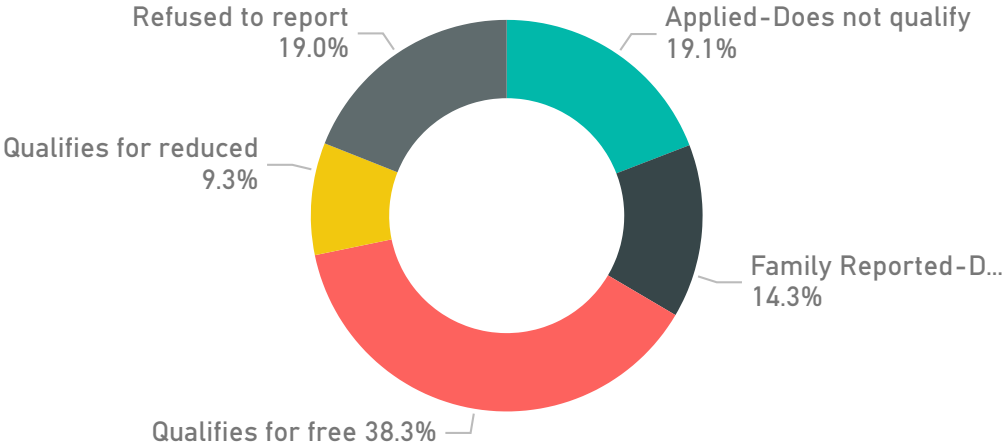
Reach Cyber Charter School

December 31, 2021

FARM Eligibility
December 31, 2021

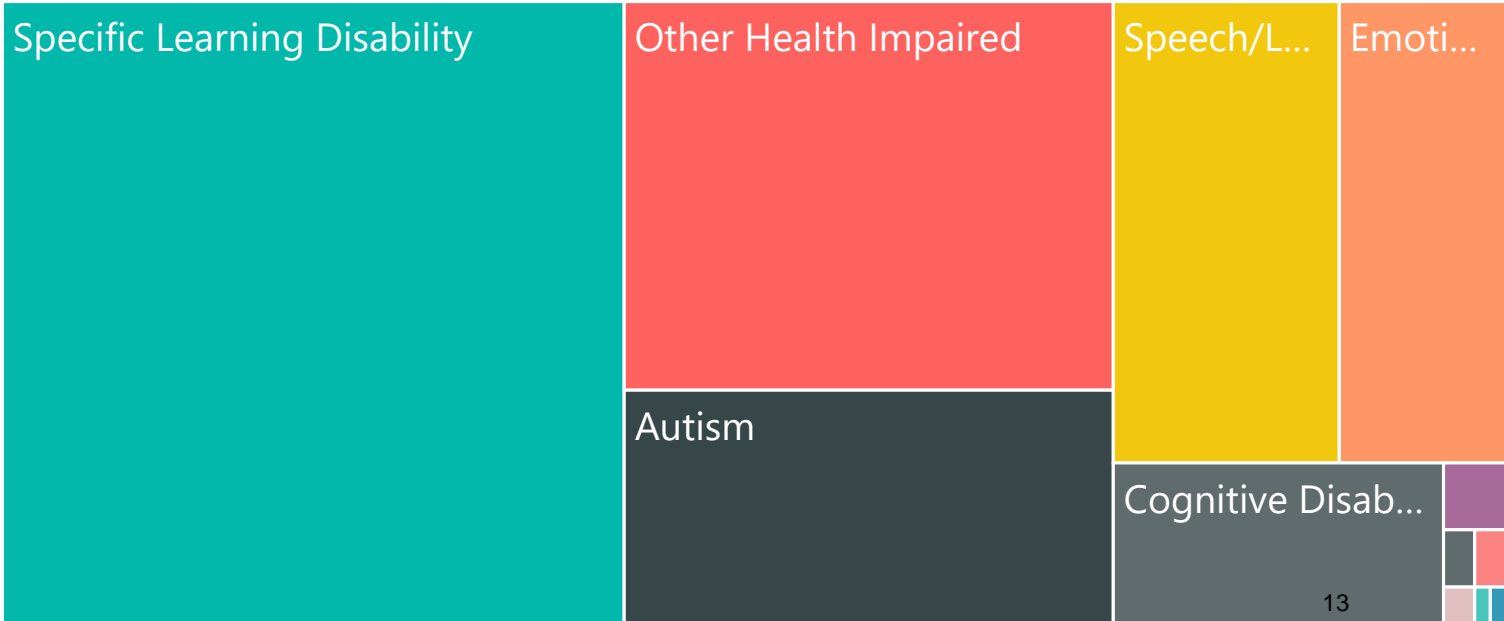


FARM Eligibility
December 31, 2020



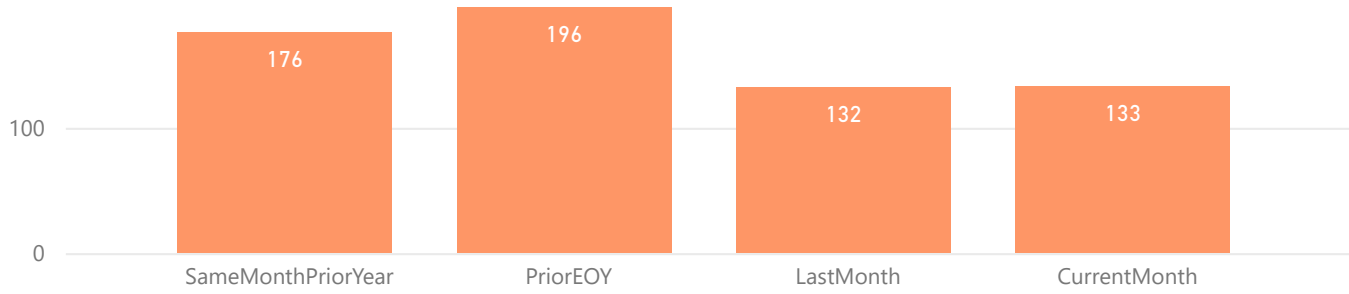
Disability

Disability	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
Autism	167	193	191	193
Cognitive Disability	67	86	89	90
Emotionally Impaired	146	149	124	129
Hearing Impaired	8	12	6	7
Multiple Disabilities	3	3	2	2
Other	4	3	1	1
Other Health Impaired	287	330	307	319
Physical Disability			1	1
Specific Learning Disability	638	713	638	651
Speech/Language Impaired	182	203	169	175
Traumatic Brain Injury	1	2	3	3
Visually Impaired	4	5	3	3

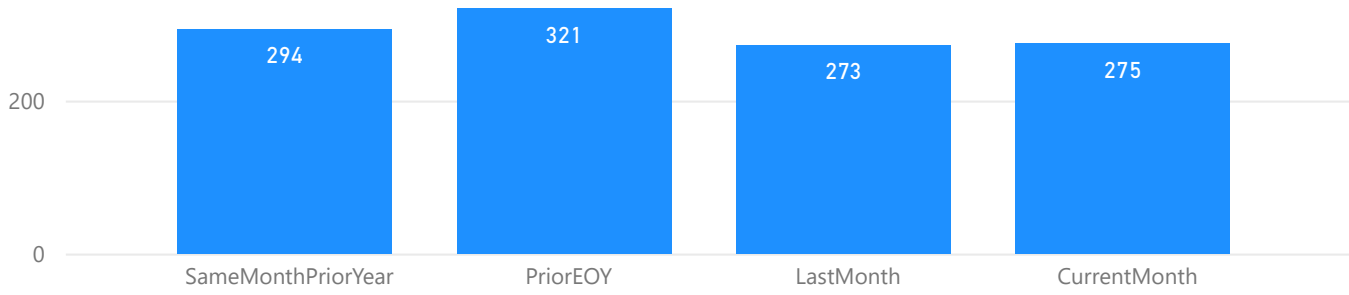


Reach Cyber Charter School
December 31, 2021

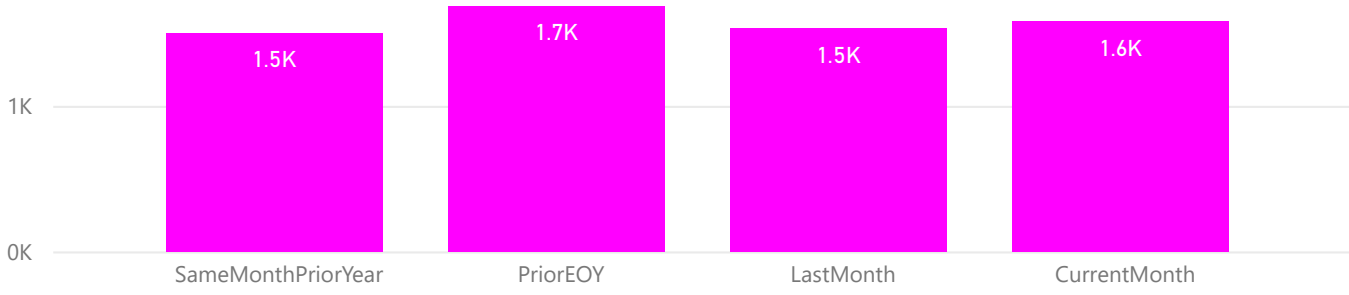
Gifted



Plan504



IEP



Currently Enrolled

7413

Gifted

2%

Plan504

4%

IEP

21%

Not in Special Population

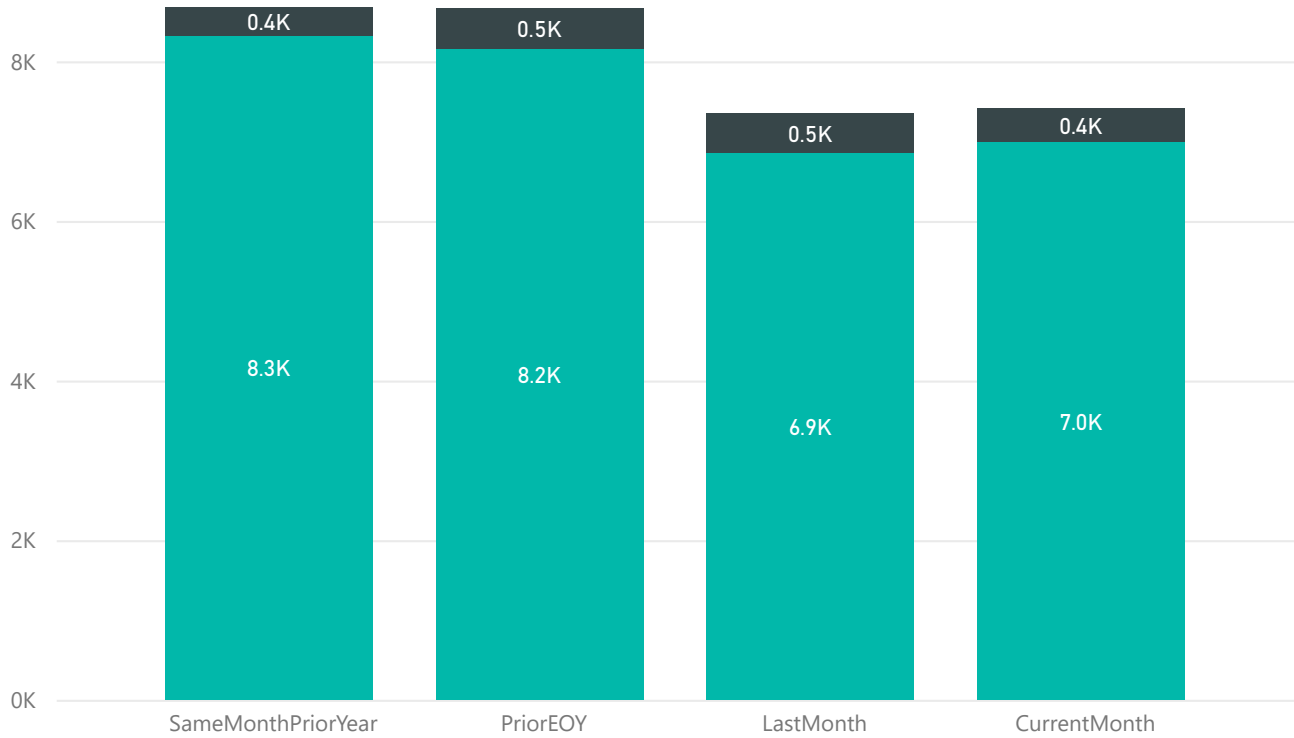
74%

Reach Cyber Charter School

December 31, 2021

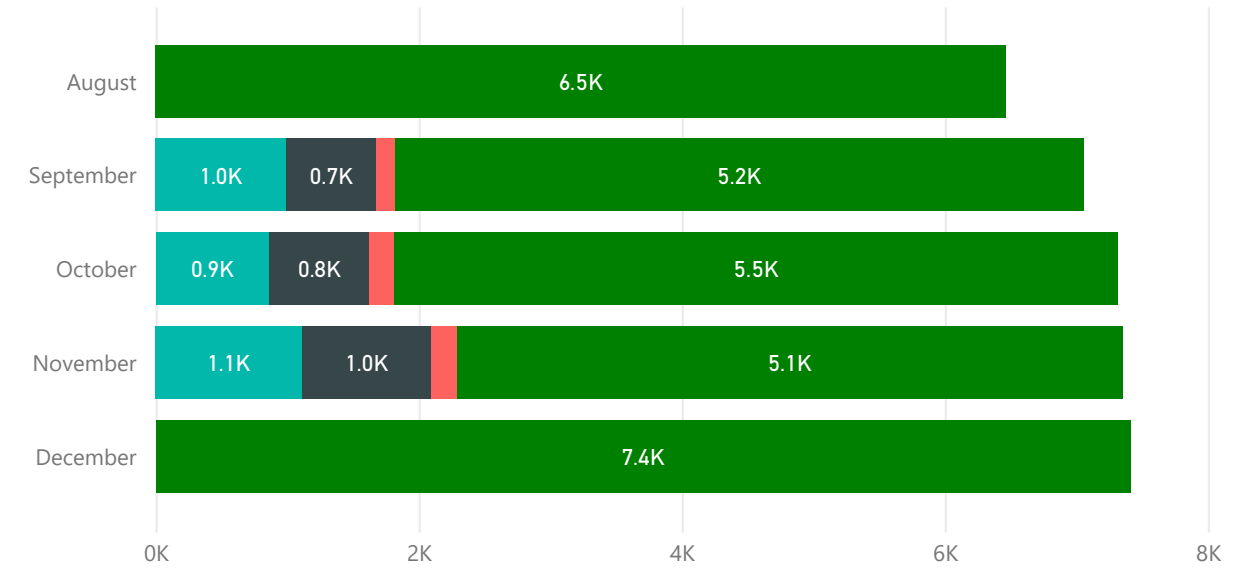
Contacts Per Week

ContactsPerWeekWithoutWebM... ● Met ● Not Met



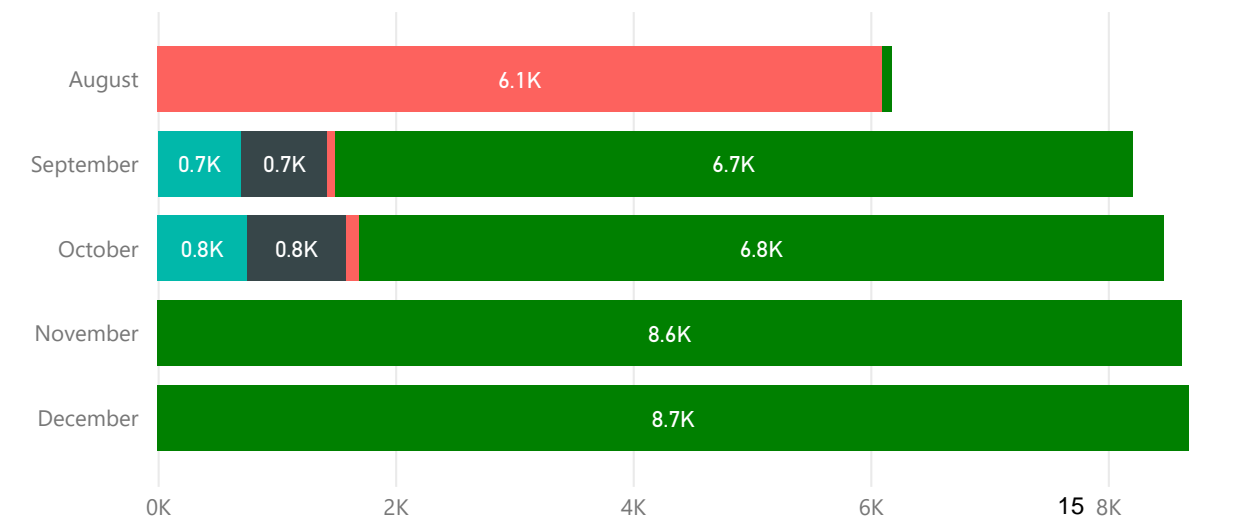
School Year: 2021-2022

AttendanceStatusAutomated ● Alarm ● Approaching Alarm ● Exempt ● On Track



School Year: 2020-2021

AttendanceStatusAutomated ● Alarm ● Approaching Alarm ● Exempt ● On Track



Currently Enrolled

7413

Reach Cyber Charter School

December 31, 2021

Average Participation

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	83%	98%	95%	92%
3-5	84%	97%	90%	89%
6-8	81%	97%	91%	90%
9-12	74%	98%	84%	81%
Total	80%	97%	89%	87%

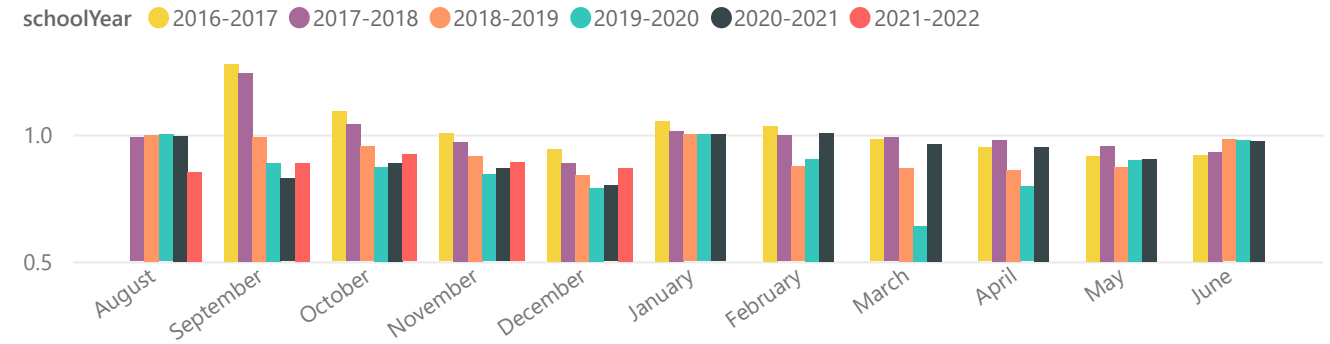
Average Performance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	83%	88%	83%	83%
3-5	74%	82%	79%	77%
6-8	71%	78%	68%	70%
9-12	69%	77%	69%	68%
Total	74%	81%	74%	73%

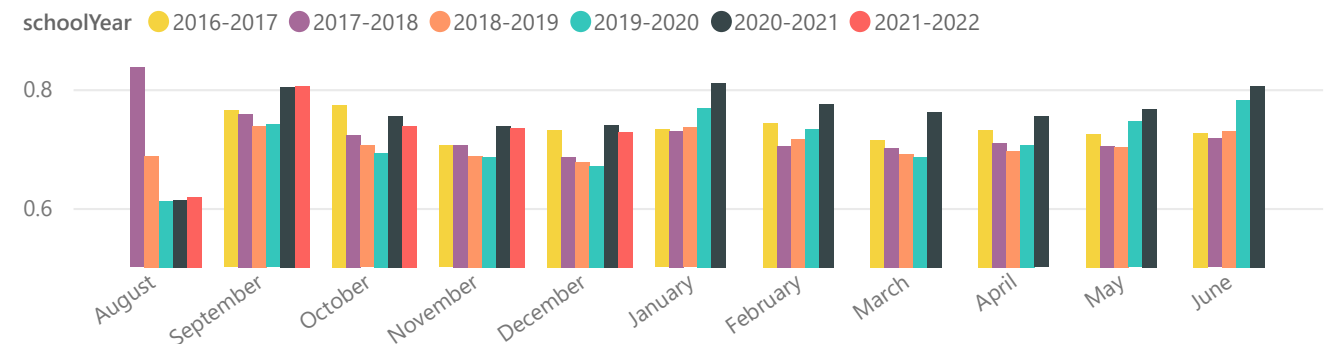
Average Attendance

GradeDistribution	SameMonthPriorYear	PriorEOY	LastMonth	CurrentMonth
PK-2	103%	104%	97%	100%
3-5	103%	104%	97%	99%
6-8	101%	103%	96%	100%
9-12	96%	98%	94%	96%
Total	101%	102%	96%	98%

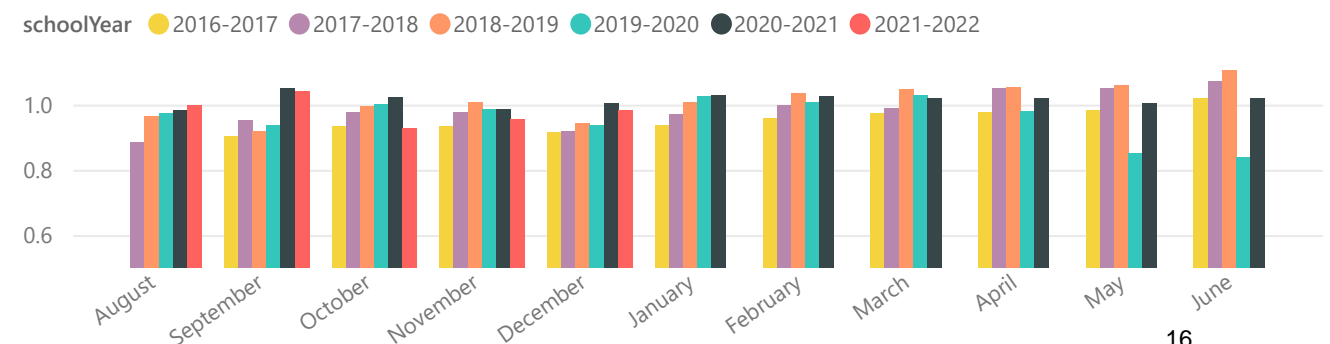
Average Total Participation



Average Total Performance



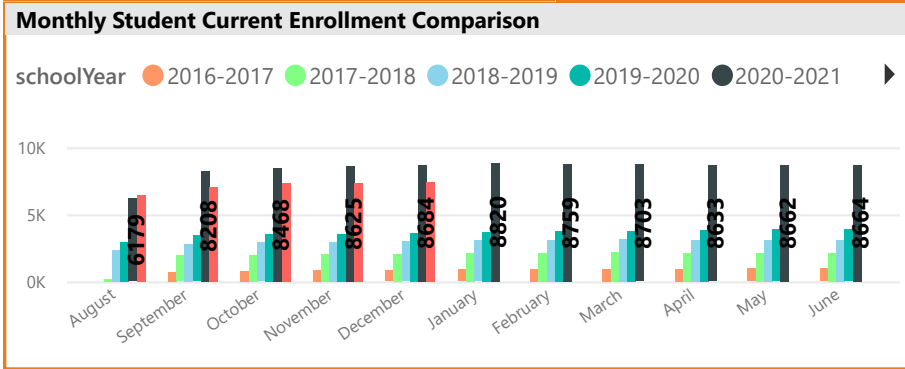
Average Total Attendance



Currently Enrolled	Total YTD Enrolled
7413	8527
Enrollment Services Complete (Stage 4)	
9418	

Reach Cyber Charter School
December 31, 2021

Current Enrollment Month-Over-Month Change
1%
Current Enrollment Year-Over-Year Change
-15%



Total YTD Enrollment

ReportPeriod Withdrawal Category	SameMonthPriorYear		CurrentMonth	
	Student Count	%CT Student Count	Student Count	%CT Student Count
Enrolled, Not Grad	8687	87%	7426	87%
Graduated	3	0%	77	1%
Prior To Engagement	80	1%	234	3%
Withdrawal During School Year	1173	12%	790	9%
Total	9943	100%	8527	100%

New & Returning

ReportPeriod New or Returning	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
New	5971	68.76%	2802	37.80%
Returning	2713	31.24%	4611	62.20%

Household Data

Household Data	SameMonthPriorYear	CurrentMonth
	Active	6074
Graduated	3	77
WD During School Year	842	635
WD Prior To Engagement	66	196

Students Per Active Household

	SameMonthPriorYear	CurrentMonth
		1.43

Grade Distribution

ReportPeriod GradeDistribution	SameMonthPriorYear		CurrentMonth	
	Students	%CT Students	Students	%CT Students
PK-2	1957	23%	1393	19%
KG	785	9%	409	6%
1	637	7%	530	7%
2	535	6%	454	6%
3-5	1986	23%	1436	19%
3	654	8%	435	6%
4	634	7%	486	7%
5	698	8%	515	7%
6-8	2063	24%	1765	24%
6	673	8%	588	8%
7	670	8%	573	8%
8	720	8%	604	8%
9-12	2678	31%	2819	38%
9	784	9%	742	10%
10	677	8%	720	10%
11	576	7%	618	8%
12	641	7%	729	10%
Total	8684	100%	7413	100%

Withdrawal Reason

Withdrawal Reason	SameMonthPriorYear	CurrentMonth
Applying for next year		
Enrollment was intended to be short term and is no longer needed for my student.		
Generally dissatisfied with curriculum/course options		
Inactivity/Lack of Attendance		
My student is pursuing GED		
My student wants to return to a traditional school setting for other (non-socialization related) reasons.		
My student wants to return to a traditional school setting for socialization reasons.		
No reason provided		
Other Completer		
Technical Difficulties		
The curriculum is too easy.		
The curriculum is too hard.		
The program takes too much of the Learning Coach's time.		
The program takes too much of the student's time.		
The program/schedule is not flexible enough.		17

**Reach Cyber Charter School
December 31, 2021**

Gender		
Gender	SameMonthPriorYear	CurrentMonth
	1	2
F	4498	3721
M	4185	3687
X		3

Disability		
Disability	SameMonthPriorYear	CurrentMonth
Autism	167	193
Cognitive Disability	67	90
Emotionally Impaired	146	129
Hearing Impaired	8	7
Multiple Disabilities	3	2
Other	4	1
Other Health Impaired	287	319
Physical Disability		1
Specific Learning Disability	638	651
Speech/Language Impaired	182	175
Traumatic Brain Injury	1	3
Visually Impaired	4	3

Gifted		
Gifted	SameMonthPriorYear	CurrentMonth
Yes	176	133

Plan 504		
Plan504	SameMonthPriorYear	CurrentMonth
504	294	275

Primary Language		
Home Language	SameMonthPriorYear	CurrentMonth
English	1235	1154
Spanish	418	399
Russian	13	8
Arabic	39	36
Urdu	8	9
Another Language	213	165
No Language Reported	6758	5642

IEP		
IEP	SameMonthPriorYear	CurrentMonth
IEP	1502	1581

Gifted	Plan504
2%	4%

IEP	Not in Special Population
21%	74%

Ethnicity		
Ethnicity	SameMonthPriorYear	CurrentMonth
Hispanic or Latino	1156	1096
Not Hispanic or Latino	7525	6315

Distinct Race/Ethnicity		
Distinct Race/Ethnicity	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	37	38
Asian	80	60
Black/African American	1674	1625
Hispanic or Latino	1156	1096
Multiple Races	653	569
Native Hawaiian or Other Pacific Islander	2	5
Not Indicated	2	2
Parent refused to report race	1	
White	5079	4018

Race		
Race	SameMonthPriorYear	CurrentMonth
American Indian or Alaskan Native	276	267
Asian	208	150
Black/African American	2552	2459
Native Hawaiian or Other Pacific Islander	100	113
White	6468	5232

Prior Schooling		
Prior Schooling	SameMonthPriorYear	CurrentMonth
Charter School (Public)	466	601
Home School	276	317
No Prior School	1134	689
Online (Virtual) Public School	558	721
Private/Parochial School	816	511
Public School	5001	4072
Prior Schooling Not Reported	433	502

Household FARM Eligibility		
HouseholdFARMEligibility	SameMonthPriorYear	CurrentMonth
Applied-Does not qualify	1424	9
Applied-Does not qualify,Refused to report		
Family Reported-Does not qualify	1096	6
Family Reported-Does not qualify,Applied-Does not qualify		
Qualifies for free	2625	2
Qualifies for reduced	636	4
Refused to report	1396	16

Reach Cyber Charter School

December 31, 2021

Contacts Per Week

ContactsPerWeekWithoutWebMail	SameMonthPriorYear	CurrentMonth
Met	8324	6990
Not Met	359	423

Attendance Status

AttendanceStatusAutomated	SameMonthPriorYear	CurrentMonth
On Track	8684	7413

Average Participation

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	83%	92%
3-5	84%	89%
6-8	81%	90%
9-12	74%	81%
Total	80%	87%

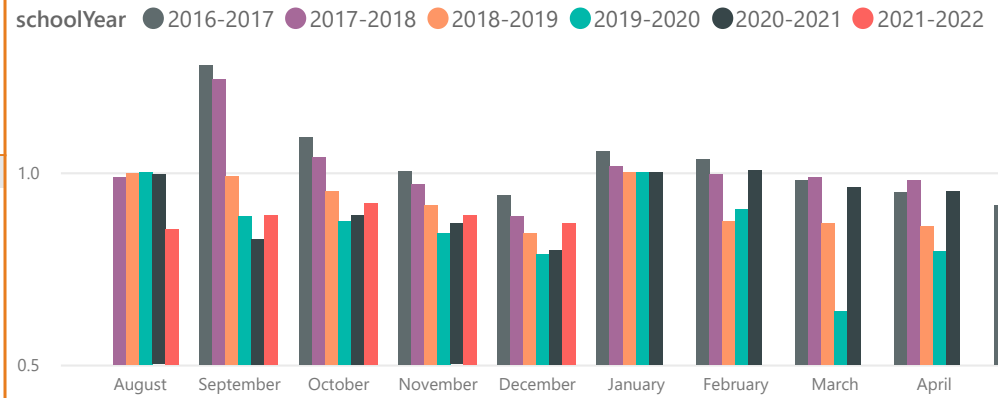
Average Performance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	83%	83%
3-5	74%	77%
6-8	71%	70%
9-12	69%	68%
Total	74%	73%

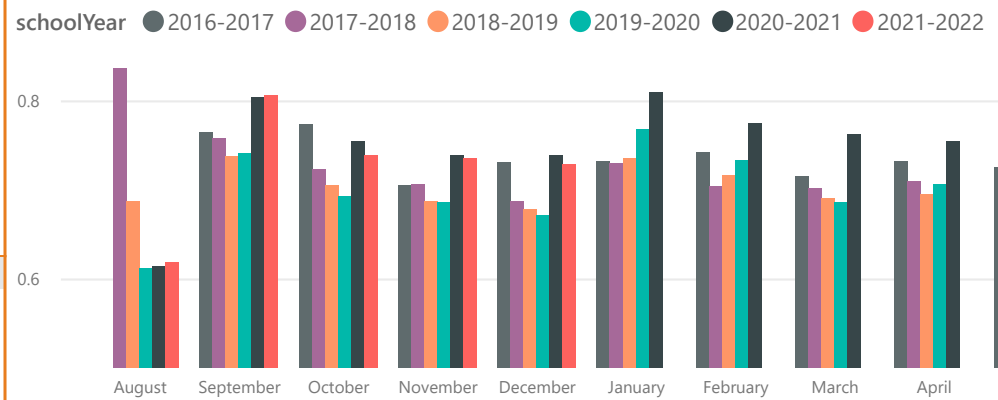
Average Attendance

GradeDistribution	SameMonthPriorYear	CurrentMonth
PK-2	103%	100%
3-5	103%	99%
6-8	101%	100%
9-12	96%	96%
Total	101%	98%

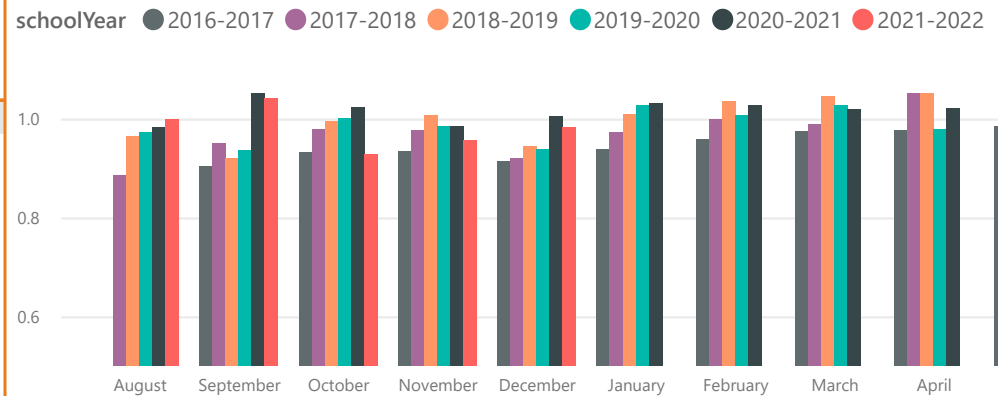
Average Total Participation



Average Total Performance



Average Total Attendance





**Reach Cyber Charter School
MINUTES OF THE BOARD OF DIRECTORS MEETING**

Wednesday, November 17, 2021 at 9:00 a.m.

Meeting Location:

750 East Park Drive, Suite 204
Harrisburg, PA 17111

And Via Zoom Video and Teleconference

<https://reach-connectionsacademy-org.zoom.us/j/2666552472?pwd=UDByREJlYXJlNXVkOHY4OWdwa0FWZz09>

Meeting ID: 266 655 2472

Passcode: QWMw5V

Phone +1 301 715 8592 US

Meeting ID: 266 655 2472 **Passcode:** 250287

I. Call to Order and Roll Call

Mr. Taylor called the meeting to order at 9:02 a.m. when all participants were present and able to hear each other. The meeting location was open to the public to attend in person at the school, and held via teleconference.

Board Members Present: David Taylor, Joe Harford, Alex Schuh, and Paul Donecker (via phone and videoconference);

Board Members Joined During Meeting: Gail Hawkins Bush;

Board Members Absent: Dave Biondo;

Guests: Jane Swan, School CEO, Mike Garman, Cody Smith, Karen Yeselavage, Greg McCurdy, J.D. Smith, Corey Groff, Andy Gribbin, Katherine Rutkowski, LeeAnn Ritchie, and Rachel Graver, School Staff (in person at the school); Jamie Miedel, Michael Hinshaw, Dan Ladislav, Maurine Hockenberry, Devin Meza-Rushanan, Kelley McConnell, Stephanie Bost, and Scott Stuccio, School Staff; Pat Hennessey, Board Counsel; Kevin Corcoran, Charter Choices, Financial Consultant; Laura Johnson, Melissa Brown, Emily Lee, and Megann Arthur, Pearson Virtual Schools staff (via phone and videoconference).

II. Public Comment

There were no public comments made at this time.

[Ms. McConnell joined the meeting at 9:05 a.m.]

III. Routine Business

a. Approval of Agenda

Mr. Taylor asked the Board to review the agenda distributed prior to the meeting. The Board advised of their intent to move Consent Item (a) Approval of Minutes from the October 20, 2021 Board meeting to Action Item (b) for discussion. There being no further changes noted, a motion was made and seconded as follows:

RESOLVED, that the Agenda for the November 17, 2021 Meeting of the Reach Cyber Charter School Board of Directors, as amended, is hereby approved.

The motion passed unanimously.

[Ms. Hawkins Bush joined the meeting at 9:07 a.m.]

IV. Oral Reports

a. CEO's Report

i. Enrollment Update

Ms. Swan reviewed the current enrollment numbers for the school.

ii. Student Intervention Efforts Update

Ms. Rutkowski updated the Board on Student Intervention Efforts. Ms. Rutkowski reviewed the RTI data, process for identifying need, as well as the current number of students in each tier of the intervention status. Ms. Rutkowski further advised the Board of school staff members' increased awareness of critical educational components and benchmarks, as well as Pearson's useful tools for tracking student progress.

b. HR/Staffing Updates

i. Benefits Open Enrollment Update

Mr. Garman updated the Board on the benefits renewal cost as included in the Board meeting materials, specifically detailing areas of benefits coverage with corresponding cost increases. He further advised the Board that the school intends to absorb any cost increase ensuring that the benefits costs for employees remain the same as the previous year and in some cases may decrease from the previous year.

Mr. Garman provided the Board with the current number of staff and discussed the number of new hires and departures for the school year as included in the Board meeting materials.

ii. School Compensation Committee Kickoff

Mr. Garman provided an overview of the compensation project including the use of a steering committee. He advised of work to date on this effort to set a compensation philosophy and create sub-committees to focus on specific aspects of the project. Mr. Garman advised the Board that he anticipates putting forth a compensation plan recommendation for the Board to consider at the January or February Board meeting for implementation in the 2022 - 2023 school year. Ms. Swan discussed the overall initiative and shared her appreciation for staff participation in this project.

c. Financial Report

Ms. Yeselavage reviewed the school's financial statements with the Board. She reviewed the revenue and expense statements, advising on changes since the previous months' statements. Ms. Yeselavage further reviewed with the Board the school's balance sheet and current forecast.

i. Audit Update

Ms. Yeselavage advised the Board that the school is currently undergoing audit field work and noted that she anticipates a draft will be available at the January Board meeting.

V. Consent Items

Mr. Taylor asked the Board Members whether there were any items from the Consent Items that they wanted moved to Action Items for discussion, or tabled. There being no changes noted, a motion was made and seconded as follows:

RESOLVED, the Consent Items:

- b. Approval of Staffing Report; and
- c. Approval of Pearson Invoice(s) for October (# 91000009174); are hereby approved.

The motion passed unanimously.

VI. Action Items

a. Approval of Revised Fee Schedule from Pearson Virtual Schools

Ms. Johnson presented this item to the Board and provided an overview of revisions to the fee schedule as included in the Board meeting materials. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the revised fee schedule from Pearson Virtual Schools, as presented, is hereby approved.

The motion passed unanimously.

b. Approval of Minutes from the October 20, 2021 Board Meeting

Ms. Yeselavage discussed with the Board requested amended language for the October 20, 2021 Board meeting minutes. There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the Minutes from the October 20, 2021 Board meeting, as amended, are hereby approved.

The motion passed unanimously.

VII. Information Items

a. School Success Partner (SSP) Update

Ms. Johnson presented on behalf of the School Success Partner (SSP) team and advised the Board of the continued focus on enrollment, as well as legislative activities taking place through the current legislative session.

b. Academic Success Partner (ASP) Update

Ms. Brown presented on behalf of the Academic Success Partner (ASP) team.

i. Key School Metrics

Ms. Brown reviewed the quarterly school operations metrics included in the Board meeting materials, highlighting the school's performance as compared with other Pearson partnering schools of similar size and years in operation. She specifically highlighted the school's learning coach contacts percentage and noted that during school year withdrawals have decreased from the previous school year.

VIII. Strategic Planning

a. Approval of Memorandum of Understandings (MOUs)

Mr. Smith presented this item to the Board and provided an overview of the programs in each MOU. He advised that the Steeltown Entertainment Project MOU for consideration is an addendum to the current agreement to expand support of the STEM team. Mr. Smith further advised that the Center for Aquatic Sciences MOU provides an opportunity for students interested in marine biology to participate in internships and virtual opportunities in that field. Board members discussed additional opportunities for students including a Van Gogh exhibit taking place near Philadelphia that the school may want to explore. Board members further discussed potential transportation supports with Mr. Smith to incorporate

into these opportunities and advised of their interest in feedback on these experiences at future meetings.

There being no further discussion, a motion was made and seconded as follows:

RESOLVED, that the MOU with the Center for Aquatic Sciences, as presented, is hereby approved; and

FURTHER RESOLVED, that the MOU with Big Picture Alliance Cinemaniacs, as presented, is hereby approved; and

FURTHER RESOLVED, that the MOU with Big Picture Alliance Digital Media Program Partnership, as presented, is hereby approved; and

FURTHER RESOLVED, that the MOU with the Center for Aquatic Sciences, as presented, is hereby approved; and

FURTHER RESOLVED, that the MOU with Made Institute: Made Jr. Fashion Club, as presented, is hereby approved; and

FURTHER RESOLVED, that the MOU with the Steeltown Entertainment Project, as presented, is hereby approved.

The motions passed unanimously.

IX. EXECUTIVE SESSION- Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee

The Board entered into an Executive Session at 9:36 a.m. upon a motion being made, seconded and confirmed via roll call vote of all Board members present. The Board cited the following for entering into the Executive Session: Pursuant to 65 Pa. C.S. §§ 708(a)(1) – to discuss any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee. Board members present were: David Taylor, Joe Harford, Gail Hawkins Bush, Paul Donecker and Alex Schuh. Guests present at the request of the Board were: Pat Hennessey, Jane Swan and Mike Garman. All others left the meeting at this time.

There being no further discussion and upon a motion being made, seconded and confirmed via roll call vote of all Board members present, the Board resumed Open Session at 10:00 a.m. No action was taken during Executive Session.

X. Adjournment and Confirmation of Next Meeting – Wednesday, January 19, 2022 at 9:00 a.m.

Mr. Taylor inquired if there was any other business or discussion. There being no further business or discussion, a motion was made and seconded as follows:

RESOLVED, that the next meeting date is January 19, 2022, is hereby approved; and

FURTHER RESOLVED, that the Board being at the end of its agenda, the meeting was adjourned at 10:00 a.m., is hereby approved.

The motions passed unanimously.

REACH Staffing Report January 2022

	Current Staff	Hires SYTD	Departures SYTD
10-month Staff	647	148	12
12-month Staff	96	18	3
Grand Total	743	166	15

New Hires

First Name	Last Name	Area	Compensation	Bonus Potential	Start Date
Larson	Diana	Enrollment Specialist	\$21/hr	4%	12/1/2021
Cobb	Danielle	Manager of RTI	\$83,000	12%	12/7/2021
Moser	Hillary	Math Specialist	\$59,500	4%	12/7/2021
Petroshuk	Casey	Learning Support	\$58,500	4%	12/7/2021
Waibel	Amelia	Elem Special Ed	\$54,000	4%	12/7/2021
Kohl	Bryan	Math Specialist	\$63,500	4%	12/7/2021
Kimmel	Amber	Family Mentor	\$52,500	4%	12/7/2021
Jones	Greta	Life Skills	\$57,500	4%	12/7/2021
Herr	Sarah	STEM Teacher	\$57,000	4%	1/11/2021

Departing Employees

REACH Staffing Report January 2022

First Name	Last Name	Area	Last Day Worked
Snider	Angela	School Admin Asst I	11/30/2021
Young	Staci	Speech Language Pathologist	12/3/2021
Mort	Ashley	Related Services Coordinator	12/23/2021
Bowman	Kayla	Family Mentor	12/30/2021

Position Changes

First Name	Last Name	Former Position	New Position	Compensation	Bonus Potential	Start Date
Stupak	Alexander	School Admin Asst I	Enrollment Specialist	\$21/hr	No Change	12/6/2021
Liz	McElwee	School Admin Asst I	Enrollment Specialist	No Change	No Change	12/6/2021



Pearson

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Customer Bill-to:
Reach Cyber Charter School
750 East Park Drive
Suite 204
Harrisburg, PA 17111

Attention:
Accounts Payable

Customer Ship-to:
Reach Cyber Charter School
750 East Park Drive
Suite 204
Harrisburg, PA 17111

**Connections Education LLC dba
Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000009475
Date : 20-DEC-2021
Due Date :
Payment Terms :
Customer Account : 3924545
Project Number : 82043226
Currency : USD
Shipment Terms :
Purchase Order Number : REACH
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 1	REMITTANCE INFORMATION
Net Amount : USD \$1,110.00	Make Checks Payable to: Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323
Tax Total : USD \$0.00	Bank Wire to: Bank Name : Bank of America N A
Invoice Total : USD \$1,110.00	Bank Address :
Amount Due : USD \$1,110.00	ABA ACH No : 071000039
	ABA Wire No : 026009593
	SWIFT Code : BOFAUS3N
	A/C No : 8188290225
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA



Invoice Number: 91000009475							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82043226	REACH	Direct Charges	1		1,110.00	0.00	1,110.00

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.
 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$1,110.00	\$0.00	\$1,110.00



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Charges for the Following Period:

June 2021

 IPAD Management Fees	<u>1,110.00</u>
<i>Total Amount Due</i>	<u><u>1,110.00</u></u>



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750 East Park Drive
Suite 204
Harrisburg, PA 17111

Attention:
Accounts Payable

Customer Ship-to:
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750 East Park Drive
Suite 204
Harrisburg, PA 17111

**Connections Education LLC dba
Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000009489
Date : 21-DEC-2021
Due Date :
Payment Terms :
Customer Account : 3924545
Project Number : 82056698
Currency : USD
Shipment Terms :
Purchase Order Number : REACH
Number of Pages : Page 1 of 2

<p>Total Ordered Quantity (No. Of Items) : 2</p> <p>Net Amount : USD \$6,035,978.84</p> <p>Tax Total : USD \$0.00</p> <p>Invoice Total : USD \$6,035,978.84</p> <p>Amount Due : USD \$6,035,978.84</p>	<p style="text-align: center;">REMITTANCE INFORMATION</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Make Checks Payable to:</td> <td style="width: 40%;">Bank Wire to:</td> </tr> <tr> <td>Pearson Virtual Schools USA</td> <td>Bank Name : Bank of America N A</td> </tr> <tr> <td>32369 Collection Center Drive</td> <td>Bank Address :</td> </tr> <tr> <td>Chicago, IL 60693-0323</td> <td>ABA ACH No : 071000039</td> </tr> <tr> <td></td> <td>ABA Wire No : 026009593</td> </tr> <tr> <td></td> <td>SWIFT Code : BOFAUS3N</td> </tr> <tr> <td></td> <td>A/C No : 8188290225</td> </tr> <tr> <td></td> <td>Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA</td> </tr> </table>	Make Checks Payable to:	Bank Wire to:	Pearson Virtual Schools USA	Bank Name : Bank of America N A	32369 Collection Center Drive	Bank Address :	Chicago, IL 60693-0323	ABA ACH No : 071000039		ABA Wire No : 026009593		SWIFT Code : BOFAUS3N		A/C No : 8188290225		Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA
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	ABA Wire No : 026009593																
	SWIFT Code : BOFAUS3N																
	A/C No : 8188290225																
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA																



Pearson

Invoice Number: 91000009489							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82056698	REACH	Direct Charges	7		5,896,596.83	0.00	5,896,596.83
82056698	REACH	Pass Through	9		139,382.01	0.00	139,382.01

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.
 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$6,035,978.84	\$0.00	\$6,035,978.84



Pearson

Charges for the Following Period:

November 2021

Enrollment/Unit Based Charges

Direct Course Instruction Support	30,838.50
Facility Support Services	2,083.34
Monthly Fee per School Staff Member	186,268.04
Monthly Fee per Student	4,439,231.95
Upfront Fee per Student	1,238,175.00
	5,896,596.83

Pass Through Expenses

139,382.01

Total Amount Due

6,035,978.84



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Reach Cyber Charter School
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Suite 204
Harrisburg, PA 17111

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**Connections Education LLC dba
Pearson Virtual Schools USA**
10960 Grantchester Way
Columbia, MD 21044
Tel: 1-800-843-0019
Email:
poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number : 91000009619
Date : 13-JAN-2022
Due Date :
Payment Terms :
Customer Account : 3924545
Project Number : 82056698
Currency : USD
Shipment Terms :
Purchase Order Number : REACH
Number of Pages : Page 1 of 2

Total Ordered Quantity (No. Of Items) : 2	REMITTANCE INFORMATION
Net Amount : USD \$4,788,825.36	Make Checks Payable to:
Tax Total : USD \$0.00	Pearson Virtual Schools USA
Invoice Total : USD \$4,788,825.36	32369 Collection Center Drive
Amount Due : USD \$4,788,825.36	Chicago, IL 60693-0323
	Bank Wire to:
	Bank Name : Bank of America N A
	Bank Address :
	ABA ACH No : 071000039
	ABA Wire No : 026009593
	SWIFT Code : BOFAUS3N
	A/C No : 8188290225
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA



Pearson

Invoice Number: 91000009619							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82056698	REACH	Direct Charges	5		4,061,330.83	0.00	4,061,330.83
82056698	REACH	Pass Through	10		727,494.53	0.00	727,494.53

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 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$4,788,825.36	\$0.00	\$4,788,825.36



Pearson

Charges for the Following Period:

December 2021

Enrollment/Unit Based Charges

Direct Course Instruction Support	28,517.50
Facility Support Services	2,083.33
Monthly Fee per School Staff Member	247,021.00
Monthly Fee per Student	2,630,584.00
Upfront Fee per Student	1,153,125.00
	4,061,330.83

Pass Through Expenses

727,494.53

Total Amount Due

4,788,825.36



From: Jessica Davis
To: Reach Cyber Charter School Board of Directors
Re: Connections Academy General Handbook for 2022-2023

Attached for board approval is a redlined version of the 2022-2023 Connections Academy General Handbook. This document has been provided to and carefully reviewed by your school's leadership team and key Connections Academy staff. Once board-approved, the Connections Academy General Handbook will be updated on the Virtual Library for the 2022-2023 school year.

You'll see there are no substantive changes to the content of the General Handbook, but updates to dates, grammar, and punctuation updates have been made throughout the handbook.

Please let us know if we can aid in the review process in any way or if you require further information on a specific policy or section of the revised Handbook.



School Handbook

General Portion

~~2021-2022~~ 2022-2023

Welcome to your Connections Academy ~~V~~virtual School!

Your school is designed for students to learn at the highest levels possible. Our rigorous curriculum, personalized learning approach, and engaging virtual classroom sessions make learning challenging and relevant. Our student-centered approach means each child receives the educational support they need to succeed. Whether it's one-on-one discussions with our highly-trained team of professionals focused on your student's well-being; virtual sessions using LiveLesson® session technology; supplementary educational opportunities; clubs and activities; or our rigorous, standards-based curriculum, everything your school provides revolves around ensuring student success.

Your school's dedicated teachers and administration are focused on your student's well-being and fulfilling the Connections Academy mission: *to help each student maximize their potential and meet the highest performance standards through a uniquely individualized learning program.*

Parents/guardians (Caretakers), your role in a Connections Academy school is unique in public education. You are a true partner in your student's education and have unprecedented access to your student's teachers and other school personnel. You must also ensure that you and your student comply with all school policies outlined in this Handbook and in the School-Specific Handbook Supplement. Sections in this Handbook marked with an asterisk (*) have additional information in the Supplement. Please read both of these documents carefully and contact your school or Connections Academy Customer Care with any questions you have. To reach your Connections Academy school, visit www.connectionsacademy.com, enter your zip code, and then select Visit School Site. Learning Coaches and Caretakers can see detailed school contact information from their [Connexus Pearson Online Classroom®](#) login page. ~~The learning management system, Connexus, is transitioning to be called Pearson Online Classroom. Therefore, you will be both names for the 2021-2022 school year as teams are updated.~~ The way you log in and the functionality of the system will remain the same. Your School-Specific Handbook Supplement, found in the Virtual Library in Pearson Online Classroom (formerly known as Connexus), also contains complete school information. To contact the Connections Academy central office, call 800-382-6010, or send an email to support@pearsononlineclassroom.com.

Congratulations on joining the Connections Academy family. Together, we can ensure your student has a safe and successful experience at your Connections Academy school.

We look forward to working with you and wish you a successful ~~2021-2022~~2022-2023 academic year!

Getting Ready

Quick Tips

Get to Know Connections Academy Policies

Please take some time before the school year starts to understand the policies in this General Handbook and your School-Specific Handbook Supplement. You and your student are bound by the policies in these documents, so please refer to these handbooks throughout the year to ensure you and your student are compliant with Connections Academy policies and procedures.

Getting Ready for the School Year

Learning Coaches and students should check their To Do list on their home page in Pearson Online Classroom every school day. **Be sure to complete the assigned orientations and trainings** you find there; this will help ensure that you and your student get off to a great start for the school year.

Setting up your student's "learning area":


1. Dedicate a space for keeping school materials and supplies organized
2. Place your student's "classroom" in a quiet area that is free of distractions
3. Create a filing system for portfolio assessments, student work, and important papers
4. Create a showcase area to display your student's work
5. Review your calendar, set a schedule, and post the daily routine

If you're waiting for a computer delivery from Connections Academy, review the set-up requirements and make sure everything you need is in place, including broadband internet service, so when your computer arrives, you are ready to go. Please note that you can access assignments and complete work in Pearson Online Classroom without receiving your materials first. If you are using your own computer, take time to review the system requirements in Pearson Online Classroom Help (accessed via the **MORE** tab on the Toolbar) to ensure you are set up properly. As soon as you are enrolled and set up with your internet access, you can get started with your schoolwork!

Learning Coaches can prepare for their role by exploring the many family support resources Connections Academy offers. From the Home Page, select the Links tab, then select Learning Coach Central. Here you'll find a "Getting Started Checklist," a link to the "Prepare for Success" website, announcements about LiveLesson sessions designed to help Learning Coaches support their students adjust to virtual learning, and much more!

Need Help?

Our Pearson Online Classroom Help has a lot of answers! Select the **MORE** tab on your toolbar in Pearson Online Classroom and then select the Help button. You can also call Connections Academy at 800-382-6010 or send a WebMail message to Technical Support if you have any issues with your computer, Pearson Online Classroom, or accessing the internet.

If you want to get to know your teacher(s), check out the Teacher Communication Data View. To access this Data View, select your student's name from your Home Page. From there, you will see the courses your student is taking. Select the  icon beside the teacher's name and then select and view the teacher's Teacher Communication Data View information. Review the teacher's prior experience and qualifications, courses taught, contact information, and more!

Welcome to Connections Academy! We hope you have a great year!

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1 Introduction

This handbook has been approved by each of the Connections Academy schools' Governing Boards and/or their authorizers as required. The most current version of this General Handbook, and its companion document, the School-Specific Handbook Supplement, is available online in the School Handbooks section of the Virtual Library in Pearson Online Classroom.

Sections of the General Handbook that have additional information in the School-Specific Handbook Supplement are denoted by an asterisk (*) in the table of contents. Please be sure to refer to your School-Specific Supplement for additional, school-specific information on these topics. All policies in this General Handbook apply to grades K–12 unless otherwise noted. However, as high school programs vary from state to state, information related to high school is found in the School-Specific Handbook Supplement.

2 School Mission and Overview

2.1 Mission Statement

It is the mission of Connections Academy schools to help each student maximize their potential and meet the highest performance standards through a uniquely individualized learning program. Check your School-Specific Handbook Supplement for your school's individual mission and/or vision statements.

2.2 Program Overview

Connections Academy's high-tech, high-touch, virtual "school without walls," combines the best in virtual education with very real connections among students, families, teachers, and the community. The program combines a first-class curriculum, high-quality teachers, state-of-the-art technology, community connections, and a personalized learning approach that works together to maximize student learning.

2.3 Non-discrimination Statement

Practices that exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification/ethnicity, marital status, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, physical or mental disability, athletic performance, language proficiency in English or another language, prior academic achievement, or age in the admission to, participation in, or receipt of the services under any of the Connections Academy and its affiliated entities educational programs and activities, or in employment practices, or any other area protected under federal or state law are strictly prohibited.

Age limitations may be imposed in response to mandatory state-specific laws and requirements. Your School-Specific Handbook Supplement will have specific information on age enrollment eligibility.

The non-discrimination policy is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title 9), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the *Age Discrimination Act of 1975*, and the *Individuals with Disabilities Education Act of 2004 (IDEA)*. Individuals who are designated to coordinate Connections' compliance with these laws are detailed in the Connections [Non-discrimination Policy](#). Please also review the Virtual Library for certain state specific Non-discrimination policies as required by state law and/or school authorizers.

Schools are required to adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action prohibited by state and federal law. See your School-Specific Handbook Supplement for additional information.

2.4 The Connections Academy Commitments*

Each Connections Academy school has high expectations for its students and their families and a commitment to the rigorous educational program implemented is required for success. In return, each Connections Academy school holds itself to high standards and makes the following commitments:

- 1 The school will contact the student and their Caretaker on a regular basis and treat them as valued and respected partners in the common goal of student academic achievement.
- 2 The school will partner with the student and family to provide a Personalized Learning Plan (PLP) to meet the student's individual learning needs.
- 3 The school will provide a quality education program, including curriculum, instructional materials, and a certified, well-trained teaching staff.
- 4 The school will support the student and family with the training needed to learn how to use Pearson Online Classroom and provide encouragement needed to fulfill their responsibilities.
- 5 The school will make a strong effort to incorporate all stakeholders' feedback for the continued improvement of the program.
- 6 The school will encourage the student's social interaction with other school students and families by supporting community coordinators and school staff in their efforts to organize various field trips and community events. The school's Get Connected! program will help facilitate these opportunities to connect. Some schools will provide private Facebook groups where Caretakers and Learning Coaches can "meet" to arrange study groups and other informal gatherings.

- 7 For students with disabilities, the school will follow Individualized Education Programs (IEPs) to provide a Free and Appropriate Public Education (FAPE). The school will also follow students' Section 504 plan requirements for accommodations to address each eligible student's individual needs as required by law or regulation. See your school's Handbook Supplement for details.
- 8 The school will support Caretakers in providing school records or other required information when seeking to transfer their student to another educational program where proper procedure is followed in accordance with state and federal law.
- 9 The school will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). (See Appendix 2 for the Connections Academy FERPA policy [FERPA Notification](#).)
- 10 The school will comply with the provisions of the Children's Online Privacy Protection Act of 1998 (COPPA). (See Appendix 4 for the Connections Academy Privacy Policy, including COPPA statement).
- 11 The school will provide approved Caretakers access to student records and related school information through Pearson Online Classroom in accordance with applicable federal and state law.
- 12 The school will always operate in accordance with state and federal law while keeping the best interests of the student in mind.

3 School Organization and Roles

This section provides information about how your school is organized and on the various roles and responsibilities for everyone involved in the school.

3.1 Roles and Responsibilities

Caretaker (Parent or Legal Guardian)

Connections Academy schools apply the term "Caretaker" to the student's parent(s) and/or legal guardian(s) who enrolls the student and satisfies the student's enrollment requirements. All Caretakers are automatically given "Learning Coach" (see below) access in Pearson Online Classroom so they can perform the Learning Coach duties. Caretakers must agree to and sign the Parent/Learning Coach Acknowledgement (PLCA) as part of the enrollment process. While Caretakers automatically have Learning Coach access, they may also designate another adult or adults as Learning Coach(es) either *in addition to* or *in place of* the Caretaker by completing and submitting the Designated Learning Coach Agreement form. Even if the Caretaker designates another adult or adults as Learning Coach(es), the Caretaker will continue to have Learning Coach access in Pearson Online Classroom. The Caretaker always has full and final authority for the child's education and educational decision-making with the school, and therefore must be available to the school staff for discussions related to the student's educational and other school-related needs.

Learning Coach

The Learning Coach is the adult who performs tasks such as recording attendance, reviewing lessons, providing supervision, and communicating with teachers. Each student will have at least one Learning Coach, who is usually the student's Caretaker. Caretakers may designate another adult or adults as the student's Learning Coach(es), either in addition to or in place of the Caretaker, for daily oversight of the student's schoolwork and school-related activities, by completing the Designated Learning Coach Agreement form. As noted, the Caretaker always has full and final authority for the child's education and educational decision-making with the school, and therefore must be available to the school staff as needed for discussions related to the student's educational and other school-related needs.

The duties and responsibilities of the Learning Coach are detailed in this Handbook and in the School-Specific Handbook Supplement, so it is important that both Caretakers and Learning Coaches read both documents carefully.

The Get Coaching! Program is designed to assist Learning Coaches and Caretakers in understanding and fulfilling their role in their student's education at a Connections Academy school. Through the Get Coaching! Program, we provide Learning Coaches and Caretakers with ongoing support, provide access to resources and facilitate connections with other Learning Coaches. The Get Coaching! Program resources are available under Links on the Learning Coach and Caretaker Home Page.

Under certain circumstances, students who are eighteen (18) years of age or older, or an emancipated minor, may request to be their own Learning Coach. To discuss this option, students should contact either the Connections Academy Enrollment Team during the enrollment process, or the School Leader once enrolled.

Student

The student's role in a Connections Academy school is to learn to the best of their abilities. Therefore, students should expect to take age-appropriate individual responsibility for their own learning. This is accomplished by applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, and capitalizing on strengths. Students are expected to complete their own work and uphold the principles of the Connections Academy Honor Code (Appendix 1).

Eligible Student

An "Eligible student" at Connections refers to students over eighteen (18) years of age and emancipated minors. Other uses of 'eligible student' will be qualified with the area of eligibility; for example, "504-eligible students."

School Leader

This individual is responsible for the administration of the school and ensuring students are provided with the support and assistance they need. The School Leader's title may vary from school to school such as principal or executive director. Check your School-Specific Handbook Supplement for your School Leader's contact information.

Homeroom Teacher (Elementary Students)

Each elementary student is assigned a homeroom teacher (depending on program implementation, a Family Connections Coordinator may provide support in lieu of a homeroom teacher). The homeroom teacher serves as the family's central point of contact at the school and works with students and their Learning Coaches to develop and implement the Personalized Learning Plan (PLP).

Generally, the homeroom teacher will also be the teacher for most or all of the student's subjects. The homeroom teacher is responsible for making instructional decisions such as providing instructional interventions; interacting synchronously with students for instructional purposes; verifying the student's course work; providing timely feedback to students on their academic work; issuing final course grades; reviewing and approving adjustments to students' schedules (such as vacations and/or field trips); and making recommendations regarding promotion and retention to the school leadership.

Homeroom teachers or Family Connections Coordinators may assist with things such as confirming and arranging standardized testing plans (dates, times, locations, etc.) working with Learning Coaches to run the Scheduler (adjusting the student's Planner within Pearson Online Classroom), addressing basic technical concerns, and assisting with the process for marking and/or changing student attendance. The name of the teacher is listed next to each course name on the Pearson Online Classroom home page and in the Grade Book so that students and Learning Coaches can easily identify and contact teachers as needed.

School Counselor, Homeroom Teachers, and Advisory Teacher (Middle & High School Students)

Each middle and high school student has an Advisory Teacher, Homeroom Teacher, and/or School Counselor (titles may vary by school). The Advisory Teacher, Homeroom Teacher, or School Counselor assists students and Learning Coaches with course selection, student transfers, graduation requirements, college and career planning, interpersonal counseling, course placement changes as needed, and general academic guidance.

A School Counselor or other qualified staff member is available to assist with high school credit or college/career questions or to help with post-high-school plans including career, college/university, the military, or the workforce.

Subject Specific Teacher

The subject-specific teacher is the primary contact for students and Learning Coaches for subject-specific questions. These teachers are responsible for handling the following instructional issues:

- providing timely and relevant feedback on student work, including grading and updating progress reports;
- facilitating instruction using research-based strategies and resources to address skill gaps with a particular assessment or concept;
- managing the course scope, pacing, and sequence to ensure a student's academic success;
- personalizing the curriculum, including modifying lessons and assessments
proctoring state and/or federally mandated tests.

Subject-specific teachers proactively monitor each student's progress using Pearson Online Classroom and through regular contact via phone, streaming audio and video (LiveLesson sessions), and WebMail messages (our Pearson Online Classroom-based email system). Subject-specific teachers provide small and large group instruction to their students on key concepts and skills; add, expand, or modify assessments based on the student's demonstrated mastery of the material; assign and score assessments and portfolio items; and provide feedback on the student's performance to the student, Learning Coach, and Family Connections Coordinator, or homeroom/advisory teacher.

Teacher feedback is provided using rubrics, assessment grades, phone conferences, WebMail messages, and LiveLesson sessions. Depending on a student's needs and grade level, subject-specific teachers provide instruction in a variety of ways to address the needs of each student. Subject-specific teachers evaluate students in their corresponding subject area(s), provide instructional resources based on the student's learning needs, prepare student progress reports (at schools that issue them), verify the student's course work, issue final course grades, and make promotion or retention recommendations (for students in grades K–8).

Generally, middle and high school students will have a different subject-specific teacher for each course. Elementary students will have the same subject-specific teacher for most subjects; these teachers may also be the student's homeroom teacher.

Substitute Teachers

Substitute teachers are teachers who meet the state requirements for being substitute teachers in their state. They serve as homeroom and/or subject-specific teachers when the regular Connections Academy teacher is not available for an extended period (on military or medical leave, etc.). Substitute teachers perform all the duties of a teacher or subject-specific teacher.

Teaching Assistants

Teaching assistants may perform many of the duties of a homeroom teacher or subject-specific teacher, as defined above. However, teaching assistants are not permitted to issue final course grades and they must work under the supervision of a certified teacher.

Family Connections Coordinators (FCC)

Depending on program implementation, the Family Connections Coordinator (FCC) serves as a single point of contact between the family and the Connections Academy school to provide support to families and students for non-teaching tasks.

Community Coordinators (Caretaker Volunteers)

Community Coordinators are typically Caretakers of students in the school. Some schools do not have community coordinators and have events planned by the school staff – they are referred to as School Event Representatives. Community Coordinators, and/or School Event Representatives, help create opportunities for community projects, field trips, and group meetings with other students and families. They also serve as a clearinghouse for information about local extracurricular activities and events. Schools provide information to families at the start of the school year about how to become a Community Coordinator and will distribute the Community Coordinator's contact information to families. If you have a question or a suggestion related to a local activity or opportunity, contact your assigned Community Coordinator or the School Event Representatives.

Student Support Team

The Student Support Team (SST) consists of several individuals with various roles at the school, with the goal of supporting struggling students' academic and behavioral needs. The SST may be comprised of teachers, staff members, administrators, school counselors, intervention specialists, parents as needed, and others at the school who may have knowledge of student performance and needs. The SST meets regularly to discuss individual students referred to the team by school staff or parents. Concerns may be related to academic performance, engagement, or physical and mental health. This team may also go by another name, such as Response to Intervention (RTI) or Student Assistance Team (SAT). Students are identified as needing additional support based on universal screening assessments conducted with all students, teacher and/or Learning Coach observation and knowledge of the student, and/or a review of the student's academic performance, participation, and/or attendance levels documented in Pearson Online Classroom.

The Student Support Team shares information among its members about a students' academic and/or other challenges and makes recommendations for implementation of instructional or other interventions. SST members also perform regular data collection on progress of these interventions, and other relevant information. The team develops and recommends additional instructional strategies and resources for the

student's teacher(s), Caretaker, and Learning Coach, and follows up to ensure that these strategies are indeed helping the student make adequate progress and show academic improvement. Caretakers are kept informed regarding interventions and student progress.

3.2 Required Student Safety Trainings for School Staff

Connections Academy takes student safety and well-being very seriously and believes that students should be able to learn in a safe and comfortable environment. Therefore, in addition to the comprehensive set of required courses and trainings for school staff that focus on educational practices, teachers are required to take two (2) courses that focus specifically on student safety:

- **Internet Safety:** This course provides valuable information about practicing safe behaviors online.
- **Students in Distress: Recognizing and Responding:** This course is designed to ensure teachers and other school staff are familiar with the signs of student distress and know how to respond promptly and professionally when they observe such signs or behaviors.

All members of school staff must complete required trainings at the beginning of the school year and refer to the trainings throughout the year as needed. School leadership tracks completion of these trainings to ensure all staff members have completed them in the required time frame. Caretakers and Learning Coaches are asked to communicate and collaborate with teachers and other school staff as they work to fulfill their professional roles in supporting student safety and well-being. They are asked to involve additional parties as appropriate to address concerns, and to always keep student safety and well-being at the center of the conversation.

3.3 School Information

Contact information for your school is found in the School Specific Handbook Supplement.

3.4 School Schedule

Connections Academy students and/or their Learning Coaches may develop their own schedule to fit their specific needs, both in how they structure each school day and their overall schedule, provided no state or local regulations are violated. However, students must still attend school regularly, meet their school's specific attendance and/or instructional hour requirements, correspond with their teachers, and complete lessons and assessments as expected. (See your School-Specific Handbook Supplement for specific requirements.)

Students must also be available during regular school hours for any required phone conferences or participation in LiveLesson sessions, unless school-approved alternate arrangements are made. Most teachers are available only during regular school business hours. Students will be informed of these hours and any individual variations in teacher schedules at the beginning of each course and through the Teacher Communication Data View.

3.4.1 The ~~2021-2022~~2022-2023 School Calendar

Your school's calendar is in the School Specific Handbook Supplement.

3.4.2 Required Instructional Hours

This information is in the School Specific Handbook Supplement.

3.4.3 Emergency Closure Plans

Some schools may have a separate Emergency Closure Plan.

If a school's office(s) closes due to an emergency such as hazardous weather conditions, the school will send Caretakers a "Must Read" WebMail message explaining the details of the office closure. The school will also record a voice mail message announcing the details of the office closure and the availability, or lack of availability, of teachers and other school services.

In many instances, Connections Academy Centralized Support Services and teachers are located in different areas of the country where weather conditions may be different from those at the local school office. Such services may be occasionally interrupted even when school operations are running as usual, or vice versa.

Even if a school's office(s) or Centralized Support Services closes due to hazardous weather or other emergencies, students should plan to complete lessons and mark their attendance for the day if they are able to work either online or offline, unless otherwise notified by their school.

3.5 Enrollment, Withdrawal, and Transfers

Specific state requirements for enrollment or placement eligibility are available on the Connections Academy website and in your school's specific supplement. To find these requirements, select the Enroll tab at the top of the page, and then select a school in your state from the drop down menu.

Connections Academy schools abide by all federal, state, and local policies and guidelines for student admission and do not impose admission requirements that are inconsistent with these policies and guidelines.

This includes compliance with the McKinney-Vento Act regarding homeless students, including but not limited to, enrolling homeless students in a timely manner even if the student is unable to produce records normally required for enrollment (e.g., proof of residency or previous academic records), and providing those students with services comparable to services offered to students not experiencing homelessness. The School Leader or their designee shall serve as the liaison for homeless students.

To comply with enrollment caps, state regulations and reporting, and/or testing processes and requirements, some schools may at various times during the school year temporarily “pause” enrollment. This “pause” will hold students who have completed Stage 2 of the enrollment process on a wait list for a defined period. After the “pause” of enrollment is over, students will be able to move forward in the enrollment process. The school board or authorizer has delegated to the School Leader the authority to define and implement these temporary “pauses” of enrollment periods. The “pause” dates will be posted on the school’s website .

Some schools have enrollment caps and may implement a lottery system when the cap is reached. Schools may close their enrollment period as permitted by state or local regulations. Check your school’s website for more information.

3.5.1 Returning Students

Caretakers that plan to continue their enrolled students with Connections Academy for the next academic year must communicate their plans in the “Tell Us Your Plan” Data View. This is available on the Caretaker’s To Do List each year. Caretakers will be provided with detailed information on how to complete these tasks, **which should be completed as soon as the Caretaker knows the student intends to return** the following year (but no later than the end of the current school year or specific deadline if indicated).

Caretakers of students who have withdrawn from a Connections Academy school but wish to return to the same school for a different school year should contact the Enrollment Department at 800-382-6010 to determine what information is needed to reactivate the student’s account.

Students enrolled in a Connections Academy school who wish to enroll in a different Connections Academy school for the next [school](#) year, should call the Enrollment Department at 800-382-6010 for instructions and requirements appropriate to their situation.

If a student wishes to return during the same school year to a Connections Academy School after withdrawing, the Caretaker should contact the Enrollment Department at 800-382-6010 to initiate the re-enrollment process. These students should not complete a new online registration. Additional documents may be required for reenrollment. Please see the School-Specific Handbook Supplement for information specific to each school.

3.5.2 Kindergarten and First Grade Admissions

This information is found in your School-Specific Handbook Supplement.

3.5.3 Enrollment after the Start of the School Year or Semester*

Students may generally enroll after the start of the school year if (1) space is available, subject to any other local limitations, and (2) the open enrollment period for the school year has not closed. Students who enroll

after the start of the school year or semester will be placed at the appropriate starting point in the curriculum based on work they've already completed, the school's specific enrollment policy, and discussions between the family and the school's teachers and/or school counselor. Participation in a special orientation course for students who enroll after the start of the school year is suggested.

3.5.4 Dual Enrollment in another K-12 Program*

Information pertaining to dual enrollment may be found in the School-Specific Handbook Supplement.

3.5.5 Dual Enrollment in a College or University


Interested students who are academically and socially ready may wish to consider supplementing their Connections Academy curriculum with college-level courses in schools where dual enrollment in a college or university is available. While this option will apply primarily to high school students, some advanced middle school students may also wish to consider this option where permitted. All students should consult with their school counselor or advisory teacher prior to enrolling in college courses to be sure they are fully informed about specific state requirements as well as the benefits and responsibilities of adding one or more college course(s) to their workload.

3.5.6 Withdrawing from School*

Students may withdraw from the school at any time, provided that the Caretaker provides Connections Academy with either evidence of homeschool registration consistent with state requirements or the name and location of another public or private school the student will attend.

Prior to withdrawing, the Caretaker and/or Eligible student (in the case of an emancipated minor) should discuss with a school staff member the student's reason(s) for withdrawing. It may be possible to address the concerns and avoid withdrawal. If a student or Caretaker is experiencing a problem with a teacher, they should contact the School Leader, Assistant Principal, or their designee to discuss possible solutions for continued enrollment.

The student's Caretaker and/or Eligible student generally may begin the withdrawal process in two (2) ways; however, some states may only offer one (1) option.

- From the Caretaker home page in Pearson Online Classroom, select the student's  and go to Initiate Student Withdrawal Data View. Complete the Next Schooling information and select Save and Finish to submit the form.

This method should **not** be used to indicate a student does not intend to return for the following year. The Initiate Student Withdrawal Data View will result in the immediate withdrawal of the student for the current year.

- Contact your teacher by phone or WebMail message and inform your teacher of your intent to withdraw your student(s). If you use the WebMail system, be sure to include the date of the student's expected exit from the school, and the name of the qualified educational program that your child will be using instead. You will then be contacted by the school to acknowledge your intent to withdraw your student.

See Section 10, Educational Materials Provided by the School and Technology, for information concerning the return of school equipment and materials as part of the withdrawal process.

3.5.7 Location Change*

Connections Academy defines four types of "Location Change" and has specific policies related to each type. Any time a student initiates a Location Change, the Caretaker must contact the school to discuss the change and ensure the student remains compliant with all Connections Academy, state, local, and other applicable regulations and policies. The four types of Location Change, and the related policies, are listed below:

- Permanent In-Area Location Change: change of residence within the school's service area. Example: The family purchases a new home during the school year. For this type of location change, the Caretaker must:
 - o Contact the Connections Academy Enrollment Department to notify them of the location change as soon as possible, but no later than thirty (30) days after the move. The Caretaker must provide new proof of residency documentation and updated student contact information to the Connections Academy Enrollment Department within thirty (30) days of the move. Failure to provide an updated proof of residency may result in withdrawal from the school, as permitted or required by federal, state, or local policies and guidelines for enrollment.
 - o Inform the student's homeroom, or advisory teacher, or Family Connections Coordinator, as appropriate.
 - o Continue to meet the school's eligibility requirements if the student moves within the school's service area.
- Temporary Location Change: Travel or relocation away from student's residence for longer than three (3) weeks. Example: The family stays with a relative in another state for two (2) months. For this type of location change, the Caretaker must contact the School Leader prior to the Location Change for permission to make the Location Change. The School Leader will determine per state requirements if the student can make this Location Change and remain eligible to stay enrolled in the school. Location changes may also affect support services, dependent upon state law.

If the School Leader grants permission for the Location Change, the Caretaker will be required to complete a Location Transfer Request Form available in the Enrollment section of the Virtual Library and submit it to the school. The School Leader or designee will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the School Leader for the student to remain enrolled during the Temporary Location Change.

- o Note: Stationary computer equipment (desktop computers and monitors) may never be taken out of the state for Temporary Location Changes. Laptops, where provided, may move temporarily with the student, if the student remains actively enrolled in the school and updated address and contact information for temporary location has been received by Connections Academy.
- Alternate Learning Location(s) Change: Student learning regularly occurs in an alternate location but there is no change in the student's residence. Example: The student's Learning Coach is a neighbor, and the student regularly works at the Learning Coach's home. For this type of location change, the Caretaker must contact the School Leader prior to the location change to confirm that this Location Change will not affect the student's enrollment eligibility.
 - o If the School Leader grants permission for the Location Change, the Caretaker will be required to complete a Location Transfer Request Form and submit it to the school. The School Leader or designee will sign the form and provide the Caretaker with a copy of the form. This copy will serve as formal written approval from the School Leader for the student to have an alternate learning location or locations. Note: Caretakers are always responsible for Connections provided equipment and materials, regardless of where the materials/equipment are located. See Section 10, Educational Materials Provided by the School, for more information.
 - o In any of the above types of Location Change, the student must continue learning activities, required communications, and must still comply with all state testing and other state and school requirements.
- Permanent Out-of-Area Location Change: Move to another state.

If a student moves out of state, all computer equipment and curriculum materials must be returned to Connections Academy, even if there is another Connections Academy school that operates in the state where the student is moving.

The following actions related to Location Change may cause the student to be immediately withdrawn from the school:

- engaging in any type of Location Change without notifying the School Leader and/or the Connections Academy Enrollment Department team.
- failure to complete and submit the required Location Change forms.
- failure to provide the Connections Academy Enrollment Department team and/or the school with any additional required documentation.
- failure to receive specific written permission to remain enrolled when engaging in any form of Location Change.

If a family moves to another state where there is a Connections Academy school and the family would like to enroll in that school, the Caretaker should contact the Connections Academy Enrollment team as soon as the Caretaker knows when and where the family is moving. The student will need to be withdrawn from the current school and enrolled in the new school, if eligible for enrollment in the new school. Eligibility requirements may differ between the schools, and some states provide different rules for members of the military, so it is important that the family contacts the Connections Academy Enrollment Team as soon as possible to determine if the student is eligible to enroll in the new Connections Academy school. As well as contacting the CA Enrollment Team, the Caretaker should also notify the school that the student is moving.

While Connections Academy will do its best to accommodate students wishing to enroll in another Connections Academy school, this enrollment cannot be guaranteed. Each school is governed by state-specific enrollment rules and procedures, and Connections Academy must comply with these rules and procedures (e.g., the school in the new state may have an enrollment cap that has already been met and/or may have a waiting list.)

Note: For students with an IEP, the family is encouraged to contact the Special Education Director in the new Connections Academy school prior to enrollment to discuss the special education services provided in the new school.

3.5.8 Learning Environments and Working with Multiple Students

It is essential that the Learning Coach designated to support students in the Connections Academy virtual school environment fully understand their responsibilities and can perform them as required. Additionally, if the group learning environment requires the transfer of Connections Academy equipment or materials, Caretakers must complete the Location Transfer Request Form (as described in the Location Change section in this handbook) and be granted permission to move materials/equipment.

3.6 Assessment

It is essential that student performance is regularly assessed. Your school uses the following types of assessments to determine students' skill levels, to evaluate performance, assign educational plans, and to develop a permanent school record.

3.6.1 Pre-testing, Mid-testing, and Post-testing to Measure Academic Progress

At the beginning, middle, and end of each academic year, the school may administer formative assessments or other evaluation tools as pre-, mid-, and post-assessments to students in grades K–12. These assessments provide instructional guidance for teachers and Learning Coaches, help teachers to construct and implement the Personalized Learning Plan (PLP), and measure the student's academic gains over the year.

Exempting Alternate Assessment Students from Formative Assessment Participation

If a student's IEP designates alternative state testing and alternative curriculum, the student is exempt from mandatory Pre-testing, Mid-testing, and Post-testing. However, at the Learning Coach's request, the student may still complete the testing and receive scores as these assessments can be a useful diagnostic tool.

3.6.2 Assessments within the Curriculum

As students progress through their courses, they will engage in many different types of formal and informal assessments. All assessment types are listed below, though not all courses or grade levels will have all these assessment types. Some assessment types count more heavily towards the student's final course grade than others. For example, the grade a student earns on a Unit Test or Portfolio has a bigger impact on the student's final grade than a Quiz. (Assessments are listed in alphabetical order.)

Weighted Assessments

Discussion: Discussion assessments are found in grades 3-12 and allow students in the same section to communicate with each other during a semester; each student's contribution to the discussion is graded by the teacher based on the discussion rubric. The discussion window remains open throughout the semester. After the semester closes, students must send WebMail messages directly to their teachers to reply to discussion posts.

Draft Assessments: Draft assessments allow teachers to monitor students' work as it progresses. For example, students may be required to submit rough drafts or other precursor components of portfolio items to their teacher.

Final exam*: Final exams test students on their course knowledge acquired during a semester. Final exams contain multiple question types and are embedded with lesson content.

Participation: Typically, participation accounts for five percent (5%) of a student’s overall grade. Some courses may contain participation assessments in which students document their participation in an activity, such as Time to Talk or a LiveLesson session; in these instances, participation may account for greater than five percent (5%). Whether to include participation in the student’s grade, and the requirements to earn full participation credit for a course, are determined by each Connections Academy school.

Portfolio: A portfolio is an assessment type that requires students to submit documentation (e.g., essays, presentations, reports, graphic organizers) to their teachers electronically through the Drop Box or via physical mail**. Students in grades 9-12 are expected to submit their portfolios through the Drop Box. Portfolio items are reviewed and graded by the teacher.

Most portfolios include a rubric designed to help the student understand the expectations for this lesson. Note: Not all courses use these conventions.

Practice for AP® Exam*: This assessment appears in some Advancement Placement courses as preparation for the AP® Exam. It features multiple choice questions and practice writing opportunities. Students receive immediate feedback to guide their review study.

Pretest*: Pretests, typically contains 10-15 multiple choice questions, assess students’ prior knowledge of a subject and are customized based on the skills addressed. The questions are automatically scored and do not include content requiring teacher review or grading. Pretests align to the unit objectives, and they assess the major skills and concepts for that unit.

Quick Check*: Quick checks are non-cumulative assessments added to the end of some lessons in grades 1-12. Quick checks for most middle and high school courses as well as some elementary courses are graded and weighted.

Quick Checks are brief (usually 3–5 multiple choice questions), and the questions are automatically scored and do not include content requiring teacher review or grading.

Quiz*: Quizzes, which typically contain 5-10 questions, are longer than Quick Checks and cover material from more than one lesson. Though some questions may require teacher grading, most quiz questions are automatically scored. Quizzes are not in all courses.

Sample Work: Sample work assessments allow teachers to monitor students’ work samples as they progress. The requirements of a sample work submission vary by course and teacher. For example, Algebra 1 teachers may select specific assignment samples and request them from their students.

Unit Test*: Unit tests cover material from all lessons in a specific unit. Unit tests are longer than quizzes, contain a variety of question types, and are weighted more heavily than quizzes toward a student's final grade. Some questions on a unit test may require teacher grading.

*This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return later to complete the remaining portion of the assessment.

** Some schools require all grades to submit portfolios electronically via Drop Box only. Please see the School-Specific Handbook Supplement for additional information.

Non-Non-Weighted Assessments

The following assessment types are also found in the curriculum, but do not have an impact on the student's grade.

Course Survey: Course surveys are non-graded assessments that ask students for their opinions regarding a course and their teacher. Surveys are usually placed at the end of a course and may be linked through the student's list of Data Views.

Online Practice*: Online practice assessments allow students to answer practice questions for a specific lesson or unit so they can measure their own grasp of a subject or concept. The questions are automatically scored, and do not contain content that requires teacher review or grading. These assessments are scored but do not impact a student's final grade and may occur several times in a unit. These assessments often offer targeted feedback to the student, visible in the review guidelines after the assessment has been submitted.

Reflection*: Reflection assessments are used in math courses to get students thinking about their relationship with mathematical concepts from a unit (or preceding units) and about themselves as learners and mathematicians. These assessments contain mainly multiple-choice questions, but they may also contain short answer questions. Reflections are scored but do not impact students' final grades.

Skills Check*: These are brief assessments used to gauge students' learning in kindergarten through second grade. The Learning Coach completes these diagnostic assessments to keep the teacher updated on the student's progress. Skills checks are also used in many high school math courses as a diagnostic assessment completed by the student prior to embarking on a new lesson. Skills checks are scored but do not impact a student's final grade.

*This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return to complete the remaining portion of the assessment later.

Informal Evaluations

Informal evaluations are tools used to gauge the student's level of mastery of the material. These evaluations are not included in the student's grade but provide valuable feedback to teachers and Learning Coaches about the student's areas of strength and areas needing additional support or intervention.

- **Check for Understanding:** Questions for students provided by the school to the Learning Coaches to gauge the development of certain skills.
- **Curriculum-Based Assessment (CBA)** - Synchronous or real-time communications between the student and the teacher used to gather formative information on students' understanding of concepts. Students are required to participate in a minimum of eight (8) CBAs a year but teachers often administer many more. Teachers conduct two types of CBAs: verified curriculum-based assessment (VCBA) and diagnostic curriculum-based assessment (DCBA).
 - VCBA's are used to confirm student comprehension of concepts previously assessed and graded as successfully completed with scores of B or higher.
 - VCBA's are informal phone conversations or individual LiveLesson sessions with the student in which the teacher asks a variety of questions about recently completed assignments to verify the student has done the work independently and the student has grasped the key components of the lesson(s). The content to be covered is not specified ahead of time, other than being part of "recently completed assignments" such as a reading passage or solving a set of mathematics problems.
 - DCBA's are used to identify specific skill or concept issues students are having, develop strategies for remediation, and determine if future instructional support is necessary to help underperforming students achieve success. These occur during regularly scheduled phone calls and are targeted toward students who receive a C or lower on an assessment or have an overall GPA of less than B.

3.6.3 Mandatory Testing

Public schools are required by state and federal law to administer state standardized tests to students in specific grades or courses. Additionally, Connections Academy schools require all students to participate in at least one proctored test each year, which will usually be the state-mandated test. Therefore, all students enrolled in a Connections Academy virtual public school will be required to participate in the state standardized testing program, consistent with state law.

The school will work closely with Caretakers, Learning Coaches, and students as they prepare for required testing. If a student is not able to participate in testing, the Caretaker will be required to document the reason(s) for nonparticipation, and the student may be required by the school to take a makeup test.

****There are serious consequences for both the school and the student when students do not participate in state testing. Therefore, students who fail to participate in required testing may be subject to disciplinary action consistent with state law.****

3.7 Personalized Learning

3.7.1 The Personalized Learning Process

Connections Academy teachers work with Learning Coaches and students to customize student learning experiences based on specific academic needs, learning pace, learning styles, and personal interests. This program personalization is an ongoing process that also includes the creation of a written plan (the Personalized Learning Plan, or PLP) that all members of the learning team follow.

The personalization process includes the following components: initial academic placement and course selection, performance testing, review of student work samples, detailed phone conferences, goal-setting, adjustment of student schedules and lesson pacing, lesson modifications and/or enrollment in instructional intervention programs, attendance in LiveLesson sessions, enrollment in elective courses, and strategies for families to implement throughout the year. The process also includes several goal-review and adjustment sessions including a final conference at the end of the school year to review progress.

3.7.2 Adding Elective Courses (Elementary and Middle School)*

Before requesting to register for electives, students in grades K through 8 must generally meet the following criteria:

- be enrolled in school for at least thirty (30) days.
- have completed their initial assessments (e.g., MAP, Renaissance 360, iReady or other pretesting, and/or state testing).
- be in good academic standing (overall grade of 70% or higher).
- maintain acceptable attendance (i.e., be “On Track”).
- have all start-up tasks complete, including completion of student orientation courses and Welcome Call (start of school year call with teacher).

Schools may define additional criteria for permitting students to enroll in electives. After these criteria are met, teachers will work with families to select appropriate electives, approve the student's selection, and enroll the student in the elective course(s).

*Some states permit electives to be selected at other times. All criteria noted above are subject to state laws and/or regulations. Please see the School-Specific Handbook Supplement for additional information.

3.7.3 How Families Can Personalize Instruction

Students and Learning Coaches work closely with their teachers to personalize student programs, but families can also personalize their learning programs in several different ways.

- **Pacing and Scheduling** — Subject to requirements including, but not limited to, the required days of attendance and/or hours of instruction required and other applicable state or local regulations, the school allows students and their Learning Coaches to structure the school day to best meet the student's learning needs. The online Scheduler allows students in grades K–8 and their Learning Coaches to select which days of the week they would like to schedule certain courses and how many lessons of each subject per day they plan to complete. This flexibility accommodates different learning styles and needs; however, the personalization of pacing and scheduling must not impact the overall amount of work that is required of each student, which is determined exclusively by state requirements and is overseen by the school's leadership.

Most high school students have significantly decreased flexibility in their schedule so they can learn and work together (e.g., in discussions and on collaborative projects). High school students who may benefit from a more flexible schedule should speak with their advisory teacher, Family Connections Coordinator, or school counselor to make appropriate adjustments.

- **Limits to Program Flexibility** - Every student is expected to master the essential skills and standards covered by the school's rigorous curriculum, which is designed to meet or exceed each state's standards. Families may work with teachers to adjust pacing and assigned lessons for each student; however, it is imperative that students participate fully in the school's standards-based curriculum and complete the lessons and assessments assigned by the teacher(s).

3.7.4 Placement Changes during the School Year (Elementary and Middle School)*

Counselors, administrators, teachers, School Leaders, and the Connections Academy staff work together to make sure each student's initial course placement is accurate and appropriate. Although it is possible to request a change in placement after the student is enrolled, Connections Academy recommends that before requesting a placement change, students work in their assigned courses, look ahead in the curriculum for the year, and discuss with the school any specific challenges the student is having with the course work and/or

grade level placement. The student's teacher may also be able to tailor the current curriculum to better meet the student's individual needs.

To request a placement change, the Learning Coach should contact the student's teacher. The School Leader or their designee will have final say in approving or disapproving placement changes.

*Please see the School-Specific Handbook Supplement for information on the High School Add/Drop process.

3.8 Course Completion*

Course completion definitions may vary by state but are critically important when requesting either midyear course completion or late course completion options (below).

3.8.1 Midyear Course Completion (Elementary and Middle School)

Before requesting to move on to the next course or level, students should work with their Learning Coaches and teachers to make sure they have mastered course content. Teachers can provide enrichment and extension activities for students to reach greater depth in their studies. Electives may also be available for students who have completed a required or core course prior to the end of the school year.

The decision to advance to a new level of a subject or subjects mid-semester or midyear will be made collaboratively by the Caretaker, Learning Coach, teacher, school counselor (if applicable) and School Leader. Students may be eligible for a mid-semester or midyear placement change if they can demonstrate the following outcomes:

- mastery of current-course content;
- exploration of enrichment and extension opportunities offered throughout the curriculum;
- sufficient in-depth involvement with the course material as determined by the teacher.

The teacher will review these criteria to determine the student's eligibility for a placement change. If the student is deemed eligible, the teacher will request the placement change on behalf of the student. Generally, if a midyear curriculum promotion occurs, the student's final grade level will remain the same. As with other placement changes, the School Leader will have final say in approving or disapproving placement changes.

Note: All schools have a deadline for shipping materials that occurs in the spring semester. After the deadline, placement changes that require shipped materials are no longer available to students. Teachers will notify Caretakers if placement change requests cannot be completed for this reason.

3.8.2 Late Course Completion

Students who require extended time to complete assessments after the school year has ended should check with their school for allowable permissions for assessment completion. If there are extenuating circumstances, students may request an extension to submit work up to two (2) weeks after their school's last official day of classes. There is no guarantee that an extension will be granted.

Extensions will not be granted beyond two (2) weeks after the last official day of school. Extensions will not be considered for the purpose of accelerating course studies over the summer. Unless a school operates an official summer school program (or the student qualifies for extended school year services through their special education services), additional services or materials will not be provided for learning activities over the summer. For students with an IEP, Extended School Year (ESY) services are determined by the student's IEP team.

4 Attendance

Students in this virtual public school program have no physical classrooms but still must meet all regulatory requirements for attending public schools in their respective state. These requirements are documented in the School-Specific Handbook Supplement, but generally include attending school for a required number of days and/or completing a required number of instructional hours. Caretakers and students are jointly responsible for ensuring students meet their school's attendance requirements and that attendance is properly documented as required by the school (see the Attendance section of your School-Specific Handbook Supplement). School authorities are responsible for enforcing attendance laws. Students not attending school as mandated by law will be considered truant.

Although there is more flexibility in the Connections Academy program than in a traditional school setting regarding instructional time, students are still expected to follow the school calendar. Specific school calendars and the required days and hours of instruction are posted in the School-Specific Handbook Supplement.

4.1 Caretaker and Learning Coach Responsibilities for Attendance

~~Students in this virtual public school program have no physical classrooms but still must meet all regulatory requirements for attending public schools in their respective state. These requirements are documented in the School-Specific Handbook Supplement, but generally include attending school for a required number of days and/or completing a required number of instructional hours. Caretakers and students are jointly responsible for ensuring students meet their school's attendance requirements and that attendance is properly documented as required by the school (see the Attendance section of your School-Specific Handbook Supplement). School authorities are responsible for enforcing attendance laws. Students not attending school as mandated by law will be considered truant.~~

~~Although there is more flexibility in the Connections Academy program than in a traditional school setting regarding instructional time, students are still expected to follow the school calendar. Specific school calendars and the required days and hours of instruction are posted in the School-Specific Handbook Supplement.~~

4.1 Caretaker and Learning Coach Responsibilities for Attendance

All Grade Levels: State laws require that Caretakers take responsibility for ensuring their student(s) attends school. Most Connections Academy programs require the Caretaker or designated Learning Coach record attendance daily. (Refer to your School-Specific Handbook Supplement for details on attendance recording requirements.) The Learning Coach Orientation includes information on how to record attendance. In addition, all students must complete assigned lessons and submit specified assessments to their teachers. Attendance should be equated to work completion. If the student does not complete assigned lessons, then attendance hours should not be marked by the Caretaker or designated Learning Coach. Students and/or their Caretakers and/or Learning Coaches must also participate in/respond to regular telephone, WebMail message, and/or Web conferencing (LiveLesson presentations) contacts, as well as in-person contacts (if required) with a teacher during the school's regularly scheduled school hours.

Elementary and Middle School: Grades K–8 (not all grades may be available at every school): To meet attendance requirements and successfully complete their lessons, students in elementary and middle school will need assistance from a Learning Coach. The student's need for assistance will range from fairly substantial assistance to relatively minor assistance and will vary depending on the student's age, ability to be self-directed, and to comprehend the materials. In addition, students must be in a safe and secure environment, which generally requires the student have adult supervision during the entire school day to meet health and safety regulations. Check your state's laws to determine the age when a child can be left unattended.

High School (Grades 9–12; may not be available at all schools): Students are expected to perform their schoolwork independently. However, where attendance is required to be reported, the Learning Coach must still report daily attendance in Pearson Online Classroom and verify that the student has completed the assigned lessons and assessments. The Learning Coach is also expected to be available for regular teacher conferences. While students may not need adult supervision during the school day, they must still be in a safe and secure environment. Check your state's laws to determine the age when a student can be left unattended.

4.2 Marking and Verifying Attendance

Recording, Verifying, and Changing Attendance Records in Pearson Online Classroom

Learning Coaches are expected to record attendance in Pearson Online Classroom at least weekly; at some schools, Learning Coaches are required to record attendance daily. Be sure to follow your school's requirements for recording attendance to avoid the risk of having your student in Alarm status and/or in danger of being considered truant.

After the Learning Coach has entered and saved attendance in Pearson Online Classroom, attendance cannot be edited. If the Learning Coach makes an error marking attendance, they must contact the student's teacher to request an attendance record change. Before the school can change the attendance record in response to a Learning Coach request, they may be required to demonstrate the original entry was an error and provide documentation to support the change. Because attendance is subject to "lockdown" (see below) at certain intervals, Learning Coaches should contact their student's teacher as soon as they discover they have made an error in recording attendance. Attendance recorded by a Learning Coach is not sufficient to properly verify student attendance. Teachers also verify attendance records on a regular basis and may change a student's attendance status if there is insufficient evidence to verify attendance, and/or if they are unable to determine if a student was participating in learning. In reviewing attendance documentation, teachers must determine that each student has met or exceeded the required amount of instructional time stipulated by each state's regulations. The School-Specific Handbook Supplement outlines how many learning hours or minutes must be demonstrated within a specific time frame.

Teachers may make changes to attendance records for the following reasons:

- Upon request by a Learning Coach to record Attendance - If requested to do so by the Learning Coach, teachers may enter the appropriate attendance code in a blank attendance field because the Learning Coach is not able to access a computer or does not have Internet access, but the student has been able to continue their studies using offline materials. Teachers will note in the student's Log the reason for the Learning Coach's request and may request additional documentation that the student was engaged in learning. This method of recording attendance should only be done in exceptional circumstances.
- Upon request by a Learning Coach to correct an error - If a Learning Coach makes an error entering an attendance code, a request may be made for the teacher to enter the correct code. Teachers will note the basis for the request in the student's Log and may request additional documentation.
- Upon review by a teacher or other authorized school staff to validate attendance - A teacher or authorized school staff member will change the number of hours worked to a "0," or the "present" code may be changed to an excused or unexcused absence code, if, after communication with the Learning Coach and/or a review of the student's activity in Pearson Online Classroom, the teacher or staff member believes there is insufficient evidence to support that the student was in attendance (e.g., insufficient lesson completion, teacher contact, and/or assessment completion, including state test attendance).

In all cases, a teacher or another school staff member will discuss with the Learning Coach any perceived differences between the student's recorded attendance and their documented completed lessons and

assessments submitted. If the teacher or other school staff member makes any changes to the student's attendance record in Pearson Online Classroom, they will promptly inform the Learning Coach and document the change in the student's Log. Learning Coaches who have disputes related to attendance should contact the School Leader to resolve the dispute, then follow the dispute resolution procedures in the School-Specific Handbook Supplement if the issue is not resolved with the School Leader.

Attendance Lockdown

Schools are required to regularly report attendance records to their respective state education agencies. To ensure that reports are accurate, student attendance records are "locked down;" at set intervals so records can only be modified by authorized school personnel. Lockdown generally occurs every two weeks (meaning any dates that are fifteen (15) or more days in the past can only be edited by authorized school personnel), but some schools have defined dates.

After attendance records have been locked down, teachers are not able to make changes to them. Therefore, Learning Coaches should request to update attendance records as soon as they realize the error. To request alterations to a "locked down" attendance record, Learning Coaches should contact their student's teacher, but be aware the teacher must discuss the attendance alterations with the appropriate authorized school personnel.

The School Day

Students must complete a certain number of instructional hours per day as required by the authorizer and state law and regulations. Learning Coaches should check the Attendance section in their School-Specific Handbook Supplement for specific information about the school's required daily and weekly hours of attendance. The school day is not limited to certain hours for start and end times, however the school's teaching staff is only available during the school's hours of operation. Learning Coaches must also be available for their scheduled phone conferences during these times.

The School Calendar

Each school operates according to a set school calendar, which includes days when teachers will not be available due to professional development (all other Support Services are available during these days), and days when the school is completely closed (no Support Services are available during these days). Student learning may continue during any days when the school is closed. (Refer to the School-Specific Handbook Supplement for your school's calendar, and information on how to record attendance per specific state rules.) All work must be completed as of the last day of school, except as provided in the Late Course Completion section of this handbook. School work that is not completed as of the last day will receive an incomplete or failing grade.

Types of Absences

Specific attendance rules and regulations regarding different types of absences vary by school. Reasons for excused absences may include, but are not limited to, the following:

Health problems- Students are unable to participate in schoolwork due to physical or mental health problems. If a student misses more than three (3) consecutive school days, the Learning Coach or Caretaker must send a written note or WebMail message to the student's teacher(s) documenting the health issue. The school may also require a doctor's note for absences of more than three (3) consecutive days.

Other excused absences- Examples of other excused absences include a family illness that requires the absence of the student, a death in the immediate family, religious holidays, family trips that can be taken only during the normal school calendar year (see the section below on extended absences), court appearances requiring the student's attendance, attendance at special events of educational value approved by a teacher, and other special circumstances that show good cause. These absences must be approved in advance by the school's leader. If requested or required, families should expect to provide appropriate documentation to support an absence.

During an excused absence, the student is still responsible for completing all required lessons and assessments for the school term.

Unexcused absences- Absences that are not approved by the school will be considered unexcused. In some states, students may be withdrawn from school for truancy if they have excessive unexcused absences. See your School-Specific Handbook Supplement Attendance section for details.

Extended Absences

If a Learning Coach is aware their student is going to be unable to complete their learning activities for more than three (3) consecutive school days, they should contact the teacher as soon as possible to inform them of the planned absence and discuss a plan to ensure the student stays on track to complete the school year successfully. The school may request documentation of the reason(s) for the planned absence.

Varying the School Holiday Schedule

If families wish to work during the school's designated holiday period(s) and take an equivalent number of vacation days at another time, they should contact their teacher(s) for approval at least one (1) week prior to the requested change. Teachers and school administrators will consider factors such as mandatory school events (testing, etc.) and the school's attendance regulations when reviewing such requests. Caretakers will be notified if the request can be granted. If the request is allowed, teachers will help the family adjust learning schedules, as appropriate, to ensure proper attendance and compliance with state regulations. Some states do

not allow school hours to be recorded on weekends or school holidays. Please check with your teacher and be sure to read your School-Specific Handbook Supplement's attendance section before considering this option.

4.3 Escalation Status

Connections Academy Learning Coaches are required to use Pearson Online Classroom to regularly mark hours or days of attendance and/or document lesson completion. Attendance and participation in Connections Academy schools goes beyond daily hours spent on schoolwork and includes other criteria such as contact with the teacher and the student's rate of lesson and/or assessment completion. If a required component of school attendance and/or participation is not being met, Pearson Online Classroom will trigger what Connections calls "escalation." Escalation is an indicator to the student, Learning Coach, Caretaker, and teacher that the student is not compliant with school requirements. Every student is always assigned one of four (4) escalation status levels in Pearson Online Classroom to monitor progress:

- On Track
- Approaching Alarm
- Alarm
- Exempt*

Students *meeting or exceeding* the minimum requirements for their state will show "On Track" status. Students *not meeting* the minimum requirements for their state are placed into an escalated "Approaching Alarm" or "Alarm" status. When students are in "Approaching Alarm" or "Alarm" status, teachers will notify the Learning Coach and Caretaker of their concerns, help the family understand why the student is in that status, and make every effort to work with the student and Caretaker to ensure the student returns to "On Track" status as soon as possible. Learning Coaches and Caretakers can, at any time, select the Approaching Alarm or Alarm status link, located in the Escalation column on the Learning Coach home page, for details about the student's escalation status.

Students who are in "Alarm" status for an extended time may face disciplinary actions as permitted and/or required by state law, including referral to appropriate agencies for truancy. See your School-Specific Handbook Supplement for details on attendance requirements, truancy, and the escalation system.

*Exempt status is rarely used and generally only for students with serious illnesses or other major but temporary circumstances that prevents them from completing work in a timely manner, or who are expected to catch up and return to "On Track" status prior to the end of the school year. Some students may have modifications specified in an approved IEP or Section 504 plan that dictate exempt status.

4.4 Truancy

Students who fail to meet legal attendance requirements, which may include: reported attendance, required contact with teachers, submission of assessments, and documentation of lesson completion shall be considered truant. The school may institute truancy proceedings or otherwise report the student to the appropriate authorities, including courts, as is consistent with state law. Please check your School-Specific Handbook Supplement for truancy policies.

5 Grading and Student Evaluation

Students are evaluated based on several types of assessments, such as quizzes, tests, portfolios, and discussions as described in *Section 3.6.2 Assessments within the Curriculum*. Teachers and substitute teachers are responsible for grading students' work. Only the teacher or substitute teacher can issue the final grade for the course.

The Grade Book and Progress Reports

The Pearson Online Classroom Grade Book allows all Caretakers and/or Learning Coaches and upper-level students (students in grades three and above) to view grades from both electronic assessments (immediate and automatic postings) and written work (posted by teachers after work is evaluated). The Pearson Online Classroom Grade Book is available to Learning Coaches and upper-level students 24 hours a day, seven days a week (excluding regularly scheduled maintenance as noted in *Section 10.2.1 Use of Pearson Online Classroom*) and always reflects the student's current status in each course in which they are enrolled (overall grade, grade in each course, grades on assessments within each course, and the number and percentage of lessons the student has completed).

Some schools provide Progress Reports that are snapshots of students' Grade Book during a certain time period (e.g. the first quarter of the school year) which may include teacher feedback and comments. For those schools, Progress Reports are created and posted at certain times per year based on a schedule set by those schools which use them.

Grading Timelines

Most assessments, other than portfolio assessments, should be graded by the teacher within two (2) school days. Generally, portfolio assessments will be graded by the teacher within five (5) school days of receipt and the grade posted to the Grade Book. Specific grading schedules and portfolio expectations are initially explained in the Welcome Call and are posted on teachers' Message Boards and in student planners.

5.1 Placement, Promotion, and Retention (Elementary and Middle School)

Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation for the student that includes the student's most recent academic progress. This information is reviewed and verified by the Academic Placement team; the school counselor, the manager of special education, and/or the School Leader, who collaborates to determine the most appropriate course placement for the student. Students may be requested to complete a skills assessment to determine mastery of previously completed coursework and readiness for Connections Academy curriculum.

Caretakers will review and confirm their agreement to course placement prior to students starting their coursework. Through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

Promotion/Retention of Returning Students

Near the end of the school year, teachers make recommendations to their School Leader regarding promotion or retention for their students in grades K through 8. These recommendations are based on the following student performance information:

- successful completion of language arts and math courses (based on school's grading scale)
- performance across all courses
- lesson completion across all courses
- attendance
- proficiency levels on assessments, including state testing

Generally, for third grade students to be promoted to fourth grade, they must also demonstrate proficiency in reading.

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

Teachers, school administrators, and School Leaders review and discuss the recommendation to make a final decision about promotion/retention for each student.

Some states and authorizers may have specific regulations or school specific policies regarding the promotion and retention of students. Therefore, if there are any discrepancies between the above-listed criteria and state regulations, state regulations will be followed.

Please see the School-Specific Handbook Supplement for more information.

High School Coursework Completed in Middle School

Students in middle school who are academically ready to take high school courses may do so with appropriate approval but should be aware that issuing high school credit is determined by local and/or state regulations. Furthermore, some states may require students to pass End of Course exams to receive credit for the course and/or to graduate. Please see your School-Specific Handbook Supplement - High School Programs and Policies section, and/or contact your school if you are interested in this option.

6 High School Programs and Policies

Please refer to your School-Specific Handbook Supplement for complete high school policies.

Placement

During the Connections Academy high school enrollment process, the Caretaker may be asked to submit academic documentation that provides a record of school credits earned and attempted, and any courses in progress. The Academic Placement team and the school counselor use the documentation to determine remaining courses needed. Initial course placement will be based on high school credits earned and aligned with state graduation requirements, typical course sequences, and post-secondary goals established by the student during the enrollment process.

Caretakers review and confirm their agreement to course placement prior to the student starting coursework. Through this process, Connections Academy may make a decision regarding placement that may differ from the student's prior placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

High School Credit

Only high school-level classes provide high school credit toward graduation (unless required by a student's IEP team in states where permitted). A student in grade 9, 10, 11, or 12 who is taking courses from the K–8 curriculum can meet attendance requirements but will not receive credits toward graduation for K–8 courses. In some cases, students who are dually enrolled with a college or university may also earn high school credits for those courses. Check with the school counselor or the School-Specific Handbook Supplement for state-specific information.

7 Services for Special Populations

7.1 Individuals with Disabilities Education Act (IDEA) Eligible Students*

The school complies with the requirements outlined in the IDEA as well as state special education regulations and statutes in order to provide a Free Appropriate Public Education (FAPE) to students who have a qualifying disability under the IDEA. In general, this includes (but is not limited to) identifying and evaluating the needs of students with disabilities under the IDEA, developing and revising Individualized Education Programs (IEPs), determining appropriate placements in the least restrictive environment for students with IEPs, implementing IEPs in the appropriate placement determined by the IEP team, considering continued eligibility for special education and related services, and developing and implementing transition plans to prepare for post-secondary transition after high school.

When a student initially enrolls in Connections Academy with an existing IEP, the school either implements the IEP as written or provides the student with comparable services until a new IEP is developed or amended by the IEP team, unless specifically stated otherwise in the School-Specific Handbook. Specially designed

instruction for students with IEPs is most often delivered in LiveLesson sessions. In the virtual environment, FAPE is provided in the LiveLesson classroom and includes instruction from a special education teacher. Related services are commonly provided in the virtual environment according to students' needs in order to provide FAPE. It is important for students receiving special education and related services to attend these sessions designed to address their IEP goals.

Connections Academy schools comply with the requirements of the National Instructional Materials Accessibility Standard (NIMAS). As of August 2006, federal law requires publishers of K-12 curriculum to provide a digital version of textbooks and other related materials. The IDEA established the format of these digital versions as the NIMAS. The NIMAS applies to printed textbooks and related printed core materials that are written and published primarily for use in elementary and secondary schools and are required by Connections Education LLC for use by students. Students eligible to receive specialized formats produced by NIMAS files include students who are (a) blind (a visual acuity of 20/200 or less in the better eye after correction or fields less than 20 degrees), (b) visually impaired (a visual impairment with corrections and regardless of optical measurement that prevents the student from reading standard print), (c) physically disabled (a physical limitation that prevents the student from reading standard print), and (d) print disabled (having a reading disability resulting from an organic dysfunction and of sufficient severity that it prevents the student from reading printed materials).

The IEP team determines the instructional program, modifications, and accommodations needed for students with disabilities, including the need for accessible instructional materials and assistive technology. In accordance with legal requirements, accessible formats and assistive technology will be provided to students who need alternative access with these accommodations documented in an IEP or Section 504 plan.

7.2 Rehabilitation Act of 1973: Section 504 Eligible Students*

Section 504 of the Rehabilitation Act of 1973 (the "Act"), is a federal statute designed to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those of non-disabled students. A "Section 504-Eligible Student" is a student who either (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. Section 504 plans are typically written for students who are disabled as defined in Section 504 of the Act, and who require accommodations and modifications to their instructional program (which may include services and/or assistive technology) but who do not require specialized instruction in order to receive FAPE.

When a student enters Connections Academy with a Section 504 plan developed by their previous school, Connections Academy will review the plan and supporting documentation and comply with Section 504 of the Act. The Section 504 team will adopt and implement the plan as is or propose a revision to the plan if

appropriate, due to the nature of the virtual setting. Connections Academy requires staff members to be cognizant of the needs of Section 504 students and to ensure that students receive appropriate accommodations. Students with Section 504 plans will have periodic review of their plans and needs through Section 504 team meetings.

7.3 English Learners (EL)*

Federal and state regulations require that schools determine students' "primary or home language" and take "appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs." To meet this requirement, Connections Academy asks Caretakers to complete a primary home language survey based on the regulations of the state in which they reside. Responses are reviewed to identify all students whose primary or home language is not English. Connections Academy schools will administer English Language Proficiency assessments to determine students' language acquisition levels in compliance with federal and/or state law and to determine students' language acquisition levels.

Children receive a planned instructional program of English as a second language (ESL) instruction at their developmental and instructional level to facilitate the acquisition of English language skills. This instruction is provided by each school's certified EL teacher with frequency determined by students' language proficiency levels. This may include consultation with the Learning Coach, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson sessions pursuant to state requirements. Services that promote language acquisition include instructional support to help EL students attain proficiency in listening, speaking, reading, and writing. Students with limited English proficiency receive individualized attention that facilitates fluency in English and is based on the Sheltered Instruction Observation Protocol (SIOP) framework. The proficiency of EL students is assessed annually using state-specific instruments. Students who are exited from EL programming enter a monitoring phase.

7.4 Gifted Students

Students may be identified as gifted during the initial placement process or after enrollment. Students are identified as gifted based on past performance and additional evidence as requested by the school's gifted program staff. Course placement and recommendation is completed through consultation with the Learning Coach.

Gifted students may be placed in special gifted math, science, and language arts courses in grades 3-8 and in Honors or Advanced Placement courses in high school. Students may also be assigned to above grade level courses or given accelerated course work. In some states, gifted students may also receive a Gifted IEP or other regulatory designation that may have specific requirements. See your School-Specific Handbook Supplement for additional information.

Note: Gifted Language Arts (grades 3-8) and Gifted Literature Study (for grades 3-5 as part of the English/Language Arts gifted program) use a shared inquiry model taught through LiveLesson sessions. Students in this program may be required to attend LiveLesson sessions at certain times and dates. Please check with your child's school for details before enrolling in this program.

8 Non-Curricular Activities

8.1 Clubs and Activities

The clubs and activities program offers students the opportunity to interact with other Connections Academy school students, regardless of geographic location.

Participation in clubs and/or activities is voluntary and does not impact a student's GPA. Please review the "Clubs & Activities and Talent Networks" section located on the Virtual Library for more information.

Eligibility

Not all students are eligible to register in the clubs and activities program since some states impose a maximum age to enroll in a public school. Students must be enrolled at a Connections Academy school for thirty (30) days to be eligible to register with the clubs and activities program. There is no minimum GPA requirement, nor is there a limit to how many clubs and activities a student may enroll.

Students eighteen (18) years of age and older are not eligible to register in the clubs and activities program; however students that turn eighteen (18) after the school year commences may continue with their current clubs and activities until the end of the school year. Students eighteen (18) years of age and older who would like to register in the College Planning Club or Career Club should contact their school for further information.

The Connections Academy Code of Conduct applies to all clubs and activities and students who engage in prohibited or unacceptable behavior, such as bullying or harassment of other students, may be removed from the program.

Please review the "Clubs and Activities Rules Presentation" on the Virtual Library for further information on expectations and rules.

9 Community Events, Trips, and Activities

Connections Academy strongly encourages families to get together for events, trips, study sessions, and other activities. The activities may have educational and/or socialization benefits for students and are generally organized by volunteers. Volunteers organizing events may have different titles by school, including Community Coordinators, Family Involvement Coordinators, or School Event Representatives.

Sanctioned Events vs. Non-sanctioned Events - Certain field trips are sanctioned events, sponsored by the school; others are non-sanctioned events that do not involve the school.

Information Sharing - Volunteers gather and share information (i.e., school's community message board, Facebook group messages, invitations sent via WebMail message, or other communications channels) about events, activities, services, performances, and other opportunities that might benefit students and families. This is strictly the personal opinion of the volunteer or other families sharing the information, and the school bears no responsibility or liability for its accuracy or usefulness. Furthermore, any use of this information, or participation in an event or activity, is at the sole discretion of each individual Caretaker.

Caretaker Responsibility for Students at Events - Caretakers assume responsibility for their safety and the safety of their student(s). The Caretaker agrees to supervise their student(s) and any other minor children in their charge. The school assumes no liability for anyone who attends an event based on information included on the school's community message board. When school staff is present, they will be responsible, in conjunction with the Caretaker, for general supervision of students and will prioritize student safety.

Special Arrangements - Volunteers may work to develop relationships with local schools, districts, and other providers of activities (e.g., the local Boys & Girls Club), as appropriate, to arrange opportunities for student participation and access to activities.

Sanctioned Events

Sanctioned events shall have educational and/or social value and must be preapproved by the School Leader or designee. A volunteer will have all adults in attendance sign the Connections Academy Sanctioned Waiver, Release, and Event Permission Form at the official event. Caretakers should complete the Media Consent and Release Data View for each student prior to attending the event. If the adult supervising the student at a sanctioned event is not the Caretaker, they must provide the community coordinator or school event representative with a signed, written note from the Caretaker confirming the designated adult has permission to supervise the student at the sanctioned event and is authorized to execute the Connections Academy Waiver, Release, and Event Permission Form as an agent of the Caretaker.

In most states, and in accordance with state or local policies, a sanctioned event may be considered part of the school day upon approval from the School Leader or their designee. **Please consult your School-Specific Handbook Supplement for more information.**

After approval is granted, Caretakers may record the number of hours spent at the sanctioned event as attendance. Any schoolwork scheduled on an "event" day must still be completed. It is not necessary for students to complete lessons on days when they attend sanctioned events, therefore, lessons may need to be completed before and/or after the event to remain on track.

Sanctioned events are posted on the school's message board as "sticky" threads, which are those threads noted in green on the Message Boards. Overnight official events require special approval, and background checks on all adults and chaperones may be conducted as allowable or required by state law. Many schools require Caretakers RSVP in advance for sanctioned events. This allows the school to send an adequate number of staff to the event and for the school to know planned attendance in case of event cancellation.

Note: There may be additional fees charged in order to attend these activities, as permitted by state law.

Non-Sanctioned Events

Non-sanctioned events have not been approved by the school and will *not* be counted as a school day. Non-sanctioned events may be posted on the school's Message Board but not as "sticky" threads.

Families participating in both sanctioned and non-sanctioned events do so voluntarily and assume and accept all risks associated with their participation. Families participating in these events agree to release and hold harmless the school, its affiliates, directors, officers, staff members, agents, and volunteers from any and all liability in the event of an accident or incident in route to, during, and returning from, which is related to, arises out of, or is in any way connected with the non-sanctioned event. The school will not accept financial responsibility for any necessary emergency care and/or transportation for anyone attending a non-sanctioned event.

10 Conduct, Due Process, and Communication

Connections Academy strictly prohibits any form of bullying/cyber bullying, harassment, hazing, or any other similarly destructive behaviors toward any member of the school community, by any member of the school community, in any school environment or at any school activity. Caretakers and/or Learning Coaches who believe they or their student(s) may have been subjected to inappropriate behavior by anyone affiliated with their school should immediately contact the school leadership or the Connections Academy main support line at 800-382-6010 to report any concerns. See the related Sections of the School-Specific Handbook Supplement.

Caretakers and Learning Coaches, as well as students, are expected to abide by the Prohibited Behaviors policy in Section 9.2 of the School-Specific Handbook Supplement, and any other sections covering appropriate conduct and communication. Caretakers or Learning Coaches who engage in any prohibited behaviors, directed toward any member of the school community, may, as disciplinary action, have their access to Pearson Online Classroom suspended or terminated at the discretion of the School Leader. Suspension or termination of Pearson Online Classroom access is the equivalent of being suspended or removed from the school premises and all school activities. Therefore, Caretakers or Learning Coaches whose Pearson Online Classroom access has been suspended or terminated will not be permitted to contact school

staff at school, home, or other locations; to visit school premises; or attend field trips or other school activities, until the disciplinary issue has been resolved and their Pearson Online Classroom access is restored. All communications with the school must therefore be conducted through the student, or through another responsible Caretaker or Learning Coach.

The suspension or termination of a Caretaker or Learning Coach's access to Pearson Online Classroom will impact Connection's Academy's ability to partner with the Caretaker/Learning Coach to meet the student's learning needs. If needed, the Caretaker or Learning Coach who has been suspended or terminated from accessing Pearson Online Classroom may appoint another adult as the student's Designated Learning Coach by completing the Designated Learning Coach Agreement form prior to the termination of the account. The Learning Coach or Caretaker will be notified via WebMail message of the impending suspension or termination of an account, and will be given until the end of the next school day to complete the Designated Learning Coach Agreement form.

The Caretaker whose Pearson Online Classroom access has been suspended or terminated may appeal this suspension to the school's Board, where applicable, in writing by sending an email or letter to the school Board president. Only written appeals will be considered. Board contact information can be found on the school's website. If the school does not have a board, the Caretaker or Learning Coach should contact the Director of Schools in writing (see the School-Specific Handbook Supplement for grievance policy).

The school community includes but is not limited to teachers, administration, staff, Caretakers/Learning Coaches, students, volunteers, and school vendors.

10.1 Drug, Alcohol, and Tobacco-Free School

Connections Academy is a drug-free, alcohol-free, and tobacco-free environment. The use of controlled substances, alcohol, and/or tobacco is prohibited at all face-to-face school events and activities including, but not limited to, field trips, testing, and graduation ceremonies. This applies to all members of the school community including students and their families, teachers, staff, and visitors.

The use of tobacco, including smoking tobacco, chewing tobacco, e-cigarettes, snuff, or the possession of or use of any of the following by any member of the school community while on school premises or at a school event or activity as described above, will be considered a violation of this policy:

1. Alcoholic beverage(s).
2. Illegal, controlled and/or dangerous substances (unless prescribed by a physician for medical purposes and properly documented), or substances purported to be such. Examples include, but are not limited to, narcotics, amphetamines, marijuana, cocaine, heroin, hallucinogens, barbiturates, prescription or

non-prescription drugs of any nature and medications such as diet pills, caffeine pills, bath salts, and others.

3. Drug paraphernalia.

It shall also be a violation of this policy for any member of the school community to sell, distribute, or attempt to sell or distribute, tobacco products; e-cigarettes; drugs or drug paraphernalia; illegal, dangerous or controlled substances, or any substances purported to be such, while on school property or at school events or activities.

Caretakers and local authorities will be notified if a Connections Academy student attends a school event or activity under the influence of or in possession of an illegal, dangerous, or controlled substance or alcohol. Caretakers will be notified if a student is found to be in possession of or using tobacco products or e-cigarettes. In these circumstances, Caretakers will be required to arrange for immediate removal of the student from the school event or activity.

Any non-student member of the school community who attends a school event or activity under the influence of or in possession of alcohol or illegal, dangerous, or controlled substances or substance purported to be such will be asked to remove themselves from the premises. Local authorities may be notified at the discretion of the School Leader depending on the nature of the violation. Any non-student member of the school community who attends a school event or activity and uses tobacco products or e-cigarettes will be informed of the school's tobacco-free policy for a first violation. If more than one violation occurs, further action may be taken by the school.

If a student is found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity, the student will be removed and the school will contact both the student's Caretaker and reported to local authorities.

Any other member of the school community found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity will be removed and reported to local authorities.

Students who fail to comply with this drug-free, alcohol-free, and tobacco-free policy will be subject to disciplinary action in accordance with the School-Specific Handbook Supplement disciplinary policies. All other school community members in violation of this policy will be asked to leave the event or activity and/or will be reported to local authorities.

In all cases, this policy will be implemented in accordance with any applicable state laws. See your School-Specific Handbook Supplement for additional information.

10.2 Bullying and other Prohibited Behaviors*

Please refer to your School-Specific Handbook Supplement for your school's policy.

10.3 Discipline and Due Process for Students

Appropriate conduct is expected of all students at the school. Students are guaranteed due process of law as required by the 14th Amendment of the United States Constitution.

10.4 Academic Honesty*

The school regards academic honesty as key to its mission and essential in the virtual environment. Students in all grade levels (K through 12) and their Caretakers are required to review the Honor Code at the beginning of each school year and indicate their agreement to abide by it. Teachers will discuss the Honor Code and its meaning with their students and Caretakers at the beginning of the year. It is expected that all students will adhere to the Honor Code throughout the year and all schoolwork submitted to meet course or class requirements represents the original work of the student.

In addition, students are expected to be proactive in ensuring they are adhering to the principles of academic honesty by:

- completing, and reviewing as needed, the Academic Honesty section of their Orientation.
- agreeing to, and referring to as needed, the Connections Academy Honor Code.
- using tools provided in Pearson Online Classroom to 'self-check' for academic honesty (e.g. plagiarism-checking software), in accordance with their school policy.

Any form of academic dishonesty will cause a student to be subject to disciplinary action. The following principles are critical to maintaining academic honesty:

- Students must not submit work of any kind that is not their own.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not solicit answers or post assessments, assignments, answers to assessments or assignments, or any other Connections Academy curricular materials on any media including social media or social sharing websites that can be seen by other students or other third parties, unless specifically instructed do so as part of the curriculum (e.g. a discussion assessment).
- Students must not give or receive unauthorized assistance on assessments.
- Learning Coaches must not give assistance on assessments.

- Students must not present any forged document or signature to the school.
- Learning Coaches must not present any forged document or signature to the school.

Completing School Assessments

When completing assessments on the computer or on paper, students and Learning Coaches should follow these simple guidelines to ensure that assessments are meaningful, worthwhile, and completed in accordance with the principles of academic honesty:

- Students should complete all assessments independently, and without assistance from their Learning Coach, any other persons, or any external resources. If any support is required of the Learning Coach, the assessment instructions will clearly indicate this.
- Assessments are “closed-book.” They should be completed without the support of any outside resources such as textbooks, workbooks, lesson plans, dictionaries, the internet, or the student’s Learning Coach or any other individuals. In the rare instances where assessments are not closed-book, the instructions will clearly specify that the student may use supporting materials. If you have any questions about what may or may not be appropriate for use during an assessment, contact your teacher.
- Skills Checks (in the lower grades) should be completed by the Learning Coach. These short assessments provide an opportunity for the Learning Coach to share with the teacher their observations about the student’s progress.
- It is never appropriate for students or Learning Coaches to share with anyone, in any format, the contents of any Connections Academy assessments.

10.5 Grievance Procedures for Caretakers*

Please see your School-Specific Handbook Supplement for your school Grievance policy.

10.6 Communication

10.6.1 Communication Systems

Pearson Online Classroom contains several unique and efficient mechanisms for families and school staff members to communicate with one another. Pearson Online Classroom is a closed system, therefore no communication can be made to or from anybody outside of the system. Caretakers control what, if any, of their student’s information is posted and accessible to others in the School Directory. To set or modify these options, Caretakers access their student’s SIF (Student Information Form) - School Directory Data View to adjust their student’s permissions at any time.

The following communications systems are described in detail in Pearson Online Classroom Help.

- School Directory
- WebMail messages
- Message Boards
- Virtual Library
- Teacher feedback on assessments
- Home Page Announcements
- LiveLesson Sessions
- Pearson Online Classroom “Feedback” link
- StarTrack Rating System

The Directory includes names of students enrolled in other Connections Academy schools (in other states and locations), and therefore the student’s information would be available in the Directory to students and Learning Coaches in other Connections Academy schools. Caretakers may restrict access to Directory Information during the enrollment process. See the Third-Party Access to Student Information section, below, for more details.

In situations where a student, Caretaker, and/or Learning Coach is hearing impaired, that individual may request alternative/additional methods or tools for communicating with teachers and other Connections school staff outside of Pearson Online Classroom (e.g., text messaging).

Caretakers and/or Learning Coaches should contact the school to discuss their situation and must request approval to use alternative communication methods or tools in order to ensure the communication method and/or tool is secure and appropriate. If the request is approved, the Connections Tech Support team will assist the Caretaker and/or Learning Coach with setting up the tool and confirm with the school. When so authorized, and when used in accordance with the terms agreed upon by the school and the Caretaker/Learning Coach, the use of the alternative/additional communication method(s) and/or tool(s) will not be considered a violation of the Pearson Online Classroom Terms of Use policy.

Connections Academy reserves the right to disallow and/or disable the use of the authorized alternative/additional communication tool(s) at any time if Connections deems the tool(s) is being used inappropriately and/or not in accordance with the agreement between the Caretaker/Learning Coach and the school.

Learning Coaches, teachers, and students are advised that all messaging communication is archived and available for review by Connections at any time.

External Video and Web Conferencing Services

Schools may use external video and web conferencing services and tools (e.g., Zoom). Students are expected to comply with all school policies and the Honor Code when utilizing external services and tools.

10.6.2 Communication Requirements

Both students and Learning Coaches are required to have regular synchronous communications with their teachers. Acceptable types of communication - and whether the contact is more often with the student or the Learning Coach - vary among the grade levels and by school.

Student and Teacher Communication

Connections Academy expects that most students will have daily contact with their teachers through a combination of phone calls, WebMail messages, LiveLesson sessions, face-to-face interaction, and the daily review of assessments via the electronic Grade Book. At a minimum, all students will interact synchronously (e.g., via phone, LiveLesson session, or face-to-face) with a teacher every two weeks so the teacher is able to monitor academic progress and verify student learning. Note that some schools require additional contact; check your School-Specific Handbook Supplement for details.

10.7 Student Information Access

10.7.1 Collection and Release of Student Information by the School (FERPA)*

The Family Educational Rights and Privacy Act (FERPA) is a federal law that gives parents/legal guardians (referred to as “Caretakers” by Connections Academy) and students over eighteen (18) years of age, attending a post-secondary institution, and/or emancipated minors (Eligible Students) certain rights regarding the student’s educational records. These rights include the ability to review and correct educational records, the protection of a student’s educational records, and “personally identifiable information” from unauthorized disclosure. For complete FERPA information, see Appendix 2, [FERPA Notification](#). See also the Release of Student Information and Educational Records to Third Parties below.

FERPA rights are extended to both the Caretaker and noncustodial parent/guardian unless the school is provided with a judicial court order (custody order, protective order etc.), state statute, or legally binding document that specifically revokes or restricts a noncustodial parent’s/guardian’s FERPA rights. If a state law and/or enforceable court order provides the noncustodial parent/guardian’s greater or more restrictive access than provided for by FERPA, that state law and/or court order will be followed.

Other statutes protecting students include the Protection of Pupil Rights Amendment (“PPRA”) (See Appendix 6, Protection of Pupil Rights Amendment Policy) and the Children's Online Privacy Protection Act of 1998 (“COPPA”) (See Appendix 4, Privacy Policy), as well as state law in the state in which the student is enrolled.

10.7.2 Parental Access to Teacher Qualification Information*

Families have access to basic background information about the [ir](#) school's teachers. This information, found in Pearson Online Classroom through the teacher's Teacher Profile Data View, includes teacher qualifications, experience, and photos. Please reach out to your School Leader for additional information.

10.7.3 Third Party Access to Student Information

FERPA provisions allow the school to disclose certain student information to third parties, such as other schools, without the prior written consent of the Caretaker or Eligible Student. This occurs in two situations: Directory Information and situations in which FERPA permits the school to release educational records without consent (see below). All other disclosure of student information to third parties requires the written consent of the Caretaker or Eligible Student.

Release of Educational Records without Consent: Directory Information

The school may release Directory Information (defined by Connections Academy as student name, state of residence, student telephone number, and student grade level) to third parties as permitted by FERPA.

If the Caretaker or Eligible Student does not wish to have Directory Information released to third parties, they may prevent the release of this information by indicating so in the FERPA Directory Information section of the Student Information Form. If families do not make a selection, the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

Release of Education Records without Consent: Legitimate Educational Interest

The school may provide a student's educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student's new school upon request from the new school, and the provision of educational records to school officials who possess a 'legitimate educational interest' in the student's records, and the provision of educational records to contracted parties providing special education related services. For more information on exceptions to the prior written consent rule, see Appendix 2, [FERPA Notification](#).

Release of Student Records with Consent

With the exception of that information which FERPA and/or applicable state law or court order allows the school to release without consent, as noted above, the school must obtain written consent from the Caretaker or Eligible Student prior to releasing any educational record or personally identifiable information to any third party. Consent to release this information must be made in writing, signed by the Caretaker or Eligible Student, and include the following information:

- A specific description of the information or record(s) to be released.

- The party or agency to which the information will be released and their address.
- The signature of the requestor, and the date of the request.


For more detailed information on FERPA, please see Appendix 2, [FERPA Notification](#).

10.7.4 School or Connections Use of Student Images, Recordings, and School Work

To help illustrate the school program and to celebrate student successes, Connections and/or the school may want to film, interview, and/or photograph students and their work (all collectively referred to as “Connections Media Property”) to duplicate, broadcast, distribute, and/or display.

For Connections and/or the school to use Connections Media Property, proper consent must be obtained through the Media Consent and Release CA-Student Data View in Pearson Online Classroom. This Data View is completed by the Caretaker/Learning Coach (or by the student, if the student is eighteen (18) years of age or older or an emancipated minor). Connections Media Property may be used for the purposes and time frame stated in the Data View.

If the Caretaker or student prefers not to have Connections Media Property used by Connections and/or the school for purposes other than the student’s academic program, this should be indicated in the Media Consent and Release CA–Student Data View.


The election on the Media Consent and Release Data View can be changed at any time. From the Pearson Online Classroom Caretaker Home Page, select the student’s  and go to the Media Consent and Release CA-Student Data View.

10.7.5 School or Connections Use of Learning Coach/Caretaker Images and Recordings

To help illustrate the school program and to celebrate successes, Connections and/or the school may want to film, interview, and/or photograph a Learning Coach/Caretaker (all collectively referred to as “Depiction”) to duplicate, broadcast, distribute, and/or display.

For Connections and/or the school to use any Depiction, proper consent must be obtained through the Media Consent and Release CA- Learning Coach/CT Data View in Pearson Online Classroom. This Data View is completed by the Caretaker/Learning Coach. Any Depiction may be used for the purposes and time frame stated in the Data View.

If the Caretaker/Learning Coach prefers not to have any Depiction used by Connections and/or the school, this should be indicated in the Media Consent and Release CA- Learning Coach/CT Data View.

The election on the Media Consent and Release Data View can be changed at any time. From the Caretaker Pearson Online Classroom home page, select the Learning Coach/Caretaker  and go to the Media Consent and Release CA- Learning Coach/CT Data View.

11 Educational Materials Provided by the School

11.1 Use of School Educational Materials

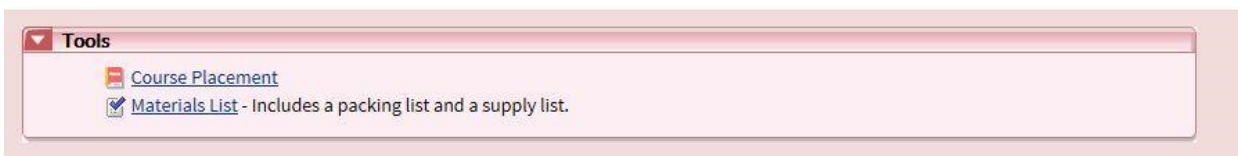
The school provides each student with the temporary use and possession of various educational materials. These materials are shipped to the verified home address of the student, and a digital packing list is contained in a shipping confirmation email to the Caretaker that lists all the items the student should have received. Families should check the contents of the curriculum box against the digital packing list and call Connections Academy Student Technical Support at 800-382-6010 within seven (7) school days of receipt if anything is missing or damaged. Caretakers must keep the original packaging that materials were shipped in to facilitate their return at the end of the school year.

Note: The school may provide textbooks and/or materials which are in used rather than new condition.

In addition to a packing list provided via a shipping confirmation email, an online Materials List, customized to your student's courses, lists both the items included in the box and the additional materials you will be responsible for providing. To access the Materials List, select your student's name under My Household in Pearson Online Classroom. From the Tools area of the My Student page, select the Materials List link. Use the Materials List to see what materials are supplied to you and which materials you need to supply.

Purchase General Supplies

Though many of the items you need for school are supplied by your school, you may need to provide some general school supplies such as pens and pencils, highlighters, note cards, file folders, notebooks, a ruler, disposable items for science projects, etc. A Learning Coach may see this list by logging into Pearson Online Classroom and selecting their student's name. To the right under Tools there is a link to a Materials List that provides a list of materials for each course.



You may also need to be sure you have printer paper, a printer, and printer ink cartridges. Check your School-Specific Handbook Supplement to see exactly what supplies and equipment your school supplies as this varies from school to school.

Authorized Locations for School Provided Materials

The only authorized location for any school-provided materials is the address to which the materials were shipped by the school. Any movement of materials to any other location must be specifically authorized by the school using the Location Transfer Request Form found in the Enrollment section of the Virtual Library. Failure to obtain authorization may result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with updated contact information (physical address, phone numbers, email addresses, etc.), including any validation for that contact information as required by the school, and keeping the information updated on the Student Information Form in Pearson Online Classroom. Since Connections may need to ship materials to a student, a P.O. Box is not an acceptable mailing address. Caretakers must provide a physical address to which materials can be shipped.

Ownership of School Provided Materials

All school educational materials remain the property of the school and/or the school's vendor partners. Further restrictions to the use of school educational materials are as follows:

- The resale or attempted resale of any educational materials constitutes theft and may subject the seller to invoicing and/or legal action.
- Refusal to return any educational materials constitutes theft and may result in invoicing and/or legal action.
- Any attempt to copy, reproduce, republish, download, post, broadcast, transmit, make available to the public, or otherwise use the educational materials in any way except as specifically directed by the school is not permitted.
- The adaptation, alteration, or creation of a derivative work from any school material is a violation of Connection Academy's Intellectual Property rights and is not permitted. Any use of school material except as specifically directed by the school requires prior written permission from the school or the owner of the materials.

All school educational materials, including WebMail messages, computers, and other technology, remain the property of the school and/or the school's vendor partners. The school or its vendor partner (as the case may be) reserves the right to, at any time and for any reason, either directly or through law enforcement, inspect

educational materials and review any content or activity conducted on or through the use of school-provided educational materials, including WebMail, computers, and other technology.

Note: The use of the computer by anyone except the student for a purpose other than to support the student in their education program is strictly prohibited. Any violation of this policy may result in loss of the student's privilege to use school-provided technology. Any unauthorized use of a school-provided computer is subject to search without notice by the school, its vendor, or law enforcement.

11.2 Returning School Educational Materials and Equipment

All school-provided non-consumable materials and equipment (identified as such on the materials lists and/or as noted by the school or its vendor partners) must be returned to Connections Academy or to a location designated by Connections Academy for any of the following reasons:

- The school year has ended. **Note:** The School Leader may permit the family to retain the materials for the summer in special cases, but under no circumstances can non-consumable materials be kept past August 1. If the family has indicated intent to return for the following school year, Connections Academy may not require the family to return the school-provided computer equipment.
- The student is no longer enrolled in the school (for any reason).
- The student has an extended absence away from their residence as defined in the Attendance section.
- The materials are being repossessed due to a violation of the Parent/Legal Guardian (Caretaker) Acknowledgment or a violation of the policies outlined in this Handbook.
- The student has completed the related courses and is being assigned to new courses requiring different materials.
- The school is upgrading or replacing the equipment.
- The student has an approved placement change for a course.
- Equipment and/or materials were sent in error.

Note: If the student withdraws, all materials (both consumable and non-consumable) must be returned to the school, since consumable materials may not ~~have been~~ used yet.

Except when materials were sent in error, or in cases of missing or damaged equipment, Connections Academy will contact the Caretaker by phone, ~~by~~ email, or ~~by~~ mail to arrange for the return of equipment or materials. The Caretaker has seven (7) days from the receipt of the return instructions to return all requested

materials and/or equipment. Caretakers should NOT initiate a return shipment until they have been contacted by Connections Academy and provided with instructions. Families who arrange return shipping on their own prior to being contacted by Connections Academy will not be reimbursed for shipping costs.

Except in the case of repossession, Connections Academy is responsible for the cost of return shipping provided the Caretaker follows the return instructions and coordinates the return with Connections Academy. The Caretaker is responsible for being at home during the required period for a United Parcel Service (UPS) or Federal Express (FedEx) pickup or for transporting the equipment to an authorized UPS or FedEx center. The Caretaker may be responsible for the shipping cost of any items that were forgotten in a return shipment and/or were not properly packed and returned. To find a local, authorized UPS or FedEx shipping outlet, refer to the following websites:

- [UPS](https://www.ups.com/dropoff?loc=en_US) (https://www.ups.com/dropoff?loc=en_US)
- [FedEx](http://www.fedex.com/locate/index.html?locale=en_US#start) (http://www.fedex.com/locate/index.html?locale=en_US#start)

In all cases, Caretakers must maintain a copy of the UPS or FedEx return receipt. All non-consumable materials shall be returned in the same condition as delivered except for normal wear and tear. Caretakers will be responsible for, and may be invoiced for, any damage to the materials.

Caretakers shall be responsible for keeping all packing materials provided by Connections Academy and returning all equipment in its original packaging. If the original packaging is not available, Caretakers must purchase replacement packaging at an authorized UPS or FedEx center at their own expense. Caretakers may be invoiced for any damages, as permitted by state law and/or regulation, resulting from improper packaging and/or shipping procedures. If materials and/or equipment are not received by Connections Academy and the UPS or FedEx receipt bearing a valid tracking ID is not available, the Caretaker may be responsible for the cost of replacing any missing materials and/or equipment.

Failure to complete a timely return of any equipment or materials upon request shall constitute a theft and may result in invoicing or legal action as outlined in the Caretaker Due Process section of the School-Specific Handbook Supplement.

Important: Any computer files that need to be kept by the family should be extracted and any family-owned peripheral devices must be removed from computers before they are returned. Neither the school nor the school's vendor partners have any responsibility for returning any family-owned devices or materials returned with the computer, nor to maintain or restore any files.

Connections Academy equipment is not available for purchase.

Technology

A virtual school requires the use of technology to promote and support student learning. All school participants, including Caretakers, students, and staff, will use Pearson Online Classroom and the Internet to communicate and share information. In addition, the student, Caretaker and Learning Coach(es) must all be reachable by phone for required communications with teachers and other school staff.

The school's hardware and software requirements for accessing Pearson Online Classroom can be met by using the equipment provided by the school according to your school's specific agreement. If the school does not provide this equipment, families may use a personal computer, a computer in a public institution, or any other computer as long as the equipment used meets the Connections Academy specifications (see the Use of Personal Equipment section) and permits the student and/or Learning Coach to have access for a period of time adequate for completing the required lessons each day and throughout the year. Due to certain licensing restrictions, some of the additional software provided with the school computer may not be available for use on personal computers. Families with computers provided by Connections Academy may contact Technical Support if they have specific questions about the computer's software or hardware.

11.2.1 Use of Pearson Online Classroom

Regular use of Pearson Online Classroom is required in order to participate in the school. The school provides training on using Pearson Online Classroom, and users are required to complete this training. Anyone using Pearson Online Classroom must also comply with the [Terms of Use Policy](#) (Appendix 3). By using Pearson Online Classroom, users agree that they have read, understood, and will comply with these terms.

Pearson Online Classroom is generally available twenty four (24) hours a day, except for a regularly scheduled weekly maintenance window from 4:00–7:00 a.m. Eastern Time on Sunday. There may be other scheduled maintenance times when Pearson Online Classroom will not be available; these will generally occur in the early morning or on weekends. Users will be notified in advance of any maintenance that is anticipated to disrupt service for an extended period.

Security and Privacy

Security and privacy are very important to maintaining the integrity of the information stored in Pearson Online Classroom and are taken very seriously at Connections Academy schools. Each Pearson Online Classroom user is responsible for keeping their username and password confidential. This responsibility includes frequently changing the password to prevent unauthorized use. Usernames and passwords should not be provided to anyone at any time. Additionally, Learning Coaches are responsible for taking reasonable precautionary measures to ensure students never obtain or use their Learning Coach's passwords. Everyone using Pearson Online Classroom should be aware of the Privacy Policy, which is included as Appendix 4 of

this Handbook, as well as on the login page of Pearson Online Classroom. Connections Academy agrees it will comply with the terms of this Privacy Policy.

Caretakers and students having difficulty using Pearson Online Classroom should be sure they have completed all available trainings and accessed the help resources available from their home pages. If, after completing the training and accessing the help resources, Caretakers and/or students are still unable to resolve their problems, they should consult their teachers for questions relating to the educational program or contact Student Technical Support for any technical questions.

11.2.2 Technology Provided by Connections Academy*

Access to school-provided computers is disabled immediately upon student/user withdrawal or graduation from Connections Academy. **Access cannot be re-enabled under any circumstances.** All student/user data must be removed from the computer prior to withdrawal or graduation.

Please see the Technology section of your school's website or your School-Specific Handbook Supplement for additional information.

11.2.3 Use of Connections Academy Equipment and Installed Software

At some schools, households are provided with temporary use and possession of equipment and software provided by Connections Academy. All equipment and software provided to households shall remain the property of Connections Academy at all times.

School Equipment

Caretakers are responsible for confirming that any equipment provided by Connections Academy matches the tracking email received. They must notify Connections Academy Student Technical Support within seven (7) school days of receipt of any discrepancies between the tracking email and what was received, or if any equipment does not arrive in good working condition.

Though Connections Academy may provide used equipment for student use, any equipment provided will be in good working condition and should function in accordance with the requirements of the school's educational program. Used equipment is supplied with only Connections Academy-authorized software installed. All computer hard drives are reimaged and reconfigured prior to being shipped to the next user.

The only authorized location for any materials is the address where the materials were shipped by Connections Academy. Any movement of materials to any other location within the state must be specifically authorized by Connections Academy, and stationary computer equipment (desktop computer and monitor) can never be taken out of the state. Laptops, where provided, may move temporarily with the student provided the Location Change Request Form is completed and approved by the School Leader, and the student remains actively

enrolled in the school. Please contact your School Leader to obtain a Location Transfer Request form if you expect to move (see Location Change).

Failure to obtain authorization can result in the repossession of, or invoicing for, the materials. Caretakers are responsible for providing the school with up-to-date contact information (address, phone numbers, email addresses, etc.), including any validation of contact information as required by the school, and keeping the information updated on the Student Information Form in Pearson Online Classroom.

Use of equipment provided by Connections Academy is only for school purposes, although limited access to personal email using a personal ISP and web-based email account is permitted. However, the use of Microsoft® Outlook®, Microsoft Outlook® Express, or any other email program that is installed directly onto the computer (“unauthorized email”) is not permitted.

The use of unauthorized email programs risks contaminating the Connections Academy computer with a virus, which could result in charges for repairs to the computer and additional penalties. Anyone using unauthorized email programs risks permanently losing any email if the Connections Academy computer has to be restored, reimaged, or returned for repair. Connections Academy will not be responsible for any loss of emails.

Software

All software settings, default configurations, and administrative privileges will be maintained at the original settings unless a change is authorized by Technical Support.

Connections Academy equipment may contain software that permits monitoring, remote access or enables remote shutdown. Personal information is not collected or maintained by Connections Academy, and any access is only for the purpose of making repairs, verifying acceptable use, or disabling equipment.

Each software application provided by Connections Academy must be used in accordance with the license and/or use agreement that accompanies that software application. Breaking a license agreement is an illegal act and is punishable by law. Under no circumstances can Caretakers or students redistribute any software provided to them by Connections Academy.

Modification of any equipment or software without Connections Academy’s consent is strictly prohibited and may result in financial charges to the household for any required repairs.

Technical Support representatives must retain an administrative account on each computer. Under no circumstance will Connections Academy provide administrator rights over the system configuration. Users who tamper with the administrative account access will forfeit their rights to the assistance provided by Student Technical Support and may be required to return all Connections Academy computer equipment.

Software installation may also be required when adding approved external hardware. Approved external hardware includes, but is not limited to, printers, keyboards, mice, and USB devices. When purchasing these external hardware devices, families may contact Technical Support representatives, who may assist with installation if staff resources are available. The maintenance of additional devices is solely the responsibility of the purchaser. In no case may hardware be installed that requires internal compartments of the computer be opened or tampered with in any way.

Educational software not provided by Connections Academy may be installed at the discretion of and authorized by Technical Support. Caretakers are responsible for the costs of any repairs required as a result of unauthorized software installation.

11.2.4 Use of Personal Equipment and Software*

Caretakers may use their own equipment and software if they meet the requirements detailed in this section. Connections Academy has no responsibility for providing any support for equipment or software that is not provided by Connections Academy.

If Caretakers do not have access to equipment and software necessary and the school does not provide it, their student(s) may be eligible to apply for a hardship scholarship.

Users can log into Pearson Online Classroom from different devices, such as a mobile phone, tablet, or desktop computer. Most devices are regularly tested to ensure accessibility and functionality.

For the best experience, Connections recommends users update software and Internet browsers regularly on each device. The following browsers are recommended to access Pearson Online Classroom:

- Google Chrome
- Mozilla Firefox
- Internet Explorer 11 or newer
- Microsoft Edge
- Apple Safari (Mac only)

Headsets with microphones may be provided where two-way audio use is required by Connections Academy.

Many of the courses available in Pearson Online Classroom require the use of Adobe® Flash® Player. Some courses also require the use of productivity software compatible with Microsoft® Word®, Excel®, and PowerPoint®. Some courses may have requirements in addition to what is indicated above; these requirements can be found in each course's Course Directions and Tips.

11.2.5 Use of the Internet

Refer to your School-Specific Handbook Supplement for your school's internet policy.

Internet Safety

All Connections Academy schools comply with the Children’s Internet Protection Act (CIPA). Your school handbook supplement provides specific information regarding requirements and your school’s obligations under CIPA.

Users should be aware material accessible through the internet may contain items that are illegal, obscene, defamatory, inaccurate, or potentially offensive to some people. This material may be harmful if accessed by minors. In addition, it is possible to purchase certain goods and services via the internet, which could result in unwanted financial obligations for which the Caretaker would be liable. Connections Academy believes the Users’ benefits of information resources and opportunities for collaboration from accessing the internet exceeds the disadvantages. However, all Users must understand and practice acceptable and ethical use.

To help all Users understand acceptable and ethical use, Connections Academy offers an Internet Safety course, which all staff members are required to take. Connections Academy strongly recommends that all Caretakers and Learning Coaches take this course, which is available in the To Do section of the Caretaker and Learning Coach’s Home Page. Caretakers and Learning Coaches may review all internet sites their student(s) visit in each course by selecting the “backpack” icon. While Connections Academy has carefully screened these sites and believes they are appropriate for students, this tool makes it easy to review all links. Caretakers and/or Learning Coaches who are uncomfortable with any of the linked sites should contact their child’s teacher to discuss alternatives.

Connections Academy also strongly recommends that Caretakers and Learning Coaches monitor their student’s internet time and activity. To assist Caretakers in ensuring safe and appropriate use of the internet, and in accordance with CIPA requirements, Connections Academy provides the following:

- CIPA compliant filtering software to restrict access to inappropriate and harmful information and materials online. Please be aware that internet filtering software, while potentially very helpful, is imperfect and may block some educational or other appropriate content in addition to blocking potentially inappropriate or offensive content.
- An Internet Safety Course, which all Learning Coaches are urged to complete. A link to the course is provided on the Learning Coach Home Page at the beginning of the school year (or when the student first enrolls) and is always available to Learning Coaches through the Virtual Library. Connections Academy will provide age-appropriate internet safety training for students to address appropriate online behavior, specifically on social networking websites and in chat rooms, in electronic communications, as well as training in recognizing and reporting cyberbullying.

Internet activity on Connections Academy issued computers will be monitored as required by state and federal law.

Internet Requirements

Use of the internet is a requirement for the Connections Academy program. Caretakers are responsible for arranging broadband internet service to be available during the school year. Broadband internet service must meet minimum standards for speed, availability, and compatibility to meet Pearson Online Classroom requirements. These minimum standards include the following:

- Broadband internet service with a minimum download speed of 12-25 Mbps as per the [FCC Household Broadband Guide](#)
- The use of a firewall that will permit access to Pearson Online Classroom

Internet Subsidy

In some schools, Connections Academy provides payment of an internet subsidy, but there must be at least one (1) student enrolled in the school at the time of the payment. The internet subsidy will be paid according to a payment schedule determined by Connections Academy. If a student enrolls after the start of the school year, the internet subsidy will be prorated; however, due to the high cost of processing small payments, no prorated payments will be made for amounts less than five dollars (\$5.00). Some students may be allowed a higher reimbursement for faster speed service if it is required by their IEP or if they are receiving additional remediation services that require high-speed service. The school will notify any Caretakers who are eligible for additional reimbursement.

The internet subsidy may be terminated by Connections Academy if the Caretaker(s) are in breach of the provisions of the Parent/Legal Guardian (Caretaker) Acknowledgment and/or the School Handbooks. As permitted by state law and/or regulation, if Connections Academy has invoiced a household for damage to or theft of a school-provided computer or any other school asset(s), Connections Academy may withhold payment of the internet subsidy until the invoice is fully satisfied, and/or may apply the internet subsidy towards payment of the outstanding invoice.

11.2.6 Compliance with Pearson Online Classroom Terms of Use

Any use of Pearson Online Classroom, Connections Academy equipment, or internet using Connections Academy equipment must be in compliance with Pearson Online Classroom [Terms of Use](#), which is included in Appendix 3. Any violation of the Pearson Online Classroom Terms of Use while using Connections Academy computer equipment may result in warnings, usage restrictions, the loss of a computer or internet subsidy

(where provided by Connections Academy), confiscation of the equipment, expulsion from the school, as well as other disciplinary actions or legal proceedings. The determination as to whether a use is in violation of this policy and the penalties imposed are at the sole discretion of the school and are subject to the guidelines of the Caretaker Due Process section of the School-Specific Handbook Supplement.

11.2.7 Malfunction/Damage/Loss/Theft of School Equipment and/or Installed Software

As permitted by state law and/or regulation, Caretakers are solely liable for any loss, damage, or misuse of computer equipment provided to their household by Connections Academy.

Accidental Damage to Equipment

Where damage to the equipment and/or software is not intentional (accidental) but is caused by user negligence or carelessness, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation. The school will limit Caretaker liability to the cost of repairs for the computer equipment. For all subsequent accidental damage, the school reserves the right, where permitted by state law and/or regulation, to invoice the Caretakers for the full cost of the repair or replacement plus the cost of shipping.

Accidental damage to equipment includes, but is not limited to, damage caused by carelessness or negligence such as exposure to excessive heat or cold, damage to equipment caused by liquid spills, dropping equipment, etc.

Non-Accidental Damage to Equipment

Where damage to the equipment and/or software is caused by a user and is not accidental or is the result of repeated failures to follow the school's policies and directions, the school reserves the right to invoice the Caretaker, where permitted by state law and/or regulation, for the full cost of the repair or replacement plus shipping.

Examples of such damage include, but are not limited to, vandalism or malicious destruction, opening the computer casing, installation/removal of internal hardware components, installation/removal of software without the school's permission, and/or manipulation of system BIOS settings. Caretakers may appeal a determination of non-accidental damage by following the procedures in the Caretaker Grievance section.

Loss or Theft of Equipment

On the first occurrence of a loss or theft of Connections Academy equipment, Caretakers may be responsible for a maximum replacement charge of up to \$400 plus the cost of shipping a replacement. Based on the circumstances, the following information may be requested from the Caretaker in instances of loss or theft of equipment:

- a copy of a filed police report or insurance loss report;

- documentation from the insurance carrier confirming that reimbursement is not available under homeowner's or renter's policies; or
- a notarized letter from the Caretaker indicating they are not insured.

If this documentation is not provided - or if there are any subsequent incidents of loss or theft - Caretakers may be responsible for the full replacement cost of any equipment and software.

Notice to School

Caretakers must notify Connections Academy (via WebMail message or by calling Student Technical Support) of any malfunction, loss, or damage to computer equipment from any cause whatsoever within seven (7) school days of the incident. Caretakers must contact Student Technical Support for all repairs and must follow all instructions as directed by the Student Technical Support representatives. Caretakers must not contact the manufacturer or a third party to repair the computer equipment unless instructed to do so by a Student Technical Support representative. If Caretakers do not comply with this policy and if there is any evidence of manufacturer or third-party involvement, the school may void the damage limitation it offers for accidents and may invoice the Caretakers for the full cost of repair or replacement.

Payment of School Invoices

In the event Caretakers are invoiced for any repair by the school or Connections Academy, payment will be due within five (5) days from the date of receipt. All outstanding invoices must be paid before additional repair services or a replacement computer can be provided. Failure to pay any outstanding invoice will be handled as provided for in the Grievance Policy for Caretakers section of the School-Specific Handbook Supplement.

11.2.8 Contacting Student Technical Support

Support Services can be reached by calling 800-382-6010 and then selecting the appropriate menu selection for Support Services, by emailing support@pearsononlineclassroom.com, or by using the WebMail message feature in Pearson Online Classroom and sending a message to Support Services (included in the WebMail address book under Parent and Student Services).

The Student Technical Support team is available during the school's calendar year from 9:00 a.m. – 9:00 p.m. Eastern Time, Monday through Friday. Voicemail messages can be left for Student Technical Support at any time.

The Student Technical Support team should be called for the following reasons:

- Equipment or materials supplied by Connections Academy do not match the items listed on the materials list.

- A user cannot log in to Pearson Online Classroom.
- Equipment, software, or materials supplied by Connections Academy do not function or have been damaged or lost (be sure to check any training resources or the Online Help section of Pearson Online Classroom first).
- A request needs to be made to authorize the installation of hardware or software on equipment supplied by the school.
- More information is needed about obtaining an ISP or assistance is needed with creating ISP accounts for providers preinstalled on school equipment.

When contacting Student Technical Support via email, WebMail message, or voicemail message, please clearly describe the issue and provide specific contact information for a Student Technical Support representative to respond to your issue. When submitting a service request, families should provide the following information:

- Caretaker and student name,
- Phone number (including extension), email address, and state or school,
- Brief description of the problem (if contacting Support Services via email, include this information in the email subject line),
- IssueAware tracking ticket number if the issue is a continuation of an existing request (if contacting Student Technical Support via email, include this information in the email subject line, in the voicemail message, or to the Student Technical Support representative),
- Level of severity, and
- Detailed description of the problem, including any steps required to reproduce the problem.

The Student Technical Support representatives' response times depend on the severity of the issue. Student Technical Support strives to respond to all issues within twenty four (24) hours when possible, though the response could indicate more time is needed, depending on the complexity of the issue identified.

APPENDIX 1- Honor Code

Connections Academy Honor Code (Grades PreK-5)

Connections Academy's mission is to help each student maximize their academic potential, and we expect academic honesty to be a core value for all students, Caretakers, and staff. Students who are academically dishonest do not learn what they need to succeed and achieve their goals. Therefore, we require all students to sign the Honor Code, indicating that they agree to abide by Connections Academy's expectations for academic honesty.

Because Caretakers are an integral part of their student's Connections Academy experience, they are required to agree to the Honor Code.

Connections Academy Honor Code

I agree that I will ...

1. read, (or have read to me, if needed), the contents of both the *Student Handbook: General Portion* and my school's *Handbook Supplement*,
2. value learning,
3. be honest,
4. never copy someone else's work,
5. never give my work or answers to others,
6. never look up the answer to an assessment (i.e. test or quiz) online or in a book,
7. never receive help on assessments (i.e. test or quiz), including from my friends/peers, Learning Coach, or any others,
8. follow all Connections Student Conduct guidelines for use of the internet and Connections' equipment and materials provided to me,
9. accept the consequences, including disciplinary action, of breaking this Honor Code. (More information on Discipline and Due Process can be found in the *Handbook Supplement*),
10. never provide a forged document or signature to the School.

I understand that this Honor Code is not limited only to the examples listed above. By checking the box below, I confirm that I have read (or had read to me, if needed), and agree to abide by, the Connections Honor Code and the expectation for academic honesty.

For the ~~2021-2022~~2022-2023 School Year, by checking this box, as a **student**:

- I confirm that I have read (or have had read to me if needed), understand, and agree to abide by the above Honor Code.

For the ~~2021-2022~~2022-2023 School Year, by checking this box, as a **Caretaker/Learning Coach**:

- I confirm that I have read, understand, and agree to abide by the above Honor Code.

Connections Academy Honor Code (Grades 6-12)

Connections Academy's mission is to help each student maximize their academic potential, and we expect academic honesty to be a core value for all students, Caretakers, and staff. Students who are academically dishonest do not learn what they need to succeed and achieve their goals. We therefore require all students to sign the Honor Code, indicating that they agree to abide by Connections Academy's expectations for academic honesty.

Because Caretakers are an integral part of their student's Connections Academy experience, they are required to agree to the Honor Code.

Connections Academy Honor Code

I agree that I will ...

1. read (or have read to me, if needed) and understand the contents of both the *Student Handbook: General Portion* and my school's *Handbook Supplement*,
2. value learning above my grades or scores,
3. always value and exhibit honesty,
4. be well-informed about plagiarism and cheating, and not use "lack of knowledge" about either as a reason for engaging in plagiarism or cheating,
5. never give my work or answers to assessments (tests, quizzes, etc.) to other students to submit as their own,

6. never plagiarize written, oral, or creative work, and never copy (plagiarize) others' work or submit work of any kind that is not my own,
7. never post assessment answers on the Internet or in other public places or otherwise share assessment answers,
8. never search for and use assessment answers on the Internet or in other public places, including using translation services for language courses,
9. never give or receive unauthorized assistance on assessments, including from my friends/peers, Learning Coach, or any others,
10. understand that all assessments are "closed-book," meaning I need to take assessments based on the knowledge in my head, and not use any other sources,
11. adhere to all Connections Student Conduct guidelines for proper use of the Internet and Connections' equipment and materials provided to me,
12. accept the consequences, including disciplinary action, of breaking this Honor Code, (more information on Discipline and Due Process can be found in the *Handbook Supplement*),
13. never provide a forged document or signature to the School.

I understand that this Honor Code is not limited only to the examples listed above. By checking the box below, I confirm that I have read (or had read to me, if needed), and agree to abide by, the Connections Honor Code and the expectation for academic honesty.

For the ~~2021-2022~~2022-2023 School Year, by checking this box, as a **student**:

- I confirm that I have read (or have had read to me if needed), understand, and agree to abide by the above Honor Code.

For the ~~2021-2022~~2022-2023 School Year, by checking this box, as a **Caretaker/Learning Coach**:

- I confirm that I have read, understand, and agree to abide by the above Honor Code.

APPENDIX 2- FERPA Annual Notification and Policy

Last Reviewed and Updated: October 29, 2020

This FERPA Annual Notification and Policy may be updated periodically. The most current version is always available from the [login page of Pearson Online Classroom](#). Any changes will be effective as soon as they are posted in Pearson Online Classroom.

Connections Education LLC, dba Pearson Virtual Schools (PVS), its partnering schools, programs and affiliates (collectively referred to as "the School") comply fully with the Family Educational Rights and Privacy Act ("FERPA").

Overview

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. section 1232g; CFR Part 99. FERPA applies to educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department.

FERPA gives custodial and noncustodial parents alike certain rights with respect to their children's education records. Unless the School is provided with evidence that there is a court order or state law that specifically provides to the contrary, both custodial and noncustodial parents have the right to:

1. Access and inspect their student's education records;
2. Provide written consent to the disclosure of personally identifiable information from the student's education records;
3. Request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA; and
4. File a complaint with the Department.

When a student reaches eighteen (18) years of age or attends a postsecondary institution, they become an "Eligible Student", at which point FERPA rights transfer from the parent to the student.

The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

Right to Inspect and Amend Educational Records

Under FERPA, the School must provide a parent, legal guardian or Eligible Student with an opportunity to inspect and review their student's education records within 45 days following its receipt of a request. The school is required to provide a parent with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the parent from obtaining access to the records.

Parents, legal guardians, and Eligible Students possess the right to request and receive from the School the following: (1) an explanation of information in the student's education records; (2) a copy of all or part of the student's education record; and (3) a list of the types and locations of the student's education records collected, maintained, or utilized by the School.

A written request, identifying the records to be inspected, must be provided to the School. The school official will arrange for access and will notify the parent or Eligible Student of the time and place where the records may be inspected. If copies are requested, the School may charge the requesting party reasonable copying costs.

A parent, legal guardian or Eligible Student has the right to request an amendment to an education record but must do so in writing. The request must clearly identify the part of the record in question and specify why it is inaccurate or misleading for submission to the School Principal. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student shall be notified in writing. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student then has the right to request and receive a records hearing review. The request must be made in writing. At this time, additional information shall be provided to the parent, legal guardian, or Eligible Student regarding the hearing process procedures.

FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary ruling, or placement determinations. Thus, while FERPA affords parent the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade, an opinion, or a substantive decision made by a school about a student.

Additionally, if FERPA's amendment procedures are not applicable to a parent, legal guardian or Eligible Student's request for amendment of education records, the school is not required under FERPA to hold a hearing in the matter.

Disclosure without Consent

Parents, legal guardians or Eligible Students possess the right to prevent disclosure of educational records to third parties except to the extent that FERPA authorizes disclosure without consent. The following are examples, including but not limited to, instances that do not require the School to obtain prior written consent.

The school may release education records to/for:

- School officials with legitimate educational interests. School officials include the following: persons employed by the School, whether paid or unpaid, administrator, supervisor, instructor, support staff or school Board of Directors members; authorizing bodies or districts, vendors employed by or under contract with the school, such as an attorney, auditor, consultant, etc.; or a parent, student or volunteer serving in an official school capacity. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the school.
- Other schools when a student graduates or transfers. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Upon receipt of the request, the school will make reasonable attempts to notify the parent or the Eligible Student of the request and the date the records were forwarded.
- Accrediting institutions.
- Compliance with a judicial order or lawfully issued subpoena.
- Appropriate officials in the case of a health or safety emergency.
- State and local authorities within a juvenile system pursuant to applicable state law.
- Parents if an Eligible Student is a dependent for IRS tax purposes.
- Appropriate parties in connection with financial aid.

Directory Information

FERPA permits the School to designate certain information contained in student educational records as Directory Information. Directory Information is generally defined as information not considered harmful or an invasion of privacy if released.

FERPA permits a School to disclose Directory Information for any purpose to third parties, unless the parent/legal guardian or Eligible Student has exercised the right to opt-out of the release of their Directory Information. A parent/legal guardian or Eligible Student may opt-out of having their Directory Information released by completing the Authorization to Withhold Directory Information Form found in the Permissions Manager section of the Student Information Form (SIF). If refusal is requested, the Directory Information will not be disclosed except with the consent of the parent, legal guardian, or Eligible Student or as otherwise allowed by FERPA. This is an annual election which occurs during the enrollment or returning student process.

The following information regarding students is considered Directory Information by Connections Education LLC:

- student name
- student city of residency
- student webmail address
- student telephone number
- student grade level

Parents, legal guardians and Eligible Students should consult their student handbook for specific information related to their school's defined Directory Information. If an opt-out form is not received, the School will assume that there is no objection to the release of the designated Directory Information.

Federal law requires schools receiving federal monies to provide military recruiters, upon request, with the following three categories of Directory Information for high school students:

- student name
- student address
- student telephone number

However, the law affords parents/legal guardians the option to refuse disclosure of such information by completing the *Authorization to Withhold Directory Information Form*.

Disclosure with Consent

Written consent must be obtained prior to the release of personally identifiable information to any party not in the Disclosure without Consent list or not categorized as Directory Information.

Custody, Dependency, and Post-Secondary Course Records

FERPA rights are extended to both the custodial and noncustodial parent unless the School is provided with a judicial court order, state statute, or legally binding document that specifically or effectively revokes a parent's FERPA rights.

Under FERPA, a school may provide parent access to the educational records of an Eligible Student if either parent or a legal guardian can demonstrate their student's financial dependency, as defined in section 152 of the Internal Revenue Code, by producing their most recent tax return or completing the forms at the Family Compliance Office website (this does not apply to emancipated minors). If a parent or legal guardian cannot prove financial dependency, their Eligible Student *must provide written consent* before the school will permit access to educational records.

If a student takes a course at a postsecondary institution, the FERPA rights are accorded to the student for any such course. In order for Connections Education LLC, parents, or any third parties to get access to such educational records, the student is required to provide consent in writing.

Right to File a Complaint

Parents/legal guardians or Eligible Students who have concerns or questions should e-mail privacy@connectionseducation.com. Additionally, parents/legal guardians or Eligible Students may file a complaint with the Department:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

APPENDIX 3- Pearson Online Classroom Terms of Use

These Terms of Use may be updated periodically. The most current version is always available from the [login page of Pearson Online Classroom](#). Any changes will be effective as soon as they are posted in Pearson Online Classroom.

Last Reviewed and Updated: December 23, 2019

Applicable to All Users

Acceptance of Terms

By using this Education Management System (“Pearson Online Classroom”), you (hereinafter referred to as the “User” or “Users”) agree to all terms, conditions, and notices contained or referenced in these Terms of Use (“Terms”). These Terms apply to your use of Pearson Online Classroom and all materials, information, software, content, products, and services that are owned or licensed by Connections Education LLC, dba Online & Blended Learning K-12 USA (“Connections”) and included in, or available through, Pearson Online Classroom, (“Connections Content”) as well as any content owned or licensed by a third party content provider that is included in, or available through Pearson Online Classroom with that third party’s permission (“Third Party Content”) (Connections Content and Third Party Content collectively, “the Content”). If the User is a minor, they shall be the responsibility of their parent/guardian, who shall ensure that the User adheres to the Terms.

Any Third Party Content uploaded or otherwise made available by a Third Party is and remains the sole property of the Third Party or the Third Party licensors. By uploading or otherwise making available any Third Party Content, you automatically grant and/or warrant that the owner has granted Connections, the perpetual royalty-free, non-exclusive right and license to use, reproduce, publish, distribute, display, and transmit the Third Party Content through the channel into which you have uploaded or authorized Connections to upload the Third Party Content. You also permit any User of Pearson Online Classroom with access to that channel, subject to your restrictions, to access, view, store, and reproduce the Third Party Content to the same extent permitted herein. To the extent provided for in the specific terms of the governing agreement between Connections and the Third Party, Third Party Content may be removed, obscured, altered or modified by the Third Party, subject to the terms and conditions set forth herein with respect to the use of Pearson Online Classroom.

Connections reserves the right to change these Terms at any time, effective upon posting the updated Terms on the Pearson Online Classroom login page. The most current version is always available by clicking on the Terms of Use link located at the bottom of the login page of Pearson Online Classroom.

Permitted Use

Pearson Online Classroom is to be used for the purpose of accessing the education program licensed by or for the benefit of the User(s). Connections grants the User the non-exclusive, non-transferable, limited license to access, visit, use, view, and print the Content, solely for the User's own personal non-commercial use in connection with such education program, provided the User keeps intact all copyright and other proprietary notices. Use of the Content or materials for any purpose not expressly permitted in these Terms is prohibited.

Users may not (1) remove, obscure, or alter the Content in any way except as agreed to in writing by Connections, (2) use Pearson Online Classroom in any manner that could damage, disable, overburden, or impair any Connections server or the network(s) connected to any Connections server, or interfere with any other party's use and enjoyment of Pearson Online Classroom, (3) gain or attempt to gain unauthorized access to any accounts, computer systems, or networks connected to any Connections server through hacking, password mining, or any other means, or (4) obtain or attempt to obtain any materials or information through any means not intentionally made available through Pearson Online Classroom.

Any use of Pearson Online Classroom for the following purposes is strictly prohibited. By using Pearson Online Classroom, you agree that you will NOT:

1. send, receive, or display pornographic, obscene, sexually explicit material, or any material harmful to minors
2. impersonate any person or entity (through the use of their password or other means), including any staff member or representative of Connections
3. copy or distribute content included in Pearson Online Classroom (including postings on the Message Boards, WebMail messages, or curriculum materials, including answer keys) without the owner's permission
4. solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications
5. use the school-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk e-mail, spamming, or any duplicative or unsolicited messages (commercial or otherwise)
6. upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property
7. solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent
8. display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language

9. display racist, prejudiced, or discriminatory messages or pictures
10. violate any state or federal law
11. reveal another User's or a minor's personal address, phone number, or similar information to others without their consent or verified parental consent
12. violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual or entity without the owner's permission—this includes providing links to and including other copyrighted or trademarked material from third parties in Pearson Online Classroom (including posting on the Message Boards or in WebMail messages) without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission
13. trespass in another's folders, work, or files
14. promote commercial activities except as agreed to in writing by Connections
15. advertise products or services or engage in political lobbying
16. defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted WebMail messages or e-mail
17. provide material support or resources to (or conceal the nature, location, source, or ownership of material support or resources of) any organization(s) designated by the United States government as a foreign terrorist organization pursuant to Section 219 of the Immigration and Nationality Act

Each User will have a username and password (the "Login Information") for the purpose of accessing Pearson Online Classroom and the Content. Users must keep all Login Information strictly confidential, and all Login Information may be used only by the assigned User. Users are responsible for maintaining the security and confidentiality of all Login Information and for preventing access to Pearson Online Classroom and/or the Content by unauthorized persons using a User's Login Information. Users are responsible for all activities that occur under their account. Users must notify Connections immediately of any unauthorized use of their account or any other breach of security. Notwithstanding the foregoing, certain staff members of Connections will be permitted to "log in as" someone other than themselves, after receiving the approval of their supervisor and undergoing specific training.

Proprietary Rights

The User acknowledges and agrees that certain information available in Pearson Online Classroom is protected by various copyrights, trademarks, service marks, patents, trade secrets, or other intellectual property rights and laws and may only be used as permitted by law and with the permission of the owner. Except as expressly authorized by Connections, Users may not sell, license, rent, modify, distribute, copy,

reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from or otherwise exploit the Content or features in Pearson Online Classroom in any form or medium. Users are fully responsible for their own use and for ensuring such use does not infringe on the rights of Connections or third parties. In addition to potential legal action, any unauthorized use including copying or reposting of Connections or third party intellectual property may result in one or more of the following: termination of access to Pearson Online Classroom, school-based disciplinary action, and/or removal from the school, course offering or program of study.

Copyright Infringement

Content is owned or controlled by Connections or the third party credited as the provider of the Content, and its contents may not be copied, reproduced, distributed or modified in any way without the express written consent of Connections. If you have any copyright concerns about any materials posted on Pearson Online Classroom by others, please let us know. We comply with the provisions of the Digital Millennium Copyright Act applicable to Internet service providers (17 U.S.C. 512). Unless otherwise stated in any specific DMCA designation provided by Connections, please provide us with written notice ("Notice") by contacting our Designated Agent at privacy@connectionseducation.com.

To be effective, the Notice must include the following:

- A physical or electronic signature of the owner, or a person authorized to act on behalf of the owner, ("Complaining Party") of an exclusive right that is allegedly being infringed upon;
- Information reasonably sufficient to permit Connections to contact the Complaining Party, such as an address, telephone number, and if available, an electronic mail address;
- Identification of the allegedly infringing material on Pearson Online Classroom ("Infringing Material"), and information reasonably sufficient to permit Connections to locate such material on Pearson Online Classroom;
- Identification of the copyrighted work claimed to have been infringed upon ("Infringed Material"), or if multiple copyrighted works on Pearson Online Classroom are covered by a single Notice, a list of each copyrighted work claimed to have been infringed (please be specific as to which Infringing Material is infringing on which Infringed Material);
- A statement that the Complaining Party has a good faith belief that use of Infringing Material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and

- A statement that the information in the Notice is accurate, and under penalty of perjury, that the Complaining Party is the owner or is authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.

Trademarks

Pearson Online Classroom contains trademarks and service marks of Connections and of third parties. These marks may only be used in accordance with Connections' [Trademark Usage Guidelines](#) within the Website Terms of Use on the public website. For permission to use the Connections name or logo or any Connections marks outside of the Trademark Usage Guidelines, contact privacy@connectionseducation.com. Any use of any Connections marks that does not comply with the Trademark Usage Guidelines is strictly prohibited.

Links

Pearson Online Classroom may contain links to other websites or other resources that are provided for the User's convenience. Unless otherwise noted, these linked sites are not under the control of Connections and Connections is not responsible for the content available on third party linked sites. Connections makes no representation, warranties, or other commitments whatsoever about any third party websites or third party resources that may be referenced, accessible from, or linked to Pearson Online Classroom. A link to a website does not mean that Connections endorses the content, the website owner or use of such website. In addition, Connections is not a party to or responsible for any transactions the User may enter into with third parties, even if the User learns of such parties (or uses a link to such parties) from Pearson Online Classroom. Accordingly, the User acknowledges and agrees that Connections is not responsible for the availability of such external websites or resources, except where specifically contracted for, and is not responsible or liable for any content, services, products, or other materials on or available from those websites or resources.

Privacy

You agree that your use of Pearson Online Classroom is also subject to the [Privacy Policy](#), which is part of these Terms.

Mobile Terms and Conditions

By opting in to receive text message alerts from Connections Academy, you consent to receiving important information regarding your student's enrollment via text or SMS messages at the mobile phone number you provided. Such calls or texts may be placed using automatic dialing equipment. Message and data rates may apply. Please see our [Privacy Policy](#) for additional information.

You may opt in to these messages by sending **JOIN** to **88180**. You may opt out of these messages at any time by replying **STOP** to any message.

Reply **HELP** to any message to receive further assistance on an inquiry. Call 1-800-382-6010 or visit www.connectionsacademy.com/about/contact-us to reach our Customer Care team.

All supported carriers are listed below:

AT&T, Sprint/Boost/Virgin, T-Mobile/MetroPCS, Verizon Wireless, C Spire Wireless, Carolina West Wireless (CWW), CellCom USA, Google Voice, U.S. Cellular, ACS/Alaska, Advantage Cellular (DTC Wireless), Aio Wireless/Cricket, Appalachian Wireless, Atlantic Tele-Network International (ATN), Bandwidth, Bluegrass Cellular, Buffalo Wireless, CableVision, Cellular Network Partnership (PIONEER), Cellular One of East Central Illinois, Chariton Valley Cellular, Chat Mobility USA, ClearTalk(Flat Wireless), Copper Valley, Coral Wireless (Mobi PCS), Cross Telephone Company (MBO Wireless), Duet IP (Maximum Communications New Core Wireless), Element Mobile (Flat Wireless), Epic Touch (Elkhart Telephone), GCI Communications Corp, Golden State Cellular, i Wireless (IOWA Wireless), Illinois Valley Cellular (IV Cellular), Immix(Keystone Wireless), Inland Cellular Telephone Company, Leaco, Mosaic (Consolidated or CTC Telecom), MTA Communications, MTPCS (Cellular One Nation), Nex-Tech Wireless, Northwest Missouri Cellular Limited, Panhandle Telecommunications Systems(PTCI), Peoples Wireless, Pine Belt Wireless, Pine Cellular, Revol Wireless USA, RINA, Sagebrush Cellular (Nemont), SI Wireless/Mobile Nation, SouthernLinc, SRT Wireless, Texas RSA 3 Ltd(Plateau Wireless), Thumb Cellular, Union Telephone Company(Union Wireless), United Wireless, Viaero Wireless, West Central Wireless (5 Star Wireless)

T-Mobile is not liable for delayed or undelivered messages.

Export Control

Connections controls and operates Pearson Online Classroom from its headquarters in the United States and makes no representation that the Content is appropriate or available for use in other locations. If you use Pearson Online Classroom from other locations, you are responsible for compliance with applicable state and federal laws, including, but not limited to, export and import control laws and regulations of the United States.

No software from this site may be downloaded or otherwise exported or re-exported (i) into (or to a national or resident of) any country to which the U.S. has embargoed goods; or (ii) to anyone on the U.S. Treasury Department's list of Specially Designated Nationals or the U.S. Commerce Department's Table of Deny Orders. By downloading or connecting to Pearson Online Classroom, you represent and warrant that you are not located in, under the control of, or a national or resident of any such country or on any such list.

Warranty and Other Disclaimers

Connections is committed to ensuring the accuracy of all information included in Pearson Online Classroom, subject to the following limitations:

- Connections will use reasonable efforts to keep the information current and to ensure the accuracy or completeness of materials available through Pearson Online Classroom. However, materials available through Pearson Online Classroom are not promised or guaranteed to be correct, current, or complete, and may contain inaccuracies or typographical errors.
- The User acknowledges that Connections is not liable for the conduct of any party using Pearson Online Classroom or for any defamatory, offensive, infringing, or illegal materials contained on Pearson Online Classroom or in any Communication Service, and Connections reserves the right to correct any errors or omissions and remove any materials from Pearson Online Classroom at its sole discretion and without liability of any kind.

Disclaimer of Warranty

Use of Pearson Online Classroom or any communication service is at the user's sole risk. All materials, information, products, software, programs, and services are provided "as is," with no warranties or guarantees whatsoever.

Connections expressly disclaims to the fullest extent permitted by law all express, implied, statutory, and other warranties, guarantees, or representations, including, without limitation, the warranties of merchantability, fitness for a particular purpose, and non-infringement of proprietary and intellectual property rights. Without limitation, Connections makes no warranties or guarantees that Pearson Online Classroom will be uninterrupted, timely, secure, or error-free. The user understands and agrees that if the user downloads or otherwise obtains materials, information, products, software, programs, or services, the user does so at their own discretion and risk and that user will be solely responsible for any damages that may result, including loss of data or damage to the user's computer system. Some jurisdictions do not allow the exclusion of warranties, so the above exclusions may not apply to the user.

Limitation of Liability

Under no circumstances will connections be liable for any direct, indirect, punitive, incidental, special, or consequential damages that result from the use of or inability to use Pearson Online Classroom or any communication service. This limitation applies whether the alleged liability is based on contract, tort, negligence, strict liability, or any other basis, even if connections has been advised of the possibility of such

damage. Because some jurisdictions do not allow the exclusion or limitation of incidental or consequential damages, connections' liability in such jurisdictions shall be limited to the extent permitted by law.

Release

The user hereby releases and forever discharges Connections, its affiliates, staff, contractors, officers and directors, agents, successors, and assigns ("released parties"), from all actions, causes of action, injuries, claims, damages, costs, or expenses of any kind growing out of or related to the user or user's minor child(ren)'s use of Pearson Online Classroom or any communication service. The user understands that this is a full and complete release to the maximum extent allowed by law of all claims and damages to which you or your minor child(ren) may have as a result of their use of Pearson Online Classroom regardless of the specific cause thereof.

Indemnification

Upon request by Connections, the User agrees to defend, indemnify, and hold harmless Connections and its affiliates, staff, contractors, officers, directors, third-party content providers and licensors from all liabilities, claims, and expenses, including attorney's fees, which arise from the User's use or misuse of Pearson Online Classroom, Content, or any Communication Services.

Connections reserves the right, at its own expense, to assume the exclusive defense and control of any matter otherwise subject to indemnification by the User, in which event the User will cooperate with Connections in asserting any available defenses.

Governing Law, Choice of Law, and Forum

The use of Pearson Online Classroom shall be governed by and construed in accordance with the laws of the State of Maryland, excluding its conflicts of law rules. The User expressly agrees that the exclusive jurisdiction for any claim or action arising out of or relating to the User's use of Pearson Online Classroom shall be filed only in the state or federal courts located in the State of Maryland, and the User further agrees and submits to the exercise of personal jurisdiction of such courts for the purpose of litigating any such claim or action.

Severability and Integration

Except for other agreements signed by the User with Connections, these Terms constitute the entire agreement between the User and Connections with respect to use of Pearson Online Classroom. If any part of these Terms is held invalid or unenforceable, that portion shall be construed in a manner consistent with applicable law to reflect, as nearly as possible, the original intentions of the parties, and the remaining portions shall remain in full force and effect.

Termination of Use

If the User violates these Terms, the User may be barred from future use of Pearson Online Classroom and/or subject to legal action. Cause for such suspension, termination and/or deletion shall include, but not be limited to, (a) breaches or violations of the Terms, or of other incorporated agreements or guidelines, (b) requests by law enforcement or other government agencies, (c) a request by you (self-initiated account deletions), (d) discontinuance or material modification of Pearson Online Classroom (or any part thereof), (e) unexpected technical or security issues or problems, (f) extended periods of inactivity, and/or (g) engagement by you in fraudulent or illegal activities. Termination of your account may include (x) removal of access to all offerings within Pearson Online Classroom, (y) deletion of your password and all related information, files and content associated with or inside your account (or any part thereof), and (z) barring of further use of Pearson Online Classroom. Further, you agree that all terminations for cause shall be made in Connection's sole discretion and that Connections shall not be liable to you or any third party for any termination of your account, or access to Pearson Online Classroom.

Additional Terms Applicable to the Connections Community of Schools

WebMail, Message Boards, and Other Communication Services

Connections offers an internal email system, Connections WebMail, through Pearson Online Classroom, as a service to certain Users in connection with those education programs that provide for webmail service.

Webmail allows those Users to interact with other Webmail Users. Connections cannot guarantee the security of any information that such Users disclose in WebMail messages, and the Users do so at their own risk. Sent WebMail messages are accessible only to the author and recipients, as well as other authorized personnel for the purpose of maintaining system integrity and to ensure that Users are acting responsibly and legally as required by these Terms. WebMail messages are also not guaranteed to be private and may be monitored. Messages relating to or in support of illegal or obscene activities or that otherwise violate these Terms may be reported to the appropriate authorities and may result in the loss of privileges, removal from the User's respective education programs, and/or legal action.

Connections also operates academic Message Boards located within Pearson Online Classroom to facilitate the exchange of ideas, information, and opinions between Users whose respective education program provides access to Message Boards. These Users may only use the Message Boards for structured clubs, activities, and other educational uses as specified by each school department and as described on each Message Board. The Message Boards contain contributions that represent only the opinions of their respective authors and do not express the opinions of Connections. Use of the Message Boards is subject to the rules governing their use as provided when accessing them (see also the Links section below).

In addition to the WebMail system and the Message Boards, Connections may from time to time offer chat areas and/or other message or communication functionality designed to enable Users to communicate with others (each a "Communication Service" and collectively "Communication Services"). The User agrees to use Communication Services only in compliance with these Terms and as described on each Communication Service to post, send, and receive messages and materials that are proper and, when applicable, related to the particular Communication Service.

Any information that you submit to be posted to a Message Board or other Communication Service will be disclosed and available to all Users of that Communication Service and is, therefore, no longer private. We cannot guarantee the security of such information that you disclose or communicate online in public areas, and you do so at your own risk. Connections does not control or endorse the content, messages, or information found in any Communication Service; therefore, Connections specifically disclaims any liability regarding the Communication Services and any actions resulting from a User's participation in any Communication Services. All participants acknowledge that any reliance upon such content shall be at the sole risk of the person so relying.

Although Connections has no obligation to do so, Connections reserves the right (1) to monitor anything posted to a Message Board or other Communication Services or anything sent via Connections WebMail, and (2) to remove anything which Connections considers offensive or otherwise in breach of these Terms or for any other reason as Connections deems necessary in its sole and absolute discretion. Connections also reserves the right at all times to disclose any information as Connections deems necessary to satisfy any disciplinary investigation, applicable law, regulation, legal process, or governmental request, or to edit, refuse to post, or to remove any information or materials, in whole or in part, at Connections' sole discretion.

Use of School Work, Interviews, Photographs, and Videos

Users may have the opportunity to provide material for inclusion in Pearson Online Classroom. This material may include the submission of work samples; participation in clubs; postings on the Message Boards; text or other submissions for newsletters, newspapers, and yearbooks; writing WebMail messages; etc. Users represent that they own and/or control all of the rights to User's own material and that the public use of such material will not violate or infringe on the rights of Connections or any third party.

Users may have the opportunity to participate in a LiveLesson. Connections cannot guarantee the security of any information disclosed by voice or text in a LiveLesson session. Any information that a User submits or is captured in a LiveLesson session may be disclosed and available to all Users and is, therefore, no longer private. Parents or legal guardians are responsible for any information disclosed by their minor children.

LiveLesson sessions may be recorded and used for instructional and demonstrative purposes. The User, for themselves or their minor child, hereby agrees to the recording of LiveLesson sessions in which the User participates. To the extent a User does not wish to participate in a recorded LiveLesson, recorded sessions are available to the User to view on demand.

APPENDIX 4- Privacy Policy

This Privacy Policy may be updated periodically. The most current version is always available from the [login page of Pearson Online Classroom](#). Any changes will be effective as soon as they are posted in Pearson Online Classroom.

Last updated: January 1, 2020

Connections Education LLC, dba Pearson Virtual Schools, and its affiliates (collectively, "Connections"), a part of the Pearson global learning company, respects your privacy and has established this privacy policy ("Privacy Policy") to let you know how we collect, use, manage, share, and protect information that we may gather when you visit our website, the websites of our affiliated schools, or the websites for either of our education management system, (collectively, the "Websites"), or communicate with us.

This Privacy Policy applies to the Websites where this Privacy Policy is posted and to information we gather from you over the phone, via conventional mail, or in person. Connections reserves the right to change this Privacy Policy at any time. Changes to this policy will be posted on the Websites. The most current version is always available by clicking on the "Privacy Policy" link located at the bottom of the Websites' home page. Any changes to our Privacy Policy will become effective upon posting of the revised Privacy Policy.

By using any of the Websites, you agree to the terms of the Privacy Policy in effect at the time of use. If you do not agree to the terms and conditions of this Privacy Policy, please do not use any of the Websites.

International Users

The Websites are hosted and operated in the United States and are subject to United States law. Any personal information provided to us in the United States will be hosted on United States based servers. You consent to the transfer of your personal information to the United States in order to receive services from Connections or a Connections affiliated school. If you are accessing a Website from outside the United States, please be advised that United States law may not offer the same privacy protections as the law of your jurisdiction.

What Personally Identifiable Information Do We Collect?

We collect personally identifiable information you provide voluntarily when requesting information, catalogs, other materials or to satisfy other requests. This information may include your first and last name, postal address, email address, telephone number, and the names, date(s) of birth and grade level(s) of your child(ren). We may also collect your credit card information.

Should you decide to enroll your child in one of our programs or managed schools, we collect information during the application and enrollment process such as a birth certificate, certain health records and proof of residency.

We may collect personal information at other times, such as when you contact our technical support, send us an email, complete a user survey, or otherwise communicate with Connections.

We may collect information about you or your student from external sources with your consent or as allowed under the law. For example, information from a school your child previously attended for academic placement purposes.

How Do We Use Personally Identifiable Information?

Connections uses personally identifiable information to fulfill requests for information, deliver services to you or for your school, or to carry out the transactions you or your school have requested.

Connections may use personally identifiable information to communicate special messaging, new services, or upcoming events, to provide educational services to students and to otherwise support students, parents, legal guardians, and staff and/or your school with regard to matters such as academic progress, testing, attendance, customer service, to share information related to legislative or regulatory initiatives that could potentially benefit or threaten virtual education in your state, to invite you to share your experience with virtual education, or in the event of an emergency.

Opting Out of Communications

If you do not want to receive information unrelated to your enrollment in a school via email from Connections, you can email us at unsubscribe@connectionseducation.com.

If you provided your mobile number, you consent to receive communications by way of pre-recorded and/or autodialed calls. The information will be treated confidentially within Connections, in the same way we protect other such confidential information.

If you do not want to receive any further information from Connections, you can call us at 877-267-0777 and ask to be removed from all of Connections' contact lists.

If you opted to receive text message alerts, you consent to receiving important information regarding your student's enrollment via text or SMS messages at the mobile phone number you provided. You may opt out of these messages at any time by replying STOP to any text or SMS message.

How Do We Share Personally Identifiable Information?

We may share personally identifiable information with certain service providers. They will use this information to process transactions you have requested, provide customer service and inform you of products or services we offer that you may find useful. Our service providers may include consultants, vendors and companies that perform marketing services on our behalf to help us identify families who may benefit from the services and education offerings Connections or its affiliates provide. We require our service providers to protect your personally identifiable information and to use or disclose it only for the work they are performing for us, or as permitted by law.

If all or substantially all of Connections' assets are sold or transferred to another party, your personally identifiable information may be transferred to the acquiring entity. However, Connections will take steps to assure that the personally identifiable information is conveyed lawfully, and in a manner consistent with the privacy policy under which it was collected.

Finally, we may disclose your personally identifiable information to third parties if we believe we are required to do so in order to comply with law (including court orders and subpoenas); to comply with lawful requests from law enforcement agencies or other governmental organizations; to enforce our [Terms of Use](#); to protect the rights, privacy, safety, or property of Connections, our affiliated schools, our staff, or other users of the Websites; and/or to permit us to pursue available remedies or limit the damages that we may sustain. We otherwise exercise commercially reasonable care to not share or disclose the names of users or any other personally identifying information with third parties, except with your prior approval and in compliance with federal and state law.

Cookies and Other Third Party Marketing Technologies

What Are Cookies?

Each time you visit a Website, information is automatically gathered such as your IP address domain name, the name of the page from which you entered the Website, which pages you view, and for how long you view them. This information is collected in order to improve the Website, remarketing activities, and for trend analysis. As with most websites, we may use "cookies" for marketing purposes, to track usage of our Website, and to improve your experience of our Websites.

A cookie is a text file that is placed on your hard disk by a Web page server. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. If, however, you choose to decline certain essential cookies, you may compromise the ability to fully experience the interactive features of our Websites or have some of our services on the Websites function properly. Further information about cookies is available using the help function of your Internet browser.

Third Party Cookies

We may use third-party cookies as part of marketing activities we conduct with Google and/or other third-party vendors, to help provide you with relevant messaging as you use the internet. As part of these remarketing activities, third-party cookies may record your visits to our Websites and websites visited prior. Cookies can then be used to serve targeted messaging to you on other websites.

Managing and Blocking Cookies

Through browser settings, you can manage or block the use of cookies. In addition, you can use opt-out tools for ad networks and firms who participate in the Network Advertising Initiative at

<http://optout.networkadvertising.org/> or the Digital Advertising Alliance at <http://optout.aboutads.info/>.

To effectively manage cookies via browser settings or through these ad industry opt-out tools, you must opt-out and set cookie preferences on all browsers and all devices you use. If you clear cache or cookies, be sure to reset your preferences.

Blocking or disabling some cookies may prevent or impair functionality and use of the site.

Here is some additional information about viewing and changing your browser settings to manage or block cookies:

Google Chrome

Click on the spanner icon (top menu in browser) and select 'Settings'

Click the 'Under the Bonnet' tab on the left, then select the 'Content settings' button

Under the cookies section, choose the option that best suits your needs.

Microsoft Internet Explorer

Click on 'Tools' (top menu in browser) and select 'Internet options'

Click on the 'Privacy' tab

Move the privacy slider to the level of privacy you require. Settings above Medium will disable cookies.

Mozilla Firefox

Click on 'Tools' (top menu in browser) and select 'Options'

Select the Privacy icon

In the history section choose 'Use custom settings for history' from the dropdown menu

Cookies can be enabled or disabled by clicking on the appropriate check boxes.

Safari

Click on the Cog icon (top menu in browser) and select 'Preferences'

Click on Privacy tab and choose the option that best suits your needs.

Opera

Click on the 'Tools' at the top of your browser window and select 'Preferences'

Select the 'Advanced' tab and choose Cookies from the list on the left

Choose the option that best suits your needs.

Safari on OSX

Click on 'Safari' at the top of your browser window and select 'Preferences'

Click on the 'Privacy' tab

Adjust the level of cookie acceptance here.

Firefox

Click on 'Firefox' at the top of your browser window and select 'Preferences'

Select the Privacy icon

In the history section choose 'Use custom settings for history' from the dropdown menu

Cookies can be enabled or disabled by clicking on the appropriate checkboxes.

Opt-Out of Remarketing

You may choose to be exempt from the use of Google remarketing cookies at the [Google advertising privacy page](#).

Alternatively, you may opt-out of remarketing on the Google network and similar networks at the [Network Advertising Initiative opt out page](#). Opting out will not prevent advertisements from being served to you on the

Internet; it will only affect advertisements that utilize remarketing cookies to serve messaging on the specified networks. We are not responsible for the activities of other parties that may not comply with your opt-out requests.

Third-Party Websites

Websites may contain links to third-party websites for academic and curriculum support that are not under the control or supervision of Connections. Connections is not responsible for the tracking activities of such third-party websites.

The Websites may also contain links to other websites or other resources that are provided for your convenience. Unless explicitly stated, these links are not endorsed by Connections. The information and data privacy practices of those websites are not covered by this Privacy Policy or any other policies or terms applicable to the Websites. We recommend you review any terms of use and privacy policies of any third party website linked to the Websites before providing any information to those websites or using their products and services.

How We Use Non-Personally Identifiable Information

Since non-personally identifiable information does not identify you, we reserve the right to use it and share it for any purpose with third parties. To the extent any non-personally identifiable information is combined with personally identifiable information, the combined information will be treated as personally identifiable information for as long as it is combined.

Student Data Privacy

Connections is an education management company that provides various management services and curriculum content (“**Services**”) to our customers, including public schools, special programs, school districts, and charter organizations (collectively referred to as “**Schools**”) that wish to provide students and their families with an exceptional virtual school option. Connections also offers a private pay schooling option to families through our Pearson Online Academy (POA).

Connections uses industry best practices to protect the privacy of all students and families. When our Services are used as part of a School’s educational mission or a family enrolls their student in POA, the personal information related to the student users (“**School Users**”) that is (1) provided to Connections by a parent, student or School, or (2) collected by Connections during the provision of our services to a student or School, may include information defined as “educational records” by the Family Educational Rights and Privacy Act (**FERPA**) or other information protected by similar student data privacy laws. We call this information “**Student Records.**”

FERPA Privacy Rights

FERPA provides students with privacy rights and protection for educational personally identifiable information collected and processed on behalf of educational institutions receiving government funding from the U.S. Department of Education. FERPA provides students with rights to obtain from these educational institutions access to their educational records, as well as correction and amendment of their educational records. For more information on FERPA, students and families should refer to the FERPA policy in their respective student handbook.

Only personal information directly relating to the educational interest of a student which is (1) created by a School User, and (2) created by a School (for example, when a School creates the user name, login and password to establish School User accounts), are designated as Student Records.

Our Commitment:

Our collection and use of Student Records is governed by our contracts with the Schools, by our Privacy Policy, and by applicable privacy laws. For example, we work with Schools to help protect personal information from the Student's educational record, as required by FERPA, and to protect the personal information of students under 13 consistent with the Children's Online Privacy Protection Act (COPPA).

We collect, maintain, use and share Student Records only for an authorized educational use and as described in our Privacy Policy, or as directed by the School, the School User and/or the student's parent or legal guardian.

We do not disclose Student Records for targeted advertising purposes. We do use certain marketing technologies for the purpose of retargeting, analytics and attribution activities.

We do not build a personal profile of a School User other than in furtherance of an educational purpose or as authorized by a Caretaker.

We maintain a comprehensive data security program designed to protect the types of Student Records we maintain.

We will never sell Student Records.

How We Share and Disclose Student Records

Depending on the features and account controls applicable to School User accounts, we may share usernames and account information with other users on the Website, such as teachers, learning coaches, or school administrators. For example, student attendance may be shared with school administrators and learning coaches.

In the Connections proprietary education management system, access to student information and data is controlled by a central team of administrators, trained in FERPA and data privacy, using a complex system of roles, permissions, and locations. Only users in a particular location, who have permissions at that location, will have access to student data that is permissioned using roles and locations. Data points and reports will be assigned to roles, including vendors with whom Connections has contracted to provide a service. Access to reports and all student data will be controlled by these roles. Only users in a location with the correct roles will meet the requirements to access the data.

The education management system contains personally identifiable information that is maintained and accessible by third parties (such as service providers, content partners or vendors). These third parties are provided access to the minimum amount of information required to allow them to perform their contracted tasks. Third parties have agreed to maintain the confidentiality of such information and to use or disclose it only for the work they are performing , or as permitted by law.

Children Under 13

Connections is concerned about the safety and privacy of children online. We take reasonable efforts to comply with COPPA as well as state-specific laws that provide privacy protections for K-12 students.

The Websites are not intended to solicit information of any kind from students under the age of thirteen (13), and we do not and will not knowingly contact or collect personally identifiable information from children under thirteen (13). The only personal information we receive about children under the age of thirteen (13) is information provided by the parent or legal guardian or information provided by the student as part of their participation in a course or courses as part of their K-12 education program. By enrolling a child, a parent is consenting to the collection of that information.

It is possible that by fraud or deception by others we may receive information pertaining to children under the age of thirteen (13). If we are notified of the receipt of information under such circumstances, once verified, we will promptly obtain parental or guardian consent, and in the absence of such consent we will delete the information. If you want to notify us that we have inadvertently received information for a child under the age of thirteen (13), please do so by emailing us at privacy@connectionseducation.com.

You can request to review, edit, or prohibit personally identifiable information of a child under the age of thirteen (13) from being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections by making a request in writing to privacy@connectionseducation.com. Please note that if you make a request to prohibit personally identifiable information being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections, your child may no longer continue to be enrolled in Connections and this may terminate their participation in the Connections program.

For information on our use of information covered by COPPA please contact us at the following:

Connections Education LLC

10960 Grantchester Way

Columbia, Maryland 21044

Phone: 1-800-382-6010

Email: privacy@connectionseducation.com

Security

Safeguards

Connections makes commercially reasonable efforts to safeguard the personally identifiable information we collect and store. We do this, in part, by implementing account verification procedures and password protection features. As effective as our safeguards are, no security system is completely impenetrable, therefore we cannot guarantee the absolute security of our database and systems, nor can we guarantee that personally identifiable information you supply will not be intercepted while being transmitted to us over the Internet.

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

Breach

In the event that any information under our control is compromised as a result of a breach of the security of our systems or inadvertent release of information, we will take reasonable steps to investigate the situation and provide notice of the security incident in accordance with applicable laws and regulations.

California Privacy Policies

If you are a California resident, please read the [Supplemental Privacy Statement for California Residents](#) in conjunction with this Privacy Policy. The [Supplemental Privacy Statement for California Residents](#) explains Connections commitment to comply with California law and applies to personal information of California residents collected in connection with this site and the services referenced on this site.

Contact Information

If you have any questions regarding this Privacy Policy, please contact us by email at privacy@connectionseducation.com. Please note that email communications will not necessarily be secure. Accordingly, you should not include sensitive information in your email correspondence with us.

APPENDIX 5- Information about Malware and Nuisance Software

There has been a dramatic increase in the existence of malicious and nuisance software that is often inadvertently installed on computer equipment as a result of using the internet. This software exists as adware, spyware, and freeware—generally classified as “malware”—and can greatly impact the usability of the computer once infected. Malware is prevalent all over the internet today. Malware is mostly generated from applications or sites that provide software or services that can be generally categorized as one of four types:

- 1) **Peer-to-peer sites:** These sites offer free software that allows a user to connect to other users with the same software and share files.
- 2) **Gaming and freeware sites:** These sites offer free games and tools that easily attract kids and encourage them to install the software.
- 3) **Inappropriate sites:** Generally, most of the malicious applications that get installed on the computer without the knowledge of the end user come from sites that are inappropriate in nature, such as pornographic sites.
- 4) **Legitimate applications that have bundled free software:** Most software comes with additional free software that asks if you want to install it at the same time as the desired application. Many people just click “yes” instead of choosing not to install the unneeded bundled software, which often also includes access to pop-up ads.

Installation of malware and other nuisance software causes considerable problems in system speed and can make a computer completely unusable. Removal takes considerably more time than fixing viruses and worms, which is usually stopped by the security software already included on school equipment.

It is essential that the Terms and Conditions sections of all software, and particularly any free software, be reviewed closely. Many of them allow for the installation of other software or “tools” that can be a significant source of problems later. Included below are common sets of terms that are clear warning signs that the User may be exposed to negative consequences. These are used by many of well-known software companies and service providers.

- **Example 1:** “[Company] values your anonymity and privacy. [Software name] does not contain or bundle malicious spyware. By clicking below, you will begin the installation of [Software name/description] software. By clicking below, you agree to the third-party end-user license agreement(s) set out below.”

Comment: This is designed to make the user feel comfortable but may expose the User to a variety of other unexpected consequences as a result of other, often long and confusing license agreements.

- **Example 2:** “By installing the [Service], you understand and agree that the following changes may be made to your Internet Explorer browser and that the following functions may be performed by the [Service]: install a Search Toolbar in your browser that may, 1) block certain pop-up ads and pages; 2) display links to related websites and key words based on the information you view and the websites you visit; 3) store non-personally identifiable statistics of the websites you have visited; 4) redirect certain URLs including your browser default address bar search, DNS error page and Search Button page to or through the Service; and 5) automatically update the Service and install added features or functionality conveniently without your input or interaction unless you have chosen to be notified of such update in advance.”

Comment: This also indicates they can install additional software without your permission.

- **Example 3:** “The web changes constantly and no technique can ever index all pages accessible on the web. As a result, [Company name] cannot guarantee the completeness or accuracy of the websites or URLs to which [Company name] Service link or refer.”

Comment: By not screening their website, any content, including content from pornographic sites, can be input as links or other forms of referrals.

Fixing problems caused by this type of software is very time-consuming. The time spent dealing with repeat offenders take time away from responsible users and results in longer delays in helping them.

It is essential that the activities of students be supervised. Students must be provided with clear guidelines for proper use of the internet, including they should never accept any software download from the internet without specific authorization from the Connections Academy Student Technical Support team. The Student Technical Support team can also provide assistance with security settings on your computer and can provide you with separate filtering software on request. The hard disk drives of all school computers are completely erased prior to shipment to new families, and as a result, school computers do not come with any preinstalled malware or nuisance software. If any is found on a computer, it is a result of use by a family.

APPENDIX 6- Protection of Pupil Rights Amendment (PPRA) Notification

Last Reviewed and Updated: December 18, 2018

This Protection of Pupil Rights Amendment (PPRA) Notification (“PPRA Notice”) may be updated periodically. The most current version is always available from the [login page of Pearson Online Classroom](#). Any changes will be effective as soon as they are posted in Pearson Online Classroom.

Description of Intent

The School follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the School’s programs and strategies. From time to time, the School will collect and analyze student performance data and various measures of effectiveness. In addition, families may be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, Learning Coach, and family members will not be revealed, and results will only be reported in the aggregate or by subgroupings of sufficient size so that anonymity of the participants is safeguarded.

Rights Afforded by the PPRA

The PPRA affords parents/legal guardians of minors certain rights regarding the School’s conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

- Requirement of parental consent prior to administering any U.S. Department of Education funded survey, analysis or evaluation that reveals information falling within the below categories (“Protected Information Survey”):
 1. Political affiliations or beliefs of the student or student’s parent
 2. Mental or psychological problems of the student or student’s family
 3. Sex behavior or attitudes
 4. Illegal, antisocial, self-incriminating, or demeaning behavior
 5. Critical appraisals of others with whom respondents have close family relationships
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or clergy
 7. Religious practices, affiliations, or beliefs of the student or parents
 8. Income, other than as required by law to determine program eligibility.

- The right to receive notice and an opportunity to opt a student out of the following:
 1. Any other Protected Information Survey, regardless of funding
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others

- The right to inspect, upon request and before administration or use, of the following:
 1. Protected Information Surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents or legal guardians to the student if they are eighteen (18) years old or an emancipated minor under state law or by court order.

Notification Procedures

The School will work to develop and adopt policies regarding these rights in consultation with parents/legal guardians. The School will arrange to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The School will directly notify parents of these policies annually in this PPRA Notice or after any substantive changes. The School will also directly notify by U.S. mail, e-mail, or other reasonably available method parents/legal guardians of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent(s) or legal guardians to opt students out of participation of the specific activity or survey.

The School will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/legal guardians will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. Parents or legal guardians will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any Protected Information Survey funded in whole or in part by the U.S. Department of Education
- Any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA.

Reporting a Violation

Parents, legal guardians, students eighteen (18) years or older, or emancipated minors who believe their rights have been violated may file a complaint to the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Phone: 202-260-3887

APPENDIX 7- Centralized Support Services

In addition to the staff located at the school, students and Learning Coaches have access to the centralized Connections Academy support center. Connections Help, within Pearson Online Classroom, also provides families with support and guidance outside of the Support Services business hours for live assistance.

Enrollment Services

Call 800-382-6010 or send a WebMail message to your state's "Enrollment Team" (Located under Enrollment in the WebMail address book) for questions related to the enrollment process, documents, or forms.

Academic Placement Services

Call 800-382-6010 or send a WebMail message to the appropriate school specific "Academic Placement Advisor" option (located under "Placement" in the WebMail address book) for problems or questions related to student course placement during the enrollment process. Once the student is enrolled and progressing through their courses, placement questions should be addressed to school staff.

Technical Support

Call 800-382-6010 and choose Option 5 or send a WebMail message to "Technical Support" for problems related to using Pearson Online Classroom and for hardware and software issues on Connections Academy provided computer equipment.

General Information

Call 800-382-6010 and choose Option 3 or send a WebMail message to "General Information" (located under Parent and Student Services in the WebMail address book). General Information can be used to inquire about general Connections Academy questions, shipping, and nontechnical issues that are not covered by Enrollment, Placement, or Technical Support.

Parent and Student Services

The WebMail message addresses located under Parent and Student Services in the address book help make the connection between the home and school. They include services for Learning Coaches, as well as students, from addressing the needs of selected groups of students to changing student information. All other types of questions should be directed to the school staff.

Career Pathways Project Agreement Article for Startable Pittsburgh 2022

Full Legal Name of Entity: Reach Cyber Charter School

Signing Authority: Jane Swan

Title of Signing Authority: CEO

Project Agreement Details:

- Collaborate with Startable Program Manager and IW consultants to train, prepare, and implement the Startable program
- Recruit ten students and prepare them prior to the start of the program so that they will have a realistic understanding of the program deliverables
- Promote the general program to students who reside in Armstrong, Beaver, Butler, Greene, Fayette, Lawrence, Washington, and Westmoreland Counties.
- Stay in close communication with students to ensure attendance and engagement
- Work with Startable Program Manager to receive all student signed paperwork and be onboarded into the program before May 1, 2022
- Help students put together and execute work plans
- Ensure students are present, on-time and on-task daily
- Proactively handle potential conflicts that could cause problems with other students or completing the program
- Provide entrepreneurship courses based on the Startable curriculum to make key connections for students and their business initiatives
- Work as part of the larger Startable team to ensure the success of every student
- Participate in instructor curriculum training
- Ensure student deliverables are received by the Program Manager on time and in the designated method as outline in the program training
- Use the funds provided for the the intended purpose outlined in the attached budget
- Create and deliver student kits using the supply list provided by the Program Manager

Misc.

- Promote Startable as a program partner whenever pertinent on social media, flyers, at culminating event
- Help with promotion of key events, such as the Final Event and Pitch Competition
- Work with the Startable Program Manager to help Startable stay engaged with students after the summer is over, including the completion of program survey and alumni opportunities
- Participate in a post-mortem with other Startable staff after the completion of the program to discuss what went well, what could be improved, and whether the partnership should be continued/grown

In order to facilitate this project agreement, Innovation Works will:

- Provide curriculum and other supporting documents to be used by Career Pathways on the Startable curriculum elements
- Work with Career Pathways staff to implement Product Design curriculum materials
- Startable will recognize Career Pathways as a program partner on social media, flyers, at our own culminating event and wherever appropriate
- Provide Career Pathways with \$3,000 for instructor compensation and \$1,500 for student supplies

Timeline

- Instructor Training - Days and Times TBD between March 1st - April 30th
- Student forms due - April 30th
- Program dates - May 1st - August 17th
- Student videos due on or before August 10th
- Final Event - August 17th at 5pm

Payment Dates:

- May 1st, 2022 - \$4,500

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "MOU" or "Memorandum"), is entered into on January 4, 2022 (the "Effective Date"), by and between Bella Capelli Academy, located at 2 Robinson Plaza, Ste 100, Pittsburgh, PA 15205 First Party), and Reach Cyber Charter School located at 750 East Park Drive, Suite 204 , Harrisburg, Pennsylvania 17111 (the "Second Party"). First Party and Second Party may be referred to individually as the "Party", or collectively, the "Parties",

1. MISSION

The partnership on which the Parties are intending to collaborate, has the following intended mission in mind:

To educate students about the concepts, rules and procedures for entering into a career within the Cosmetology/Beauty Industry.

2. PURPOSE AND SCOPE

The Parties intend for this Memorandum to provide the cornerstone and structure for any and all future contracts being considered by the Parties and which may be related to the partnership.

3. OBJECTIVES

The Parties shall endeavor to work together to develop and establish policies and procedures that will promote and sustain a market for Bella Capelli Academy will provide a comprehensive look into different aspects of cosmetology, such as hair styling, color, texture, and soft skills that are necessary for the industry. Each program is priced separately and will be billed to Reach Cyber Charter School two weeks before each program concludes, Prices listed below are set based on this Memorandum of Agreement. N/A Program dates and times will be set by Reach Cyber Charter School and are subject to review by Bella Capelli Academy. Educational Programs can be reserved at any time and will only be billed once they are reserved and agreed upon by Reach Cyber Charter School and Bella Capelli Academy and intend to maintain a product and/or service that meets or exceeds all business and industry standards.



WRITE US

Robinson Plaza II Suite 100
Route 60 and Park Manor Drive
Pittsburgh, PA 15205

CALL US

412.424.0379

CHECK US OUT

www.pittsburgh.paulmitchell.edu

4. RESPONSIBILITIES AND OBLIGATIONS OF THE PARTIES

Any Party may decide not to proceed with the partnership contemplated herein for any reason or no reason. A binding commitment with respect to the partnership described herein will result only from execution of definitive agreements, subject to the conditions contained therein. Notwithstanding the two preceding sentences of this paragraph, the provisions under the headings Governing Law and Confidentiality are agreed to be fully binding on, and enforceable, against the Parties.

The following are the individual services that the Parties are contemplating providing for the partnership.

Bella Capelli Academy shall render and provide the following services that include, but are not limited to:

Demonstrations on hair cutting, color, styling, and different textures of hair, as well as soft skills, career opportunities, background of the beauty industry, and more!

Reach Cyber Charter School shall render and provide the following services that include, but are not limited to:

Reach Cyber Charter School Students Academic Outreach and Support

5. TERMS OF UNDERSTANDING

The term of this Memorandum shall be for a period of 2 years from the Effective Date and maybe extended upon written



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Reach Cyber Charter School Students Academic Outreach and Support

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Route 60 and Park Manor Drive
Pittsburgh, PA 15205

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CHECK US OUT

www.pittsburgh.paulmitchell.edu



Memorandum of Understanding

[Memorandum of Understanding](#) for the partnership with Boys & Girls Clubs of Western Pennsylvania.

Effective start date: February 1, 2022

Partnering Organization:

Reach Cyber Charter School
750 East Park Drive, Suite 204
Harrisburg, PA. 17111

Lead Organization:

Boys & Girls Clubs of Western
Pennsylvania
317 East Carson Street
West Tower Suite 238
Pittsburgh, PA, 15219

This Memorandum of Understanding (MOU) is made and entered into by Boys & Girls Clubs of Western Pennsylvania (BGCWPA) and Reach Cyber Charter School. The entities listed above may collectively be referred to as the parties to this MOU.

I. PURPOSE:

The purpose of this MOU is to partner with Boys & Girls Clubs of Western PA (BGCWPA), whom has clubhouses throughout Allegheny and Somerset Counties where youth from Reach Cyber Charter School students in grades 9-12 will be able to participate in an internship program where they may work at the admin office, Clubhouses or IT Department, as well as virtual internship options. The internships will be up to 8 hours per week and will offer the opportunity to earn certifications in Digital Marketing or Retail from the Interactive Advertising Bureau Europe and the Open University, or the National Retail Federation Foundation. Interns may also participate in BGCWPA/CCAC College in High School Program where they may earn 3-6 college credits, free of charge to students.



All interns will be registered with BGCWPA Career Works Program and receive a Career Coach. Each intern will get an individualized intern plan, participate in the Boys & Girls Clubs of America Career Launch and Money Matters programs and complete a capstone project using human centered design which will be shared with Reach Cyber Charter School staff and their parents/guardians.

The start-date for these internships will take place no earlier than February 1, 2022 and will take place either in-person at our Boys & Girls Club locations & administration offices, or virtually through a BGCWPA approved video meeting platform. Each intern will receive an adult mentor who they will directly report to; all mentors have Act 33, Act 34, FBI and NSOR clearances.

Reach Cyber Charter School will assist with the marketing distribution of the program.

Reach Cyber Charter School will identify students for the program with a maximum of 20 students per semester and provide a list of students and any relevant paperwork for the BGCWPA Program Manager to fill out showing course completion.

II. STATEMENT OF MUTUAL BENEFIT AND INTEREST:

The parties agree that it is to their mutual benefit and interest to work cooperatively to provide youth the Friday Independent Study courses.

The parties to this MOU have individual responsibilities regarding the partnership.

Reach Cyber Charter School and BGCWPA will both be active partners in communicating about the Internship with BGCWPA being the lead organization, and Reach Cyber Charter School being the partnering organization.

In regards to the Internship Program for students grades 9-12, **Boys & Girls Clubs of Western Pennsylvania** will provide:

- BGCWPA will employ qualified team members to work alongside youth for the duration of the program and maintain their files for BGCA compliance.
- BGCWPA will have planned programming that aligns to Program goals and objectives and job descriptions for each intern.
- BGCWPA will create the session in our ACTIVE database that allows Reach Cyber Charter School youth to enroll into the program electronically.



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- BGCWPA will share the organization's Health and Safety Plan with Reach Cyber Charter School.
- Attendance, participation and assessment results to Reach Cyber Charter School
- Interns will be offered the chance to apply for summer corporate internships with our corporate partners

In regards to the Program, Reach Cyber Charter School will be responsible for:

- Reach Cyber Charter School will assist in the marketing distribution to the Reach Cyber Charter School students/families to allow enrollments.
- Appropriate contact information for enrolled students
- Payment of \$750 per student participant, per semester, which includes student stipends, software license, supplies and transportation support (if needed)

III. INSURANCE

At all times during the term of this MOU, BGCWPA will maintain at its own expense liability insurance in an amount adequate to protect against any liability arising from the Services to be provided by BGCWPA under this MOU. The liability insurance shall be of the type customarily obtained in BGCWPA's field.

BGCWPA is not liable for any or all claims, actions, liabilities, losses, expenses, damages, and costs including, but not limited to attorney fees, settlement expenses, that may at any time be incurred by reason of any claim, suit, action or other proceeding that is based on, or arises from, the partner/memorandum of agreement.



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IV. IT IS MUTUALLY AGREED AND UNDERSTOOD BY AND BETWEEN THE PARTIES THAT:

This MOU is executed as of the effective start date listed above and is in effect until either party, in writing, with a 30 day notice decides to terminate this agreement.

(Partner Organization) Name/Title _____
Date

Dr. Lisa M. Abel-Palmieri, President & CEO _____
Date

Boys & Girls Clubs of Western Pennsylvania



Memorandum of Understanding

[Memorandum of Understanding](#) for the partnership with Boys & Girls Clubs of Western Pennsylvania.

Effective start date: February 1, 2022

Partnering Organization:

Reach Cyber Charter School
750 East Park Drive, Suite 204
Harrisburg, PA. 17111

Lead Organization:

Boys & Girls Clubs of Western
Pennsylvania
317 East Carson Street
West Tower Suite 238
Pittsburgh, PA, 15219

This Memorandum of Understanding (MOU) is made and entered into by Boys & Girls Clubs of Western Pennsylvania (BGCWPA) and Reach Cyber Charter School. The entities listed above may collectively be referred to as the parties to this MOU.

I. PURPOSE:

The purpose of this MOU is to partner with Boys & Girls Clubs of Western PA (BGCWPA), who serves youth in clubhouses throughout Allegheny and Somerset Counties. Youth from Reach Cyber Charter School students in grades 9-12 will be able to participate in a Culinary Career Mentoring Program, where they may participate in an elective course focused on Culinary Arts. The Level 1 course will be (1) hour per week for (6) weeks or (6) total hours.



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All students will be registered with the BGCWPA Teen Program. Each student who completes the Level 1 course will be invited to participate in the Level 2 intensive course with ServSafe certification, the terms of which will be decided in a later agreement.

The start-date for the elective will take place no earlier than February 1, 2022 and will take place virtually through a BGCWPA approved video meeting platform. The course will be led by an instructor whom students will directly report to; all instructors have Act 33, Act 34, FBI and NSOR clearances.

Reach Cyber Charter School will assist with the marketing distribution of the program.

Reach Cyber Charter School will identify students for the program with a maximum of 20 students per semester, and will provide a list of students and any relevant paperwork for the BGCWPA Program Manager to fill out showing course completion.

II. STATEMENT OF MUTUAL BENEFIT AND INTEREST:

The parties agree that it is to their mutual benefit and interest to work cooperatively to provide youth the Culinary Career Mentoring Elective course.

The parties to this MOU have individual responsibilities regarding the partnership..

Reach Cyber Charter School and BGCWPA will both be active partners in communicating about Program with BGCWPA being the lead organization, and Reach Cyber Charter School being the partnering organization.

In regards to the Culinary Career Mentoring Course for students grades 9-12, **Boys & Girls Clubs of Western Pennsylvania** will provide:

- BGCWPA will employ qualified team members to work alongside youth for the duration of the program and maintain their files for BGCA compliance.
- BGCWPA will have planned programming that aligns to Program goals and objectives for each course.
- BGCWPA will create the session in our ACTIVE database that allows Reach Cyber Charter School youth to enroll into the program electronically.
- BGCWPA will share the organization's Health and Safety Plan with Reach Cyber Charter School.



**BOYS & GIRLS CLUBS
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- Attendance, participation and assessment results to Reach Cyber Charter School

In regards to the Program, Reach Cyber Charter School will be responsible for:

- Reach Cyber Charter School will assist in the marketing distribution to the Reach Cyber Charter School students/families to allow enrollments.
- Appropriate contact information for enrolled students
- Payment of \$500 per Level 1 student participant, per semester, which includes supplies (if needed)

III. INSURANCE

At all times during the term of this MOU, BGCWPA will maintain at its own expense liability insurance in an amount adequate to protect against any liability arising from the Services to be provided by BGCWPA under this MOU. The liability insurance shall be of the type customarily obtained in BGCWPA's field.

BGCWPA is not liable for any or all claims, actions, liabilities, losses, expenses, damages, and costs including, but not limited to attorney fees, settlement expenses, that may at any time be incurred by reason of any claim, suit, action or other proceeding that is based on, or arises from, the partner/memorandum of agreement.



BOYS & GIRLS CLUBS
OF WESTERN PENNSYLVANIA

IV. IT IS MUTUALLY AGREED AND UNDERSTOOD BY AND BETWEEN THE PARTIES THAT:

This MOU is executed as of the effective start date listed above and is in effect until either party, in writing, with a 30 day notice decides to terminate this agreement.

(Partner Organization) Name/Title _____
Date

Dr. Lisa M. Abel-Palmieri, President & CEO _____
Date

Boys & Girls Clubs of Western Pennsylvania



Memorandum of Understanding

Steeltown Entertainment Project and REACH Cyber Charter School

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Steeltown Entertainment Project (Steeltown) and REACH Cyber Charter School (REACH) to provide access for REACH high school students to attend Steeltown Film Academy (SFA) and receive internship credit towards their REACH high school education. The purpose of this MOU is to define the roles, relationships, and obligations of both parties.

Background. Steeltown Film Academy teaches and empowers students to create digital media that matters. Industry professional Teaching Artists guide, mentor, and educate students throughout their time at Steeltown and beyond. The program teaches filmmaking skills such as lighting, camera, and sound as well as valuable life skills through the filmmaking process, including collaboration, perseverance, accountability, critical thinking, communication, creative expression and what it means to be an active and responsible citizen.

Opportunities for students to engage with other filmmakers both through lectures and in on set settings, as well as field trips to various production-related businesses, organizations, and educational institutions are consistently offered at all levels of SFA. The program is offered throughout 3 semesters per year: fall and spring semesters, 12 weeks each (3 days per week) and a summer intensive for 6 weeks (4 days per week).

Steeltown Film Academy offers three levels of out-of-school programming to high school students (defined as rising 9th graders through summer post-graduates who were enrolled in a public, private, charter or online high school):

Learning Level: Our Learning Level of SFA introduces filmmaking concepts through formalized curriculum paired with project opportunities that demonstrate these skills at an increasingly advanced level throughout the semester, culminating in a final project that students work on collaboratively, from concept through completion. The semester also concludes with basic tests in lighting, audio, and camera. Students who pass these tests are then authorized to apply for the next level of internship, as well as granting them access to Steeltown's equipment for check out outside of regular Steeltown program hours.

Intern Level: Once students complete The Learning Level, they have the option to interview to join Steeltown as an intern. At this level, students support productions and content being created for clients by our Teen Film Crew or other students' content created for our web series, The Reel Teens. They continue to enrich their education in the various aspects of filmmaking



and participate in peer learning from advanced students. Students learn beyond individual skill sets to discover pathways for future careers in the entertainment industry, how to get started as an effective production assistant (PA) on set, and how the hierarchy of the industry functions, including both union and non-union pathways. They also have the opportunity to help students in the SFA program on their productions as either crew or on-camera talent. Students need to complete 100 hours at the Intern level, participate in a Peer Mentorship Training (provided by The Mentoring Partnership), and successfully complete advanced testing in audio, camera, lighting, and editing. They can then choose to interview for a paid position with Steeltown.

Teen Film Crew Level: Teen Film Crew (TFC) is a paid job with Steeltown and is open only to students who have completed both the Learning and Intern levels. Students in our TFC program can pitch ideas for original content, and develop those ideas with our teaching artists assisting as producers. Real-world pitching scenarios are created for students to experience having their project “greenlit.” Final Reel Teen projects also have the possibility of being submitted to film festivals by Steeltown on the students’ behalf (to date Steeltown productions have received several laurels that students have been able to add to their resumes/CV’s and college applications). Students are also given the option of working on client projects where they learn professional skills such as email, phone/zoom, and in person communications, as well as budgeting, deliverables, and production scheduling. TFC level students provide mentorship to Learning and Intern level students, therefore strengthening their own skills and enriching their leadership abilities. Students may stay with Steeltown at the TFC level up to and including the summer after graduation from high school.

Terms and Details. This agreement is in effect as of the date it is signed and provides for the following.

REACH Cyber Charter School agrees to the following:

1. Pay the tuition (\$2,000 per student) for up to 3 Learning Level Steeltown students per semester (in person, after school). Payment must be made in full prior to the start of each semester. A deposit of \$100 per student is required upon registration to hold the student’s spot.
2. Pay the tuition (\$2,500 per student) for up to 5 Learning Level Steeltown students per semester (fully virtual, after school). Payment must be made in full prior to the start of each semester. A deposit of \$200 per student is required upon registration to hold the student’s spot. This cost includes a “Virtual Filmmaking Kit” (see below).
3. Ensure students register at least 3 weeks in advance of the start of any semester. After this time, spots will be released to other interested students and are no longer guaranteed.
4. Students will create and provide a learning plan and activity log which will be provided in a timely manner to the Steeltown Program Manager for approval.



5. Provide any important information regarding the student's specific educational needs (such as an IEP or 504 Plan), or if any accommodations need to be made.

6. Ensure students return any pertinent releases and agreements to participate in the program.

7. At the completion of the program, provide the Steeltown Program Manager with necessary documents such as reflection forms, evaluation sheets, or any sort of off-boarding documents as required by REACH, in a timely manner.

ADDENDUM:

1. **Pay the required fees, as outlined below.**
2. **Coordinate students and registration for a Virtual Filmmaking Camp to happen once every 3 weeks from 10/26/2021-5/24/2022 on Tuesdays from 1-2PM.**
3. **Any and all additional considerations as outlined above.**

Steeltown Entertainment Project agrees to provide the following:

1. Approximately 100 hours of education and training to REACH students each semester.

2. All adults will have state mandated clearances for working with high school youth and appropriate skills and experiences to execute the program. Clearances can be provided by request.

3. Any camera, lighting, or editing equipment students might need to perform the assigned tasks within the program.

- a. For virtual students, this includes the shipment of a "Virtual Filmmaking Kit" which includes items including but not limited to: lenses for smartphones, microphones, audio recording device, etc. These kits will be shipped by Steeltown to the student prior to the start of the semester and will be theirs to keep.

4. Sign off on activity logs that students will be responsible for providing.

5. Complete and sign a reflection form and student evaluation sheets which will be provided at the completion of the program.

ADDENDUM:

1. **Provide instruction for 10 Virtual Filmmaking Camp sessions as outlined above, for a total of 10 hours, for 10 weeks (1 hour each week).**
2. **Any and all additional considerations as outlined above.**

Fees. REACH Cyber Charter School agrees to pay Steeltown Entertainment Project \$2,000 per student as tuition for the Steeltown Film Academy in-person program as well as \$2,500 per student as tuition for the Steeltown Film Academy virtual program. Tuition is only required for the first semester (Learning Level) of SFA.



ADDENDUM OF FEES: REACH agrees to pay Steeltown at the rate of \$50/hr + \$100 of prep time per week of the Virtual Filmmaking Camp, as described in the Steeltown Services Menu (Exhibit A), for a total of \$150/wk x 10 weeks = \$1,500

Duration. This MOU is at-will and may be modified by mutual consent of authorized officials from Steeltown Entertainment Project and REACH Cyber Charter School at any time.

Contact Information

Steeltown Entertainment Project
Mary Ann McBride-Tackett
Program Director

Pittsburgh, PA
412-251-0890
maryann@steeltown.org

REACH Cyber Charter School
Jane Swan _____ (contact name)
CEO _____ (title)
750 East Park Drive, Suite 204 _____ (address)
Harrisburg, PA 17111 _____ (address)
570-218-8475 _____ (phone number)
jswan@reach.connectionsacademy.org _____ (email address)

Steeltown Entertainment Project
Please Sign: Mary Ann McBride-Tackett
Mary Ann McBride-Tackett
Program Director

REACH Cyber Charter School Representative:
Please Sign: Jane Swan
Please print name: Jane Swan
Print Title: CEO

Date: December 3, 2021

Date: November 17, 2021



EXHIBIT A:

STEELTOWN VIRTUAL SERVICES MENU

Let our Teaching Artists* bring their professional backgrounds and expertise into your virtual classroom! Steeltown Teaching Artists are all working professionals with film production backgrounds. Their real world skills and experience can enhance the education of your students by giving them an understanding of the industry as well as comprehensive film production skills.

Whether it's a one-time virtual workshop, regular placement in an already existing class, or designing a unique program with a school or institution, our programming will help prepare students in ways that reach far beyond practical skills of production and stretch into professional development that includes collaboration, professional communication, working with budgets, meeting deadlines, and much more.

Virtual Workshops & Professional Development

Virtual workshops are available to students ranging from elementary through high school, as well as professional development for teachers and administrators.

Workshops are catered to your needs and requests - anything from basics of film production gear, to visual storytelling, to integrating available technology into your



classroom, and beyond. We will work with you to make sure the curriculum is focused and specific to your goals and objectives for the session.

(All workshops include 1-2 teaching artists, based on specific workshop needs.)

2 HOUR WORKSHOP Total Cost = \$350	½ DAY WORKSHOP (3-5 HOURS) Total Cost = \$650
FULL DAY WORKSHOP (6-8 HOURS) Total Cost = \$1,200	ADDITIONAL TEACHING ARTISTS \$65/HR

Virtual In-School & After-School Programming

Regular programming through Steeltown affords schools the opportunity to enrich the understanding and education of film production to their students on a thorough and consistent basis.

Available as frequently as needed, Steeltown Teaching Artists can offer anything from supplementing an already robust and fully-equipped program and instructor, to providing a fully functioning program: traditional or asynchronous curriculum, instruction, and equipment brought into the virtual classroom.



\$50/HR per Teaching Artist

+\$100/WK for prep & evaluation for 1-2 hours of instruction per week in school

+\$200/WK for prep & evaluation for 3-4 hours of instruction per week in school

+\$250/WK for prep & evaluation for 5+ hours of instruction per week in school

Example: For a TA to come to your school/program 2 days a week for 3 hours each day, the cost would be: $\$50 \times 3$ (hours per day) $\times 2$ (days per week) = $\$300$ + $\$250$ (per week for 6+ hours of prep) = $\$550/\text{wk}$

Steeltown also has the capacity to equip each virtual student with an at-home filmmaking kit that will allow them to use their mobile device to capture cinematic quality video and audio. The kit costs a one-time \$500 fee per student, and would be the student's to keep.

***All Teaching Artists have necessary clearances (PA Child Abuse, PA Criminal Background Check, and FBI). Clearances available upon request.**

****Steeltown is a non-profit 501c3 and eligible and open to discussing grant funding opportunities and options.**

Elementary Reading Incentive Program Proposal

Goals: to increase student motivation to read and to promote the use of our digital library, Sora

Program Duration: Semester B of the 2021-2022 school year

Program Details:

- Students will be encouraged to access books from Sora, their home collection, or public libraries.
- The research-based student goal is to read 100 minutes a month (an average of 25 minutes per week).
- A 10 minute event will be added to student planners in Connexus as a reminder to read daily.
- A Google Form reading log will be linked to the reminder on the student planners.
- Students will complete the reading log to track their minutes.
- Students will need to include a detail about their reading for each log entry.
- Students who reach the monthly 100 minute goal and complete the Google Form will earn the incentive.

Incentive Details and Budget:

- Every student who meets the monthly 100 minute goal and completes the Google Form reading log will earn a \$10.00 e-gift card for [Scholastic](#).
- The e-gift card enables students to purchase physical books from the Scholastic website that will be sent directly to their home.
- If all 2800 elementary students meet the goal we will issue \$28,000 in e-gift cards each month, or \$112,000 total for the program.