

**Attachment P**

**Examples of Communication,  
Outreach, and Marketing to the  
Community and Parents**

**CCA Charter Renewal Application**

## Helping Your Child Succeed at CCA

Summer 2015 Great Start!  
CCA Family Services Department



Great Start! 2015

## Your Role as a Learning Coach



- **Contact** between student and teacher
  - Especially if student needs help
- **Designate** your student's learning space
  - Set up a specific area
- **Prepare** the lessons as stated in the curriculum guide
  - Advance preparation is a must! You are allowed to write in and highlight the curriculum guide (For elementary).
- You are a Learning Coach – **NOT** a teacher!

Great Start! 2015

## Your Role as a Learning Coach



- **Guide** the student through the lessons.
  - Elementary: 75-90% of the work will be student and LC working together.
- **Set the routine** including breaks, boundaries, and manage your student's time
- **Help them** set up daily and weekly study schedules
- **Prompt** them to stay on task
- **Approve** completed lessons.
- **Mark** attendance at the end of each day and **Prepare** for tomorrow's lessons

Great Start! 2015

## Communication



- Webmail
- Phone (be sure to have voicemail set up on your phone)
- LiveLesson
- After-School Program
- Face-to-Face

Great Start! 2015

## Homepage – Student



- Certain programs can only be accessed through student account
- Teachers check student log-in
- Access to teacher webmail & live lesson room
- Daily planner



Great Start! 2015

## Homepage – Student



CONNECTIONS ACADEMY®

Hi, Claire Demo | Feedback | Account Settings

HOME | PLANNER | VIRTUAL LIBRARY | MORE

Today Thu, July 23 | My Courses | Links | Announcements

Welcome back! We are looking forward to a successful 2015-2016 school year. Please complete your student orientation.

**Lessons** \*Course Progress is updated nightly

Status	Lesson Name	Assessment(s)	Course Progress
<input type="checkbox"/> Mark as Complete	Math 1A <a href="#">Roundings</a>	Quick Check	
<input type="checkbox"/> Mark as Complete	Language Arts 1A <a href="#">Boom Town Lesson 5</a>	Quiz	
<input type="checkbox"/> Mark as Complete	Social Studies 1A <a href="#">United States Communities</a>	Quick Check	
<input type="checkbox"/> Mark as Complete	Educational Technology and Online Learning 1 <a href="#">Review Lessons 6-10</a>		

**To Do List**

- \* You have 16 overdue lessons \*

\* This information is updated nightly.

**My Teachers**

Homeroom

Join Teacher

Great Start! 2015

## Homepage – Learning Coach



- Mark lessons complete
- Mark attendance
- Check webmail
- Access student dataviews



Great Start! 2015

## Homepage – Learning Coach



[HOME](#)
[PLANNER](#)
[VIRTUAL LIBRARY](#)
[MORE ▾](#)

[My Household](#)
[Links](#)
[Announcements](#)

Welcome, Coach!

Welcome back! We are looking forward to a successful 2015-2016 school year. Please complete your Learning Coach orientation.

**Coach**

To Do List:

- Learn about new [Connectors upgrades](#).
- Please call [Anderson's](#) Homeroom Teacher, who is trying to welcome you both.
- [Haseghian Demo](#) has received a warning.
- [Anderson Demo](#) has received a warning.
- Record [attendance](#).

**Demo Family**

**My School**  
 Contact Information:  
[My Connectors Academy](#)

**Amanda ▾**
6th Grade | Homeroom Teacher: Jen Teacher

[Planner](#)  
[Grade Book](#)  
[Data Views](#)

**On Track**  
[View Course Details >](#)

Overall Score:  
 n/a

**Enrollment Details**

You have finished the returning enrollment process for Amanda. Click "Continue" if you wish to review your completed enrollment checklist.


[Continue](#)

Thank you for completing all necessary enrollment tasks for the 2015-2016 school year. Amanda is now enrolled for next year, and his or her course schedule is now available to [view](#). You should receive your child's school materials in mid to late July. An email with tracking information will be sent from UPS to the private email account we have on file for you.

## Homepage – Learning Coach

My Household   Links   Announcements

<a href="#">2015-2016 Handbook</a> <a href="#">Honor Code</a> <a href="#">Grolier Online®</a> <a href="#">EBSCO</a> <a href="#">Student Account Access</a>	<a href="#">Computer Resources and Simulations</a> <a href="#">Resources</a> <a href="#">Khan Academy</a> <a href="#">Change Password</a> <a href="#">Demo Home</a> <a href="#">Learning</a>
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My Household   Links   Announcements

**National Announcements:**

### Have You Purchased the Yearbook?

All students and Caretakers will have access to the [2014-2015 Connector Yearbook: Navigating the Future](#) through July 15, 2015. However, once that date passes, access will only be provided to the page of the student logging into the yearbook. Access to pages for the student's friends, club pages, field trip pages, and graduation pages will no longer be available.

The cost to purchase the perpetual license is \$25.00 and will grant you access to the website hosting the [2014-2015 Connector Yearbook: Navigating the Future](#) indefinitely. It will also allow you to save the [2014-2015 Connector Yearbook: Navigating the Future](#) as a PDF document to your computer or print your school's section of the yearbook. This is a treasure which can be looked at for years to come as you and your student reflect on the wonderful memories from this school year.

Please refer to the following yearbook resources for more information:

- [2014-2015 Important Yearbook Information](#)
- [2014-2015 Yearbook Flyer](#)
- [2014-2015 Yearbook FAQ](#)

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**Join Us for Summer Connections!**

There is a new look to Summer Connections this year! Each week you will receive the Summer Signal newsletter featuring puzzles, poll questions, and trivia in your WebMail box. The sessions offered this summer include the following:

- Book Talk
- Camp Games
- Camping Skills
- Creative Writing

## Attendance



- K-6 Requirement
  - 25 hours per week
  
- 7-12 Requirement
  - 28 hours per week

# Attendance



- **Weekends**
  - Mark hours completed or zeros
- **Sick Days**
  - Marked by teacher only – webmail teacher
- **Vacation Days**
  - Used during school holidays
- **Field Trips**
  - Count as school hours

Great Start! 2015

## Attendance



Location: Demo Family

Date Range: ☒ Today and Last 7 Days Enter a maximum of 30 days.  
☐ From  to  Date range must not exceed 30 days. End date can not be after today.

Code Key:

0 - Zero Hours	1 - One Hour	2 - Two Hours	3 - Three Hours
4 - Four Hours	5 - Five Hours	6 - Six Hours	7 - Seven Hours
8 - Eight Hours	9 - Nine Hours	E - Excused Absence	V - Vacation

	Jul 2015						
Day:	T	F	S	S	M	T	W
Date:	16	17	18	19	20	21	22
Mark Everyone							
Amanda Demo							8
Anderson Demo							
Chelsea Demo							
Claire Demo							
Dee Demo							
Day:	T	F	S	S	M	T	W
Gavin Demo							
Isela Demo							
Jackson Demo							
Judy Demo							

Great Start! 2015

## Contacting Your Teacher



Anderson ▾ 12th Grade | Homeroom Teacher: Jen Teacher

Planner Grade Book Data Views

**On Track**

[View Course Details >](#)

Anderson has **11 overdue lessons**.

WebMail Data Views

### Teacher Communication - Jen Teacher



#### About Jen Teacher

##### Experience:

Mrs. Teacher taught for 15 years before coming to this school.

##### Qualifications:

Mrs. Teacher's highest degree is a Bachelor's Degree.

##### Degrees and Certifications:

Bachelor of Arts in Education from Duke University  
 Masters of Education Georgia Tech  
 Bachelor of Science in Business Administration from the University of South Florida  
 Elem K-6  
 Math 6-12  
 Gifted

#### Data Views for User ID 70751

Filters: Data View Name

[Pegasus Login Information](#)

[Teacher Communication](#) - Contact and professional information about this teacher.

Great Start! 2015

## Live Lesson



From the Student home page, click on the LL icon located under the teacher's name.

Today Thu, July 23 My Courses Links Announcements

Welcome back! We are looking forward to a successful 2015-2016 school year. Please complete your student orientation.

#### Lessons

Status	Lesson Name	Assessment(s)	Course Progress
<input type="checkbox"/> Mark as Complete	Math 5.4 <a href="#">Learning Goals: Supporting Your Student in Math</a>		
<input type="checkbox"/> Mark as Complete	Language Arts 3.4 <a href="#">Foundational Lessons 1</a>	Quick Check	
<input type="checkbox"/> Mark as Complete	Social Studies 3.4 <a href="#">Migration to the Americas</a>	Quick Check	
<input type="checkbox"/> Mark as Complete	Science 3.4 <a href="#">The Scientific Method: Part 1</a>	Quick Check	
<input type="checkbox"/> Mark as Complete	Educational Technology and Online Learning 3 <a href="#">Speed and Accuracy Lesson 1</a>		

#### To Do List

You do not have any To Do items.

#### My Teachers

Homeroom

Jen Teacher

Key Special

Great Start! 2015



## Planner/Scheduler



- K-8
  - Ability to run scheduler
  - Work with teacher to find the schedule that works best for your family
- 9-12
  - Fixed schedule, unable to manipulate
- Add events such as live lessons or field trips
- Lessons must be done in order
- Communicate with your teacher
- Day/Week/Month Views

Great Start! 2015

### Student Planner - Month View

g. 2015						
	Mon	Tue	Wed	Thu	Fri	
27						01 Aug
	Language Arts 5 A - Frindle: Lesson 3 q	Educational Technology and Online Learning 5 - Speed and Accuracy: Lesson 9 q	Language Arts 5 A - Frindle: Lesson 5 q	Educational Technology and Online Learning 5 - Speed and Accuracy: Lesson 10 q	Art 5 - Arts, Rocks, and Shapes q	
	Math 5 A - Place Value / Comparing and Ordering Whole Numbers q	Language Arts 5 A - Frindle: Lesson 4 q	Math 5 A - Comparing and Ordering Decimals p q	Language Arts 5 A - Thunder Rose: Lesson 1 q	Language Arts 5 A - Thunder Rose: Lesson 2 q	
	Science 5 A - Focus on Skills and Safety q	Math 5 A - Decimal Place Value p q	Science 5 A - Unit Review & Unit Test T	Math 5 A - Look for a Pattern q	Math 5 A - Mental Math/Rounding Whole Numbers and Decimals q	
	Social Studies 5 A - Chart and Graph Skills q	Physical Education 5 - About the Presidential Fitness Challenge q	Social Studies 5 A - The Rise of Empires (2) q	Science 5 A - Cells: Part 1 q	Science 5 A - Cells: Part 2 q	
		Social Studies 5 A - Early American Cultures q		Social Studies 5 A - The Rise of Empires (2) q		
3						8
	Language Arts 5 A - Thunder Rose: Lesson 3 q	Educational Technology and Online Learning 5 - Speed and Accuracy: Lesson 11 q	Language Arts 5 A - Thunder Rose: Lesson 5 q	Educational Technology and Online Learning 5 - Speed and Accuracy: Lesson 12 q	Art 5 - Textures in Ancient Mexico q	
	Math 5 A - Mid-Unit Review D	Language Arts 5 A - Thunder Rose: Lesson 4 q	Math 5 A - Draw a Picture and Write an Equation q	Language Arts 5 A - Island of the Blue Dolphins: Lesson 1 q	Language Arts 5 A - Island of the Blue Dolphins: Lesson 2 q	
	Science 5 A - Classifying Life: Part 1 q	Math 5 A - Estimating Sums and Differences q	Science 5 A - Classifying Life: Part 2 q	Math 5 A - Modeling Addition and Subtraction of Decimals q	Math 5 A - Adding Decimals q	

## When you click on a lesson...



Lesson 3: Frindle: Lesson 3

Language Arts 5 A Unit 1: Meeting Challenges

**Learning Objectives:**

In the last lesson, you were asked to think of someone you know who is larger than life. During the writing portion of this lesson, you may choose to create a character sketch of that person or someone else you know who has an interesting trait.

Think about what makes the person interesting. Does he or she wear unusual clothes? Does this person have a unique feature or strange habit?

**Key Words:**

- author's purpose
- character sketch
- declarative sentence
- exclamatory sentence
- imperative sentence
- interrogative sentence
- tone
- voice

**Objectives:**

- Identify the main character and plot of the story
- Use prior knowledge to understand story characters and events
- Activate and use prior knowledge to improve comprehension
- Use prior knowledge to help recognize character and plot
- Write a character sketch with a strong voice

1 of 5

Great Start! 2015

## Teacher Message Boards



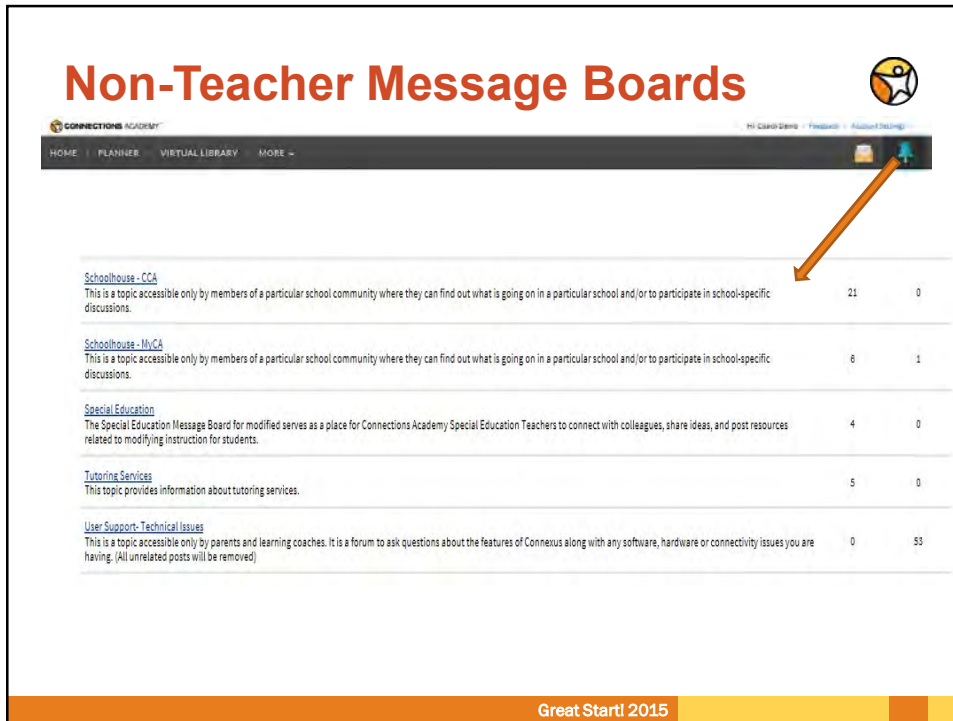
gattens

1 of 5

- Teachers post valuable information here
  - Study guides/tips for lessons
  - Supplemental material/lesson modifications
  - Recorded LiveLessons
  - Teacher information
  - Class Discussions

Great Start! 2015

## Non-Teacher Message Boards



**CONNECTIONS ACADEMY**

HOME | PLANNER | VIRTUAL LIBRARY | MORE »

Hi [Name] | Parental Involvement | Student Self-Service

<a href="#">Schoolhouse - CCA</a> This is a topic accessible only by members of a particular school community where they can find out what is going on in a particular school and/or to participate in school-specific discussions.	21	0
<a href="#">Schoolhouse - HxCA</a> This is a topic accessible only by members of a particular school community where they can find out what is going on in a particular school and/or to participate in school-specific discussions.	8	1
<a href="#">Special Education</a> The Special Education Message Board for modified serves as a place for Connections Academy Special Education Teachers to connect with colleagues, share ideas, and post resources related to modifying instruction for students.	4	0
<a href="#">Tutoring Services</a> This topic provides information about tutoring services.	5	0
<a href="#">User Support- Technical Issues</a> This is a topic accessible only by parents and learning coaches. It is a forum to ask questions about the features of Connexus along with any software, hardware or connectivity issues you are having. (All unrelated posts will be removed)	0	53

Great Start! 2015

## Family Mentor



- A seasoned CCA Parent
- Mentors new-to-CCA parents
- Available via phone and webmail
- Great source of ideas and support
- Will contact you within 2 weeks of starting school

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## Socialization



- Field Trips
  - State-wide: in-person & JACK
  - Organized by regions
  - 3 trips per week per region
    - Educational & Social
    - Free & Paid
    - Aligned to PA state standards and CCA curriculum
- Encourage students to attend
- Access info via Message Boards

Great Start! 2015

**CONNECTIONS ACADEMY**

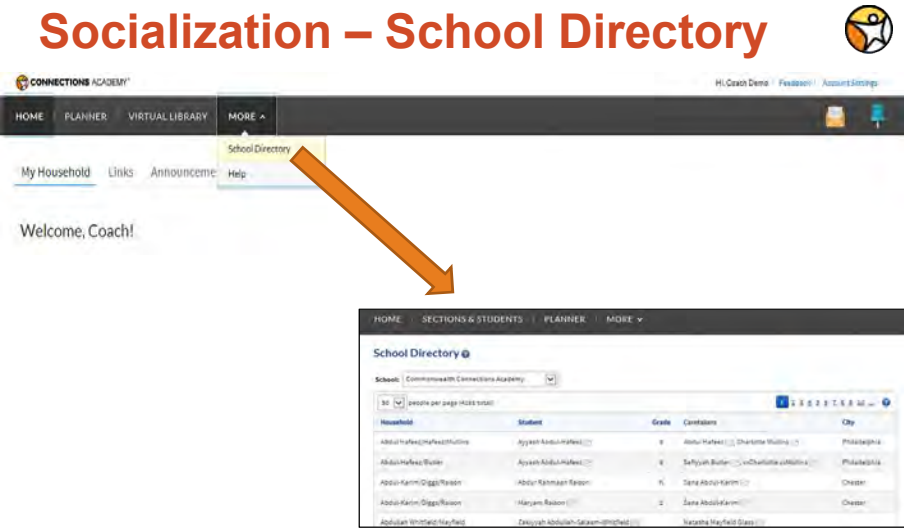
HOME | PLANNER | VIRTUAL LIBRARY | MORE +

Hi Carol Davis - [Feedback](#) | [Logout](#) | [Help](#)

<a href="#">Schoolhouse - CCA</a> This is a topic accessible only by members of a particular school community where they can find out what is going on in a particular school and/or to participate in school-specific discussions.	21	0
<a href="#">Schoolhouse - MyCA</a> This is a topic accessible only by members of a particular school community where they can find out what is going on in a particular school and/or to participate in school-specific discussions.	6	1
<a href="#">Special Education</a> The Special Education Message Board for modified serves as a place for Connections Academy Special Education Teachers to connect with colleagues, share ideas, and post resources related to modifying instruction for students.	4	0
<a href="#">Tutoring Services</a> This topic provides information about tutoring services.	5	0
<a href="#">User Support- Technical Issues</a> This is a topic accessible only by parents and learning coaches. It is a forum to ask questions about the features of Connexus along with any software, hardware or connectivity issues you are having. (All unrelated posts will be removed)	0	53

Great Start! 2015

## Socialization – School Directory



The screenshot shows the Connections Academy website. The top navigation bar includes links for HOME, PLANNER, VIRTUAL LIBRARY, and MORE. The MORE dropdown menu is open, showing links for My Household, Links, Announcements, and Help. The School Directory link is highlighted with an orange arrow. Below the navigation bar, the School Directory page is displayed, showing a table of students with columns for Household, Student, Grade, and City.

Household	Student	Grade	City
Abdul Hafiz/Muhammad	Ayman Abdul Hafiz	8	Abdul Hafiz
Abdul Hafiz/Muhammad	Ayman Abdul Hafiz	8	Abdul Hafiz
Abdul Hafiz/Muhammad	Ayman Abdul Hafiz	8	Abdul Hafiz
Abdul Hafiz/Muhammad	Ayman Abdul Hafiz	8	Abdul Hafiz
Abdul Hafiz/Muhammad	Ayman Abdul Hafiz	8	Abdul Hafiz
Abdul Hafiz/Muhammad	Ayman Abdul Hafiz	8	Abdul Hafiz
Abdul Hafiz/Muhammad	Ayman Abdul Hafiz	8	Abdul Hafiz
Abdul Hafiz/Muhammad	Ayman Abdul Hafiz	8	Abdul Hafiz
Abdul Hafiz/Muhammad	Ayman Abdul Hafiz	8	Abdul Hafiz
Abdul Hafiz/Muhammad	Ayman Abdul Hafiz	8	Abdul Hafiz

Great Start! 2015

## Dropbox/Assessments

- **Dropbox**
  - Similar to an email attachment
- **Assessments**
  - Must be done in order
  - Print out/check/submit
- After student submits daily lessons, you confirm they are complete

Great Start! 2015

## Assessments - Comments



- Teachers will add comments
- Read them – contact teacher if questions
- Print out great assessments and post on fridge
- Offer lots of praise

Great Start! 2015

## Gradebook



- Access to grades and comments
- Updates automatically
- View lessons to be graded
- View lessons to be submitted

Great Start! 2015

## Gradebook



Full Transcript

User Grade Book for Tyler Demo (ID 375460)

Show me ☒ active ☐ sections [?](#)

Grade Book Details

Section Summary: Click a section name to view details.

Section	Score	Grade	Lesson Completion	Teacher	Objectives
<a href="#">Art 5</a>	--		0/29 (0%)	Teacher, Jen	
<a href="#">Educational Technology and Online Learning 5</a>	--		0/47 (0%)	Teacher, Jen	
<a href="#">Language Arts 5 A</a>	73%	C	0/70 (0%)	Teacher, Jen	<a href="#">51 objectives</a>
<a href="#">LEAP</a>	--		0/3 (0%)	Teacher, Jen	
<a href="#">Learning Support</a>	--		0/1 (0%)	Special, Kay	
<a href="#">Math 5 A</a>	--		0/73 (0%)	Teacher, Jen	<a href="#">54 objectives</a>
<a href="#">Physical Education 5</a>	--		0/50 (0%)	Teacher, Jen	
<a href="#">Science 5 A</a>	--		0/64 (0%)	Teacher, Jen	<a href="#">20 objectives</a>
<a href="#">Social Studies 5 A</a>	--		0/57 (0%)	Teacher, Jen	
Overall	73%		0/384 (0%)		

Great Start! 2015

## A Successful Day Includes...



- Routine
- Optimizing Time
- Seat work
- Breaks
- Food
- Motivation

Great Start! 2015

## CCA Conservatories



- Conservatories Provide
  - Individual and Small Group hands-on learning opportunities for MS/HS
    - Aligned to the State Standards
    - Classroom content to real world application
    - College/Career Focused

Great Start! 2015

## CCA Conservatories




- Conservatories Provide
  - Independent Study Credits (HS)
    - Based on student's unique career goals
    - Minimum of 40 hours job shadowing, internship experience
    - Weekly journal
  - Monthly statewide competitions and regional programs

Great Start! 2015



## CCA Conservatories



- Register Now:
  - Registration form is found in the Conservatories Dataview 
  - Contact:
    - Conservatory Managers
    - Guidance Counselors
    - Teachers

Great Start! 2015

## CCA Conservatories



- Next Steps
  - Conservatory Manager will contact you and your student to determine interests
  - Notified of events and opportunities in your area
  - Register for FTs in your area
  - Register for Conservatory Events
    - Listed on School Event Message Board

Great Start! 2015

## CCA Fundraising

- Box Tops
  - Cut out and collect
  - eboxtops for shopping online
- Labels for Education
  - Cut out and collect
  - elabels for shopping online
- Send to:
  - Sara Bingaman
  - Federal Programs Manager
  - 1426 N. 3<sup>rd</sup> St., 4<sup>th</sup> Floor
  - Harrisburg, PA 17102



Great Start! 2015

## CCA Fundraising

- Giant/Martins/Tops A+
  - Register your bonus card online
  - CCA School ID#: 01790
- Giant Eagle – Apples for Students
  - Register your store card
  - CCA School ID#: 5273
- Target Red Card
  - Target credit & debit card
  - CCA School ID#: 125867



Great Start! 2015

## Family Income Form



- Filled out annually
- Title I Programs
  - Teacher Salaries
  - Great Start Sessions
  - Parent Resource Center
  - Family Mentoring Program
  - Professional Development
  - Licenses for supplemental programs
- **CONFIDENTIAL!**

**2015-16 CCA Family Income Form**

**Form Facts**  
 Enter information about the children in your household, any benefits your household receives, and your household income. A parent/legal guardian must submit one signed form per family. The information on this form is used to determine if your school qualifies for much-needed funding from state and federal sources.  
 Where: Submit items to Connections Academy by: Scan and upload in [Connexus®](#) | Fax: 800-887-9540  
 | Mail: 8621 Robert Fulton Dr., Ste. 200, Columbia, MD 21046

**Children in Household**  
 Enter information about each child in your household in the table below.

Name of Child (Last, First, Middle)	Date of Birth	Current Grade	School District	Is child a ward of the court or a foster child? Check one. (If Yes, you must list personal-use monthly income.)
				<input type="checkbox"/> No <input type="checkbox"/> Decline to disclose <input type="checkbox"/> Yes (Personal-use monthly income \$ /mo.)
				<input type="checkbox"/> No <input type="checkbox"/> Decline to disclose <input type="checkbox"/> Yes (Personal-use monthly income \$ /mo.)
				<input type="checkbox"/> No <input type="checkbox"/> Decline to disclose <input type="checkbox"/> Yes (Personal-use monthly income \$ /mo.)
				<input type="checkbox"/> No <input type="checkbox"/> Decline to disclose <input type="checkbox"/> Yes (Personal-use monthly income \$ /mo.)

**Benefits**  
 Does any member of your household receive SNAP, FDIPIR, food stamps, or TANF? (Check one)  
☐ Yes. If yes, please provide a benefits case number. (Required.) ☐ No ☐ Decline to disclose

**Household Income**  
 Please enter the total number of household members and the total annual income of all household members below. A household includes all related family members and all unrelated persons, if any, such as foster children, wards, or employees, who share the housing unit. Include income from all household members when calculating yearly gross income below. (Please include all gross earnings from work, pensions, retirement income, Social Security, public assistance, child support, alimony, disability benefits, and any other income that you are required to report to the IRS.) You have the right to decline to disclose this

Great Start! 2015

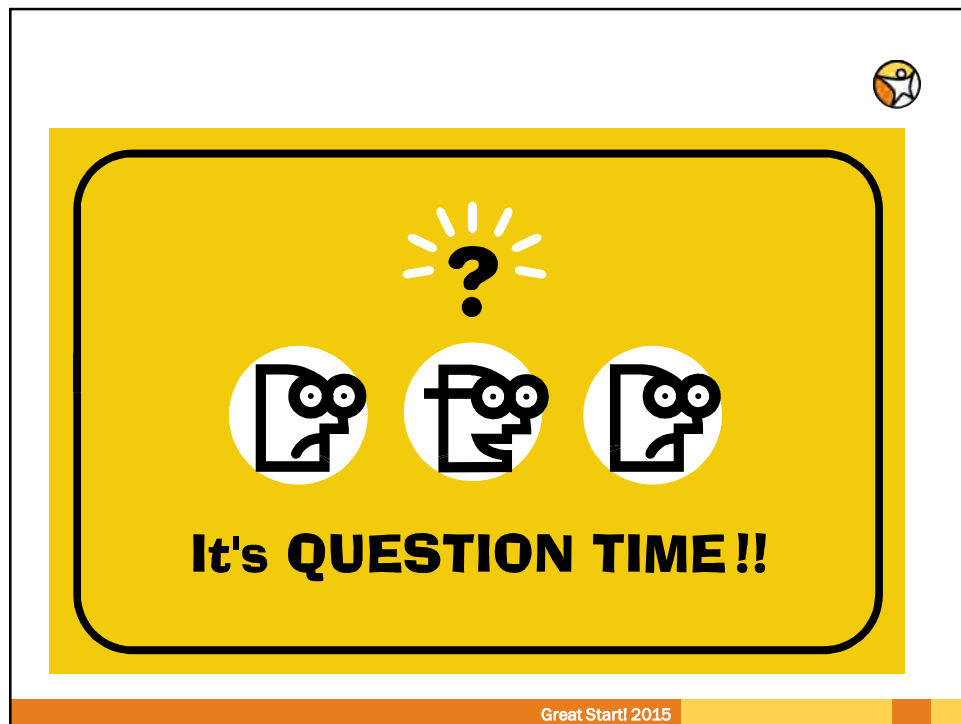
If you remember only one thing...



CALL  
YOUR

!

Great Start! 2015



# **Attachment Q**

## **Agendas and Sign-in Sheets from Parent and/or Community Events**

**CCA Charter Renewal Application**

**Note:** the agendas and content of these parent meetings are shown in the PowerPoint slides included previously (in Attachment P: Examples of Communication, Outreach, and Marketing to the Community and Parents).

**Commonwealth Connections Academy (CCA)**  
**In-Person School Information Sessions**  
**Calendar Year 2015**

<b>Session Date</b>	<b>Time</b>	<b>City</b>	<b>Location</b>	<b># Children</b>	<b># Adults</b>	<b>Total Attendance</b>
3/24/2015	6:30 PM	Allentown	Allentown Public Library Community Room	4	10	14
3/26/2015	6:30 PM	Scranton	CCA: Scranton Area Family Service Center	0	0	0
3/30/2015	6:30 PM	Philadelphia	CCA: Philadelphia Center City Family Service Center	0	1	1
4/7/2015	6:30 PM	Pittsburgh	Comfort Inn Pittsburgh	3	0	3
4/7/2015	6:30 PM	Bartonsville	Howard Johnson Bartonsville	4	4	8
4/9/2015	6:30 PM	Hazle Township	Best Western Genetti Inn and Suites	0	0	0
4/9/2015	6:30 PM	York	Holiday Inn Express York	4	5	9
4/13/2015	6:30 PM	Philadelphia	Four Points By Sheraton Philadelphia Northeast	4	4	8
4/13/2015	6:30 PM	Pittsburgh	Hilton Garden Inn Pittsburgh University Place	0	1	1
4/14/2015	6:30 PM	Whitehall	Ramada Allentown/Whitehall	2	10	12
4/16/2015	6:30 PM	Harrisburg	CCA: Harrisburg Family Service Center	3	7	10
4/16/2015	6:30 PM	Andreas	CCA: Lehigh Valley Family Service Center	3	3	6
4/20/2015	6:30 PM	Philadelphia	CCA: Philadelphia Center City Family Service Center	0	1	1
4/21/2015	6:30 PM	Annville	Lebanon Valley College Mund College Center	4	5	9
4/21/2015	6:30 PM	Scranton	CCA: Scranton Area Family Service Center	7	14	21
4/23/2015	6:30 PM	Stroudsburg	Holiday Inn Express and Suites Stroudsburg	0	3	3
4/27/2015	6:30 PM	Reading	Courtyard Reading/ Wyomissing	2	7	9
4/27/2015	6:30 PM	Philadelphia	Holiday Inn Philadelphia Stadium	2	3	5
4/28/2015	6:30 PM	Greensburg	Courtyard Pittsburgh Greensburg	2	4	6
4/30/2015	6:30 PM	Harrisburg	CCA: Harrisburg Midtown Family Service Center	1	3	4
5/4/2015	6:30 PM	Monroeville	Courtyard Pittsburgh Monroeville	4	8	12
5/4/2015	6:30 PM	Philadelphia	CCA: Philadelphia Center City Family Service Center			
5/5/2015	6:30 PM	Harrisburg	Holiday Inn Express Harrisburg West			
5/7/2015	6:30 PM	Quakertown	Springhill Suites	2	3	5
5/7/2015	6:30 PM	Williamsport	CCA: Williamsport Family Service Center	7	2	9
5/11/2015	6:30 PM	Scranton	CCA: Scranton Area Family Service Center	7	10	17
5/11/2015	6:30 PM	Altoona	Holiday Inn Express Altoona	4	6	10
5/12/2015	6:30 PM	Harrisburg	CCA: Harrisburg Family Service Center	1	2	3
5/12/2015	6:30 PM	Warrington	Homewood Suites Doylestown	2	4	6

5/14/2015	6:30 PM	Bethlehem	Comfort Suites Bethlehem	2	4	6
5/18/2015	6:30 PM	Andreas	CCA: Lehigh Family Service Center	4	6	10
5/18/2015	6:30 PM	Lewisburg	Best Western Country Cupboard Inn	12	10	22
5/19/2015	6:30 PM	Gettysburg	Hilton Garden Inn Gettysburg	2	3	5
5/21/2015	6:30 PM	Reading	Courtyard Reading/ Wyomissing	1	5	6
5/26/2015	6:30 PM	Easton	Hampton Inn Easton	7	2	9
5/27/2015	6:30 PM	York	Four Points By Sheraton York	4	12	16
6/1/2015	6:30PM	Willow Grove	Hampton Inn Willow Grove	8	14	22
6/1/2015	6:30PM	Lancaster	Best Western Eden Resort	2	10	12
6/2/2015	6:30PM	Camp Hill	Radisson Hotel Harrisburg	1	7	8
6/2/2015	6:30PM	West Homestead	Courtyard Pittsburgh Waterfront	2	2	4
6/4/2015	6:30PM	Harrisburg	CCA: Harrisburg Midtown Family Service Center	1	2	3
6/4/2015	6:30PM	Erie	Hilton Garden Inn Erie	1	2	3
6/4/2015	6:30PM	Williamsport	CCA: Williamsport Family Service Center			
6/8/2015	6:30PM	Monroeville	Courtyard Pittsburgh Monroeville	6	6	12
6/8/2015	6:30PM	Andreas	CCA: Andreas Family Service Center			
6/8/2015	6:30PM	Scranton	CCA: Scranton Area Family Service Center	3	9	12
6/9/2015	6:30PM	Hanover	Hampton Inn Hanover	3	4	7
6/11/2015	6:30PM	Pittsburgh	Doubletree by Hilton Pittsburgh Green Tree	1	3	4
7/6/2015	6:30PM	Philadelphia	CCA: Philadelphia Center City Family Service Center	1	3	4
7/6/2015	6:30PM	Harrisburg	CCA: Harrisburg Family Service Center	7	11	18
7/7/2015	6:30PM	Andreas	CCA: Andreas Family Service Center			
7/7/2015	6:30PM	Williamsport	CCA: Williamsport Family Service Center	2	2	5
7/9/2015	6:30PM	Scranton	CCA: Scranton Area Family Service Center	5	14	19
7/9/2015	6:30PM	Seven Fields	CCA: Pittsburgh Area Family Service Center	2	4	6
7/13/2015	6:30PM	Monroeville	Courtyard Pittsburgh Monroeville	3	9	12
7/13/2015	6:30PM	Lancaster	Lancaster Marriott at Penn Square	2	4	6
7/14/2015	12:00PM	Bryn Mawr	CCA: Philadelphia Area Family Service Center	3	3	6
7/16/2015	6:00PM	Ephrata	Ephrata Public Library	3	2	5
7/20/2015	6:00PM	Allentown	Allentown Public Library Community Room	11	12	23
7/21/2015	6:30PM	Erie	Hilton Garden Inn Erie	1	3	4
7/23/2015	6:30PM	York	Homewood Suites York	1	4	5
7/23/2015	6:30PM	Pocono Manor	The Inn at Pocono Manor	3	4	7
7/27/2015	6:30PM	Philadelphia	Four Points By Sheraton Philadelphia Northeast	4	5	9
7/27/2015	6:30PM	Harrisburg	CCA: Harrisburg Midtown Family Service Center	6	5	11

7/28/2015	6:30PM	Easton	Hampton Inn Easton	4	8	12
7/28/2015	6:30PM	Chambersburg	Quality Inn Chambersburg	4	5	9
7/30/2015	6:30PM	Williamsport	CCA: Williamsport Family Service Center	3	6	9
8/3/2015	6:30PM	Pittsburgh	Courtyard Settlers Ridge	1	3	4
8/3/2015	6:30PM	Philadelphia	CCA: Philadelphia Center City Family Service Center	7	7	14
8/3/2015	6:30PM	Stroudsburg	Holiday Inn Express and Suites Stroudsburg	0	3	3
8/4/2015	6:30PM	Bethlehem	Comfort Suites Bethlehem	1	4	5
8/4/2015	6:30PM	Bloomsburg	Bloomsburg University Montys Building Upper Campus	0	0	0
8/6/2015	6:30PM	Philadelphia	Holiday Inn Philadelphia Stadium	0	1	1
8/6/2015	6:30PM	Burnham	Quality Inn Burnham	1	1	2
8/11/2015	6:30PM	Bartonsville	Howard Johnson Bartonsville	1	3	4
8/11/2015	6:30PM	York	Holiday Inn Express York	6	4	10
8/11/2015	6:30PM	Hermitage	Butler County Community College @LindenPointe	0	0	0
8/11/2015	6:30PM	Warrington	Homewood Suites Doylestown	0	0	0
8/12/2015	6:30PM	Greensburg	Courtyard Pittsburgh Greensburg	2	2	4
8/13/2015	6:30PM	Mechanicsburg	Holiday Inn Express Harrisburg West	7	6	13
8/13/2015	6:30PM	Quakertown	Springhill Suites			
8/24/2015	6:30PM	Hanover	Hampton Inn Hanover	3	6	9
8/24/2015	6:30PM	Willow Grove	Hampton Inn Willow Grove			
8/25/2015	6:30PM	Pittsburgh	Hyatt Place Pittsburgh / North Shore	7	10	17
8/25/2015	6:30PM	Wyomissing	The Inn at Reading	3	4	7
8/27/2015	6:30PM	Pottsville	Ramada Pottsville	1	3	4
9/3/2015	6:30PM	Harrisburg	CCA: Harrisburg Family Service Center	3	7	10
9/3/2015	6:30PM	Philadelphia	CCA: Philadelphia Center City Family Service Center			
9/8/2015	6:30PM	Andreas	CCA: Andreas Family Service Center	0	0	0
9/8/2015	6:30PM	Williamsport	CCA: Williamsport Family Service Center	0	0	0
9/10/2015	6:30PM	Scranton	CCA: Scranton Area Family Service Center	1	2	3
9/10/2015	6:30PM	Seven Fields	CCA: Pittsburgh Area Family Service Center	1	3	4
9/14/2015	6:30PM	Harrisburg	CCA: Harrisburg Midtown Family Service Center			
9/17/2015	6:30PM	Bryn Mawr	CCA: Philadelphia Area Family Service Center			
9/21/2015	6:30PM	Andreas	CCA: Andreas Family Service Center	Upcoming Sessions		
9/22/2015	6:30PM	Scranton	CCA: Scranton Area Family Service Center			
9/24/2015	6:30PM	Williamsport	CCA: Williamsport Family Service Center			
9/28/2015	6:30PM	Seven Fields	CCA: Pittsburgh Area Family Service Center			
10/5/2015	6:30PM	Harrisburg	CCA: Harrisburg Family Service Center			



10/5/2015	6:30PM	Philadelphia	CCA: Philadelphia Center City Family Service Center	Upcoming Sessions		
10/8/2015	6:30PM	Scranton	CCA: Scranton Area Family Service Center			
10/13/2015	6:30PM	Williamsport	CCA: Williamsport Family Service Center			
10/15/2015	6:30PM	Andreas	CCA: Andreas Family Service Center			
10/19/2015	6:30PM	Seven Fields	CCA: Pittsburgh Area Family Service Center			
10/22/2015	6:30PM	Bryn Mawr	CCA: Philadelphia Area Family Service Center			
10/26/2015	6:30PM	Harrisburg	CCA: Harrisburg Family Service Center			
10/29/2015	6:30PM	Scranton	CCA: Scranton Area Family Service Center			
			<b>Total Attendance: Calendar Year to Date</b>	<b>242</b>	<b>394</b>	<b>637</b>

**Commonwealth Connections Academy (CCA)**  
**School Virtual Information Sessions**  
**Calendar Year 2015**

<b>Session Date</b>	<b># of Registrants</b>	<b># of Attendees</b>
Friday, January 9, 2015	27	8
Tuesday, January 20, 2015	52	19
Friday, February 13, 2015	61	11
Tuesday, February 24, 2015	66	22
Tuesday, March 10, 2015	31	12
Friday, March 13, 2015	19	7
Wednesday, March 18, 2015	20	9
Friday, March 20, 2015	11	7
Monday, March 23, 2015	9	3
Friday, March 27, 2015	9	4
Tuesday, March 31, 2015	17	4
Wednesday, April 8, 2015	34	16
Friday, April 10, 2015	10	5
Tuesday, April 14, 2015	18	6
Friday, April 17, 2015	4	0
Monday, April 20, 2015	13	6
Friday, April 24, 2015	12	3
Wednesday, April 29, 2015	17	13
Friday, May 1, 2015	4	0
Tuesday, May 5, 2015	9	2
Friday, May 8, 2015	1	1
Monday, May 11, 2015	5	5
Friday, May 15, 2015	7	0
Tuesday, May 19, 2015	6	1
Friday, May 22, 2015	8	2
Wednesday, May 27, 2015	9	1
Friday, May 29, 2015	11	3
Wednesday, June 3, 2015	11	8
Friday, June 5, 2015	4	1
Wednesday, June 10, 2015	11	4
Friday, June 12, 2015	6	3
Tuesday, June 16, 2015	12	5
Monday, July 6, 2015	9	3
Thursday, July 9, 2015	8	2
Tuesday, July 14, 2015	4	4
Wednesday, July 15, 2015	7	2
Wednesday, July 22, 2015	10	4
Thursday, July 23, 2015	15	11
Thursday, July 30, 2015	33	18
Friday, July 31, 2015	9	5

Wednesday, August 5, 2015	29	15
Friday, August 7, 2015	17	6
Wednesday, August 12, 2015	42	12
Friday, August 14, 2015	9	4
Wednesday, August 26, 2015	38	16
Friday, August 28, 2015	14	9
Wednesday, September 2, 2015	25	13
Friday, September 4, 2015	10	2
Wednesday, September 9, 2015	34	10
Friday, September 11, 2015	12	6
Tuesday, September 15, 2015	18	8
<b>Totals</b>	<b>877</b>	<b>341</b>

NOTE: CCA varies the day of the week and time of day during which Virtual Information Sessions are offered to ensure optimal convenience for all interested families.

**Attachment R**

**Surveys and Response Summaries**

**Conducted by the School**

**CCA Charter Renewal Application**

2014 - 2015



**CONNECTIONS**  
ACADEMY®

## **PARENT SATISFACTION SURVEY**

EXECUTIVE BOARD SUMMARY  
COMMONWEALTH CONNECTIONS  
ACADEMY

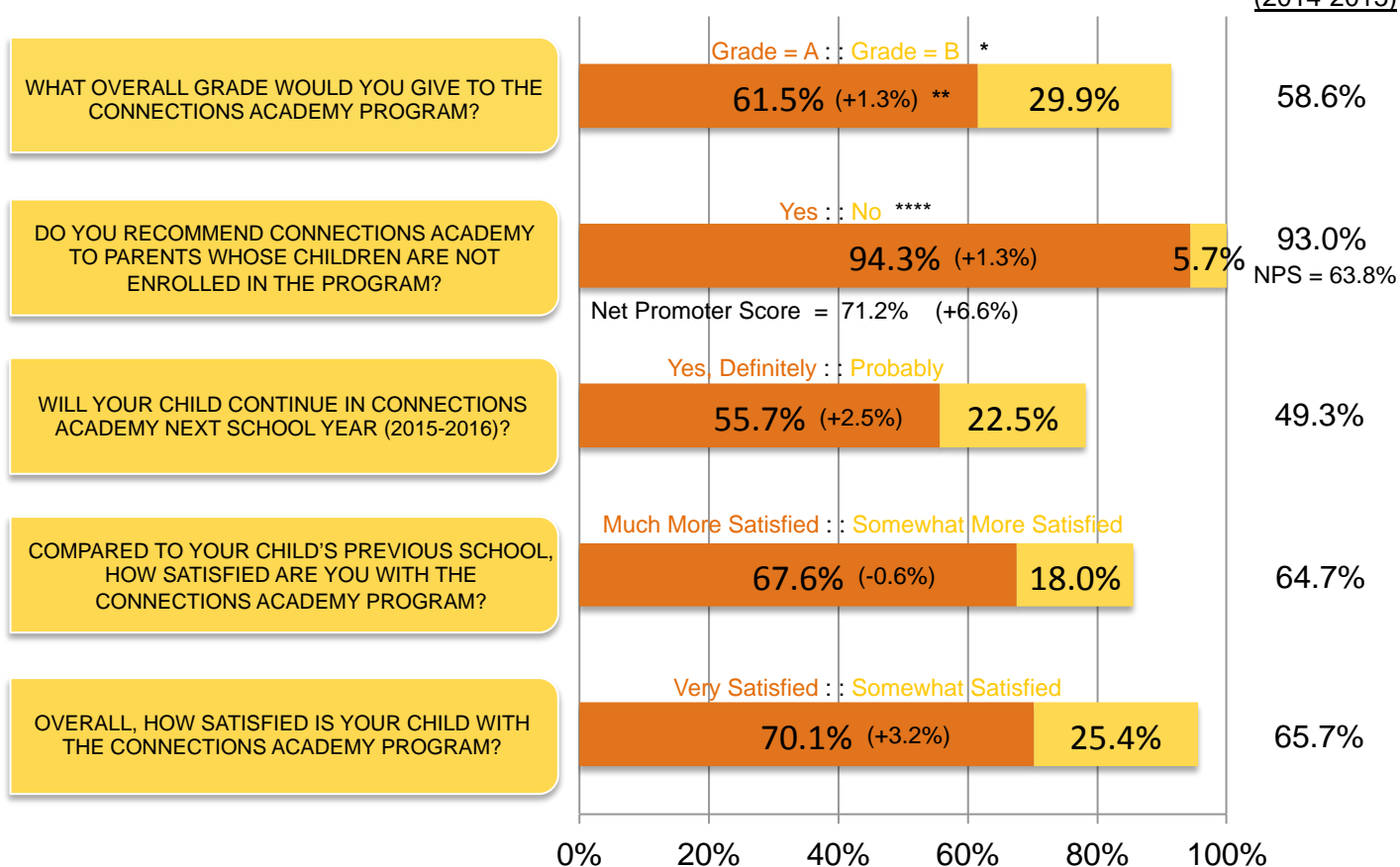
# Commonwealth Connections Academy

## Parent Satisfaction Survey 2014-2015

### Executive Summary

Overall parent satisfaction with Commonwealth Connections Academy was outstanding – improving from the previous year and being well above the Connections Academy average. A remarkable 94.3% of parents recommend the program, and the Net Promoter Score of 71.2% reflects excellent parent loyalty and enthusiasm.

### Satisfaction with the Connections Academy Program



\* First two response options.

\*\* Percentage point change from 13-14 to 14-15, e.g., 20.0% to 21.5% = +1.5%.

\*\*\* White figures indicate a top score lower than the Connections Academy average.

\*\*\*\* Survey rating: Yes = 6 to 10; No = 0 to 5; Net Promoter Score (NPS) = (10 + 9) - (6 to 0)

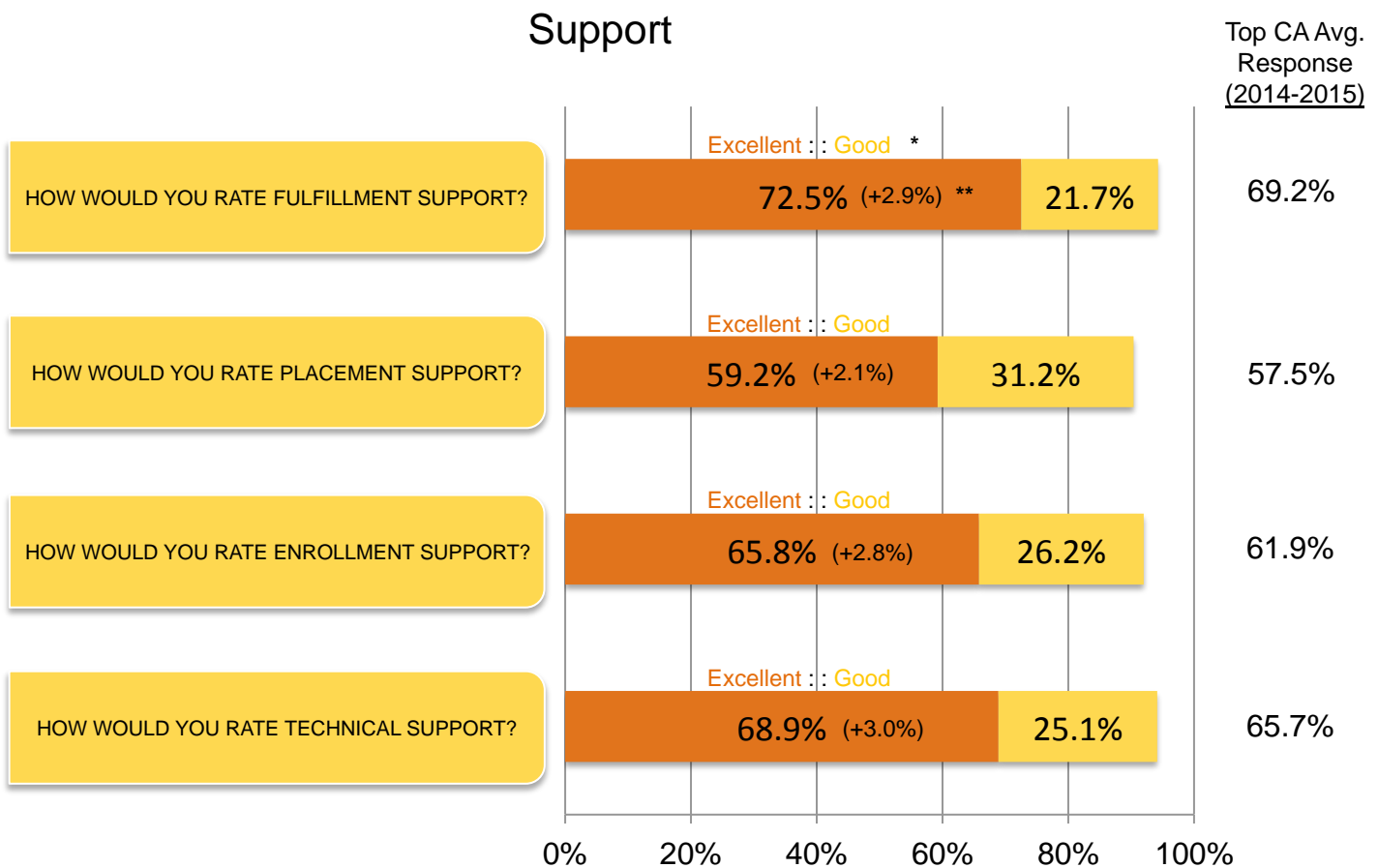


# Commonwealth Connections Academy

## Parent Satisfaction Survey 2014-2015

### Executive Summary

Parents were happy with the standard of support services provided. All four areas of support received ratings of “excellent” or “good” which were above 90%. (See the addendum at the end of this section.)



\* First two response options.

\*\* Percentage point change from 13-14 to 14-15, e.g., 20.0% to 21.5% = +1.5%.

\*\*\* White figures indicate a top score lower than the Connections Academy average.





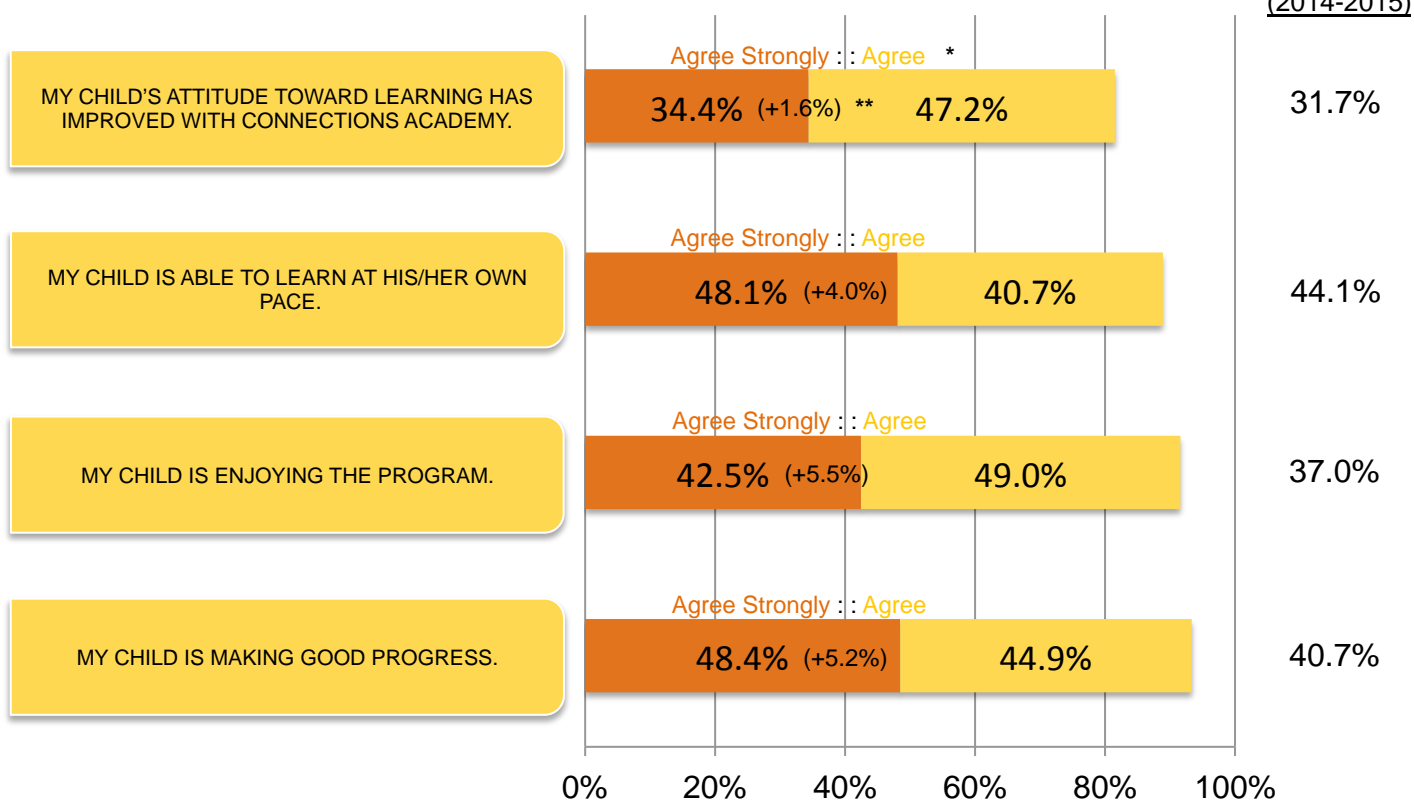
# Commonwealth Connections Academy

## Parent Satisfaction Survey 2014-2015

### Executive Summary

Parents' satisfaction with the emotional and academic success of their children also exceeded both the prior year and the Connections Academy average. Adding together the top two responses shows an impressive 93.3% of parents agreed that their child is making good progress.

#### Academic and Emotional Success



\* First two response options.

\*\* Percentage point change from 13-14 to 14-15, e.g., 20.0% to 21.5% = +1.5%.

\*\*\* White figures indicate a top score lower than the Connections Academy average.





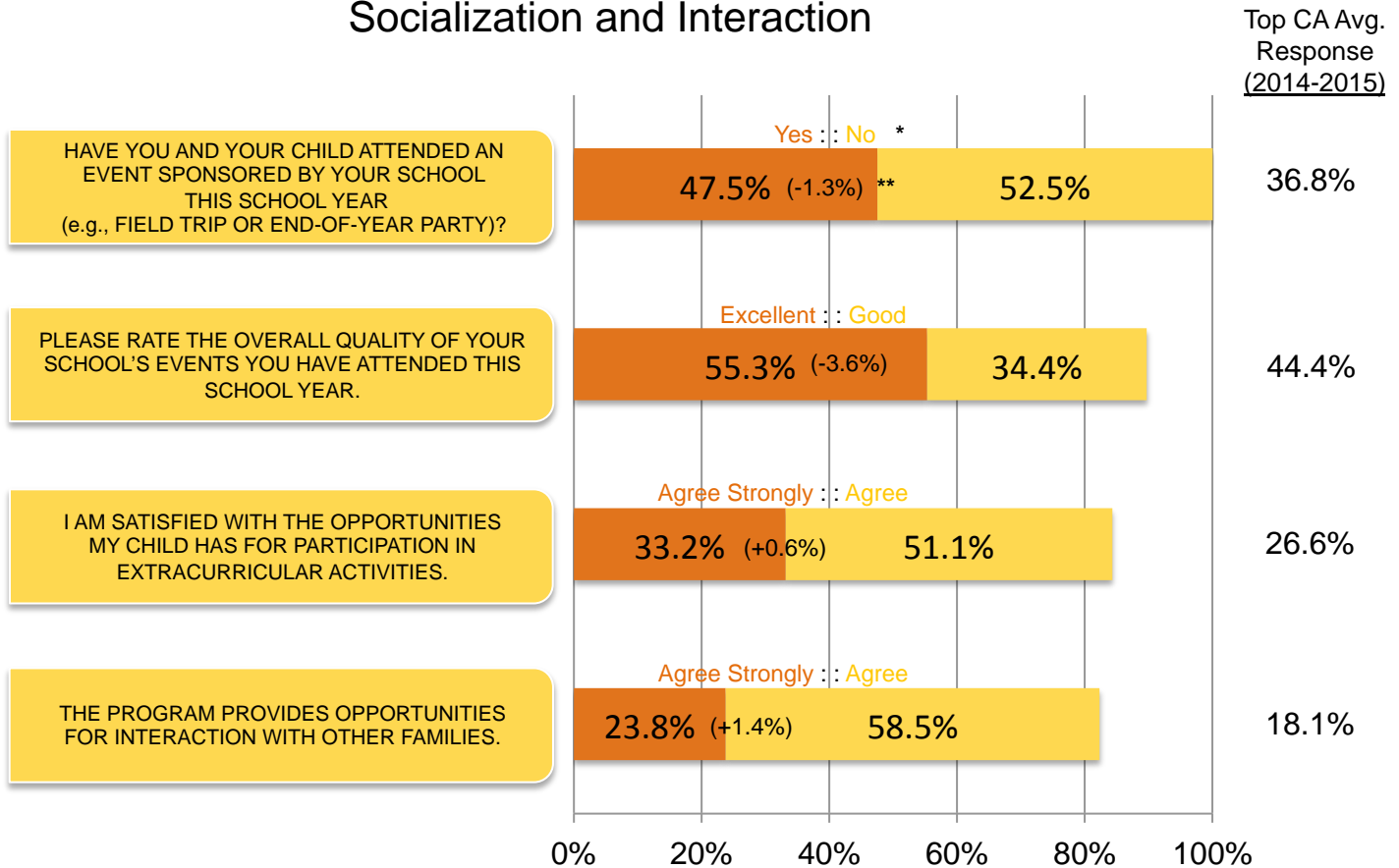
# Commonwealth Connections Academy

## Parent Satisfaction Survey 2014-2015

### Executive Summary

Nearly half of all Commonwealth Connections Academy families attended a school-sponsored event, and impressively 55.3% rated the events as “excellent.” Satisfaction with opportunities for socialization compares favorably to the average across all Connections Academy schools.

#### Socialization and Interaction



\* First two response options.

\*\* Percentage point change from 13-14 to 14-15, e.g., 20.0% to 21.5% = +1.5%.

\*\*\* White figures indicate a top score lower than the Connections Academy average.



# Commonwealth Connections Academy

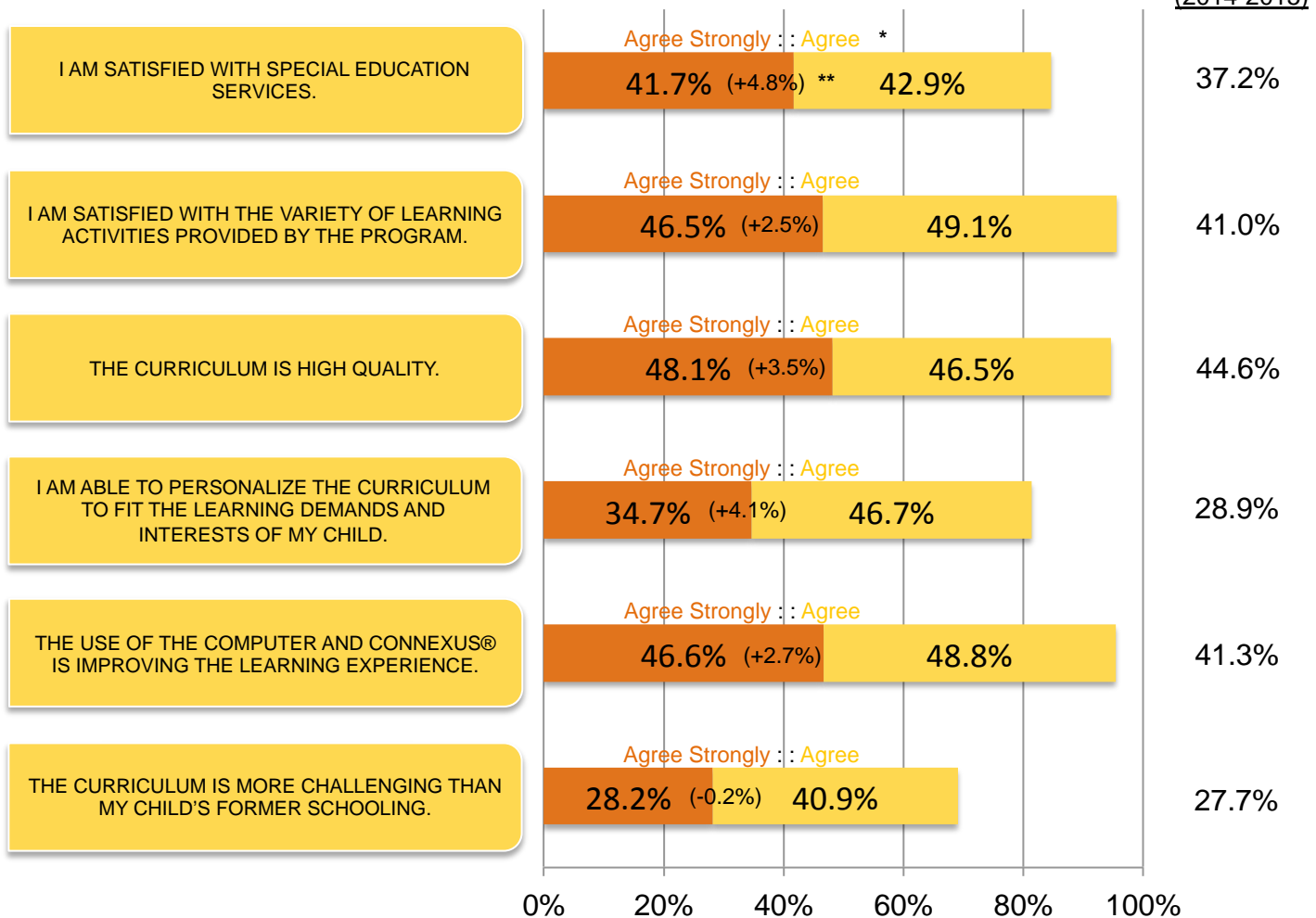
## Parent Satisfaction Survey 2014-2015

### Executive Summary

Parents were also highly satisfied with the academic experience their children are receiving. Combining the top two responses highlights that over 95% of parents were satisfied with the variety of learning activities and agreed that the use of technology is improving the learning experience.

### Academic Experience

Top CA Avg.  
Response  
(2014-2015)



\* First two response options.

\*\* Percentage point change from 13-14 to 14-15, e.g., 20.0% to 21.5% = +1.5%.

\*\*\* White figures indicate a top score lower than the Connections Academy average.



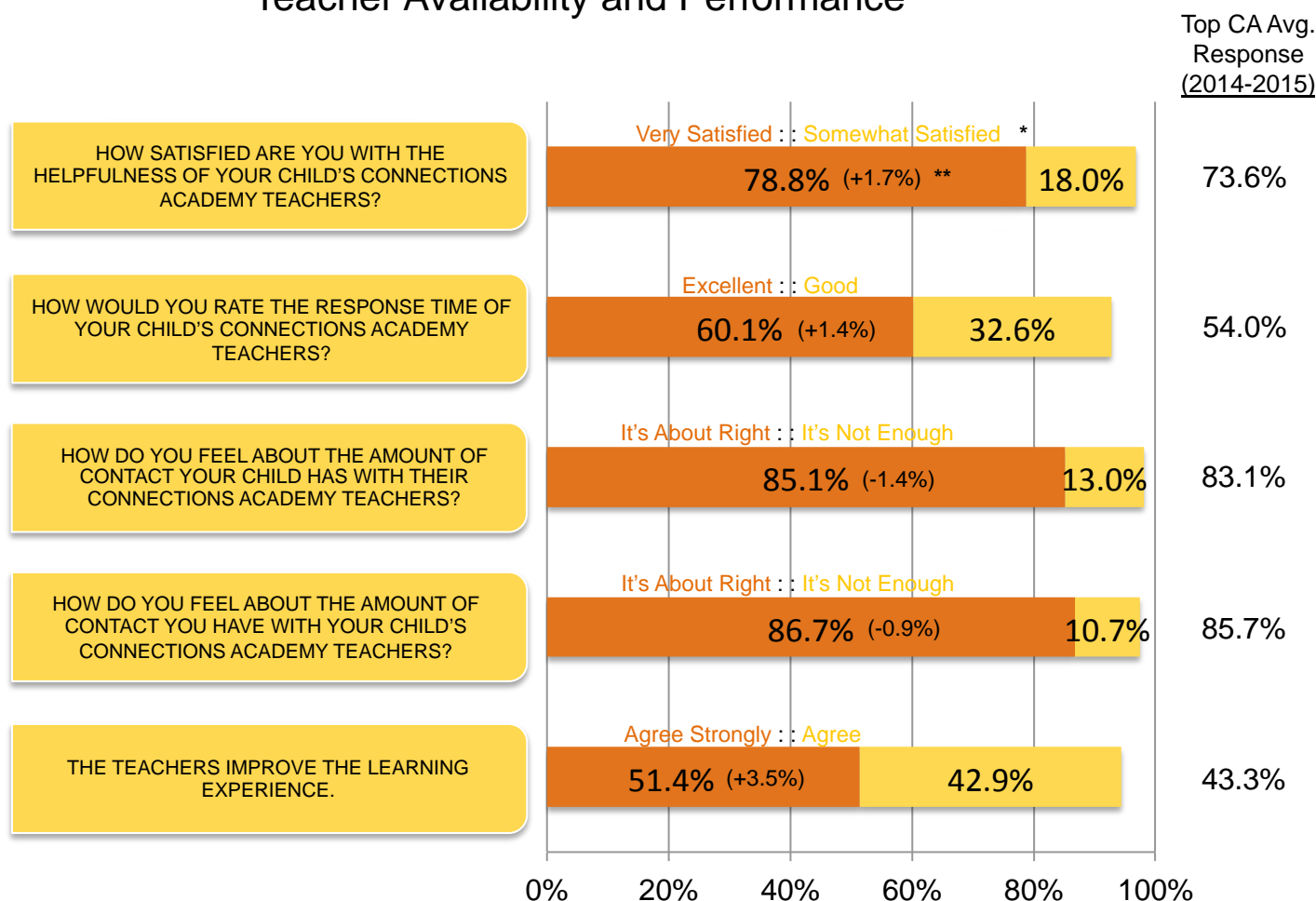
# Commonwealth Connections Academy

## Parent Satisfaction Survey 2014-2015

### Executive Summary

Commonwealth Connections Academy teachers received a ringing endorsement from parents. 78.8% of parents were “very satisfied” with teacher helpfulness and 60.1% felt that the teacher response time was “excellent.”

### Teacher Availability and Performance



\* First two response options.

\*\* Percentage point change from 13-14 to 14-15, e.g., 20.0% to 21.5% = +1.5%.

\*\*\* White figures indicate a top score lower than the Connections Academy average.



# Addendum: Comparison of top two Responses

	2014-15			2013-14			CA TOTAL 2014-15		
	Top Response	2nd Response	Sum of top two Responses	Top Response	2nd Response	Sum of top two Responses	Top Response	2nd Response	Sum of top two Responses
<b>SATISFACTION WITH CONNECTIONS ACADEMY PROGRAM</b>									
1-1 What Overall Grade Would You Give To The Connections Academy Program?	61.5%	29.9%	91.4%	60.2%	30.5%	90.7%	58.6%	31.3%	89.9%
1-2 Do You Recommend Connections Academy To Parents Whose Children Are Not Enrolled In The Program?	94.3%	5.7%		93.0%	7.0%		93.0%	7.0%	
1-3 Will Your Child Continue In Connections Academy Next School Year (2015-2016)?	55.7%	22.5%	78.2%	53.2%	23.4%	76.6%	49.3%	24.0%	73.3%
1-4 Compared To Your Child's Previous School, How Satisfied Are You With The Connections Academy Program?	67.6%	18.0%	85.5%	68.2%	17.9%	86.1%	64.7%	19.3%	83.9%
1-5 Overall, How Satisfied Is Your Child With The Connections Academy Program?	70.1%	25.4%	95.5%	67.0%	28.4%	95.4%	65.7%	28.8%	94.5%
<b>SUPPORT</b>									
2-1 How Would You Rate Fulfillment Support?	72.5%	21.7%	94.2%	69.6%	25.2%	94.8%	69.2%	24.8%	94.0%
2-2 How Would You Rate Placement Support?	59.2%	31.2%	90.4%	57.1%	34.2%	91.3%	57.5%	31.5%	89.0%
2-3 How Would You Rate Enrollment Support?	65.8%	26.2%	92.0%	63.0%	30.7%	93.7%	61.9%	29.0%	90.9%
2-4 How Would You Rate Technical Support?	68.9%	25.1%	94.1%	65.9%	26.3%	92.2%	65.7%	26.9%	92.6%
<b>ACADEMIC AND EMOTIONAL SUCCESS</b>									
3-1 My Child's Attitude Toward Learning Has Improved With Connections Academy.	34.4%	47.2%	81.5%	32.8%	47.9%	80.6%	31.7%	47.4%	79.1%
3-2 My Child Is Able To Learn At His/Her Own Pace.	48.1%	40.7%	88.8%	44.1%	43.7%	87.8%	44.1%	43.7%	87.8%
3-3 My Child Is Enjoying The Program.	42.5%	49.0%	91.5%	37.0%	53.7%	90.8%	37.0%	52.3%	89.3%
3-4 My Child Is Making Good Progress.	48.4%	44.9%	93.3%	43.2%	49.2%	92.4%	40.7%	50.1%	90.8%
<b>SOCIALIZATION AND INTERACTION</b>									
4-1 Have You And Your Child Attended An Event Sponsored By Your School This School Year?	47.5%	52.5%		48.8%	51.2%		36.8%	63.2%	
4-2 Please Rate The Overall Quality Of Your School's Events You Have Attended This School Year.	55.3%	34.4%	89.7%	58.9%	32.9%	91.8%	44.4%	41.5%	85.9%
4-3 I Am Satisfied With The Opportunities My Child Has For Participation In Extracurricular Activities.	33.2%	51.1%	84.3%	32.6%	52.1%	84.7%	26.6%	55.1%	81.7%
4-4 The Program Provides Opportunities For Interaction With Other Families.	23.8%	58.5%	82.3%	22.5%	58.5%	80.9%	18.1%	56.4%	74.5%
<b>ACADEMIC EXPERIENCE</b>									
5-1 I Am Satisfied With Special Education Services.	41.7%	42.9%	84.6%	36.9%	45.8%	82.7%	37.2%	44.3%	81.5%
5-2 I Am Satisfied With The Variety Of Learning Activities Provided By The Program.	46.5%	49.1%	95.5%	44.0%	51.1%	95.1%	41.0%	52.0%	93.0%
5-3 The Curriculum Is High Quality.	48.1%	46.5%	94.6%	44.7%	49.6%	94.3%	44.6%	50.2%	94.8%
5-4 I Am Able To Personalize The Curriculum To Fit The Learning Demands And Interests Of My Child.	34.7%	46.7%	81.4%	30.6%	49.7%	80.3%	28.9%	47.3%	76.2%
5-5 The Use Of The Computer And Connexus® Is Improving The Learning Experience.	46.6%	48.8%	95.3%	43.9%	51.3%	95.2%	41.3%	51.9%	93.2%
5-6 The Curriculum Is More Challenging Than My Child's Former Schooling (Public, Home, Other).	28.2%	40.9%	69.0%	28.3%	41.7%	70.0%	27.7%	40.7%	68.4%
<b>TEACHER AVAILABILITY AND PERFORMANCE</b>									
6-1 How Satisfied Are You With The Helpfulness Of Your Child's Connections Academy Teachers?	78.8%	18.0%	96.8%	77.1%	19.6%	96.7%	73.6%	22.5%	96.1%
6-2 How Would You Rate The Response Time Of Your Child's Connections Academy Teachers?	60.1%	32.6%	92.7%	58.8%	33.4%	92.2%	54.0%	36.1%	90.2%
6-3 How Do You Feel About The Amount Of Contact Your Child Has With Their Connections Academy Teachers?	85.1%	13.0%		86.4%	11.6%		83.1%	15.6%	
6-4 How Do You Feel About The Amount Of Contact You Have With Your Child's Connections Academy Teachers?	86.7%	10.7%		87.6%	10.3%		85.7%	12.8%	
6-5 The Teachers Improve The Learning Experience.	51.4%	42.9%	94.4%	48.0%	46.2%	94.2%	43.3%	48.2%	91.5%



# RATINGS

By Years At Connections Academy

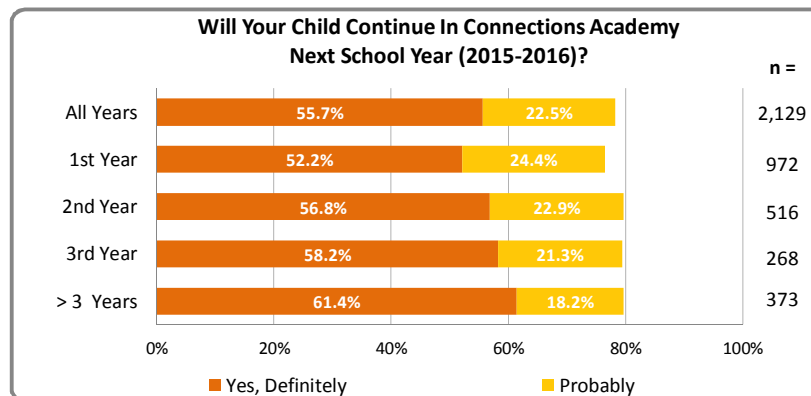
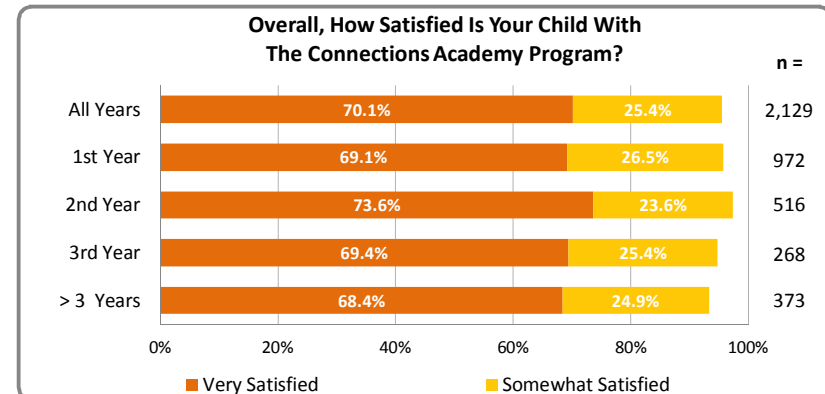
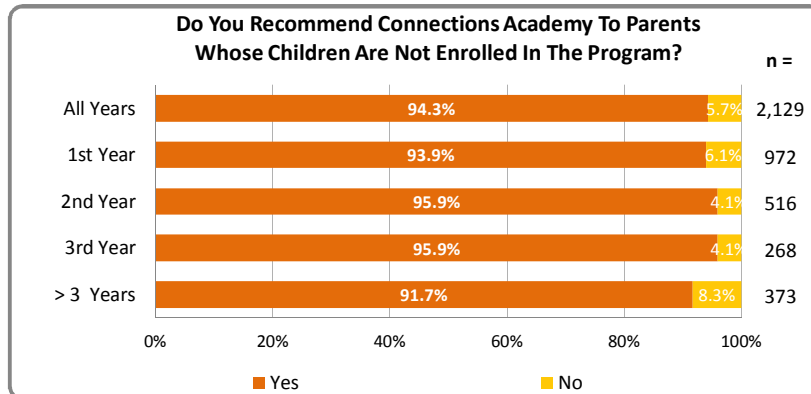
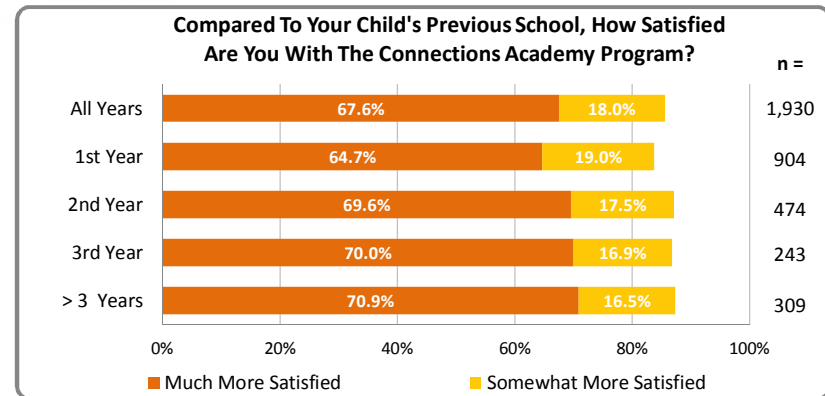
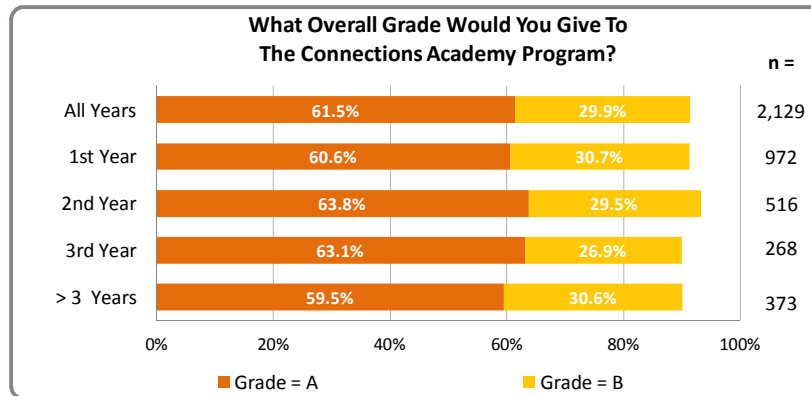
1<sup>st</sup> Year at School

2<sup>nd</sup> Year at School

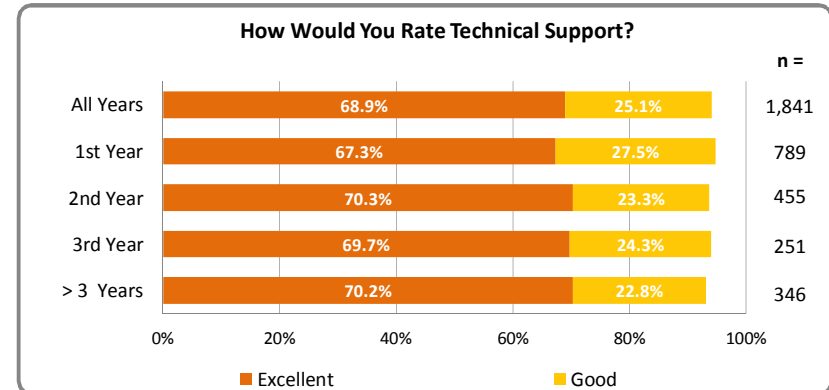
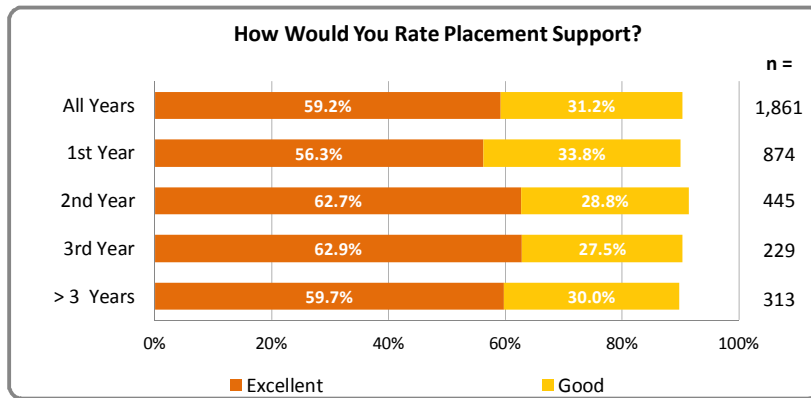
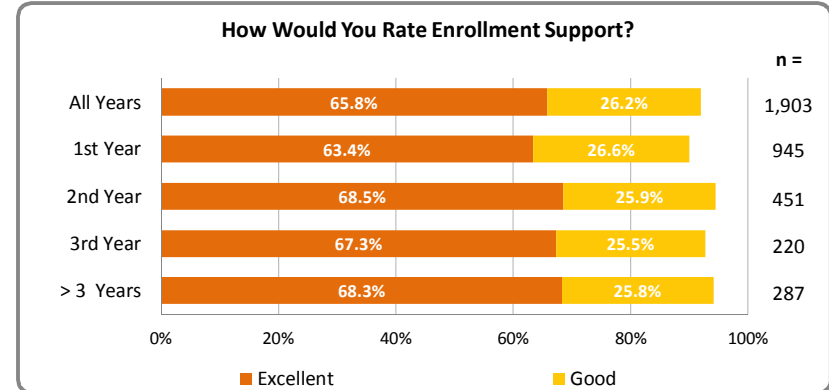
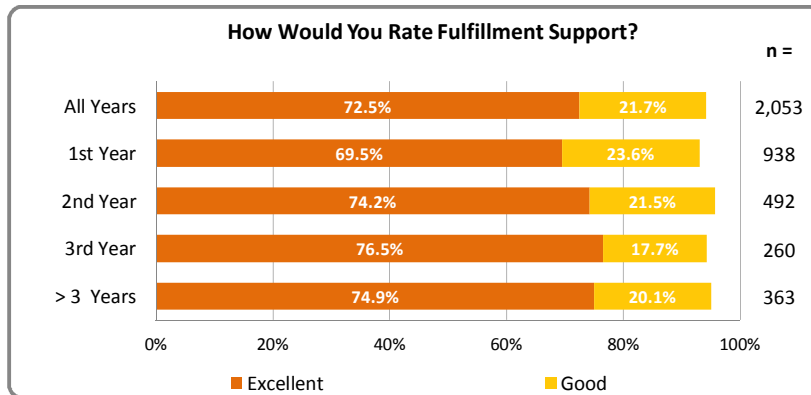
3<sup>rd</sup> Year at School

3<sup>+</sup> Years at School

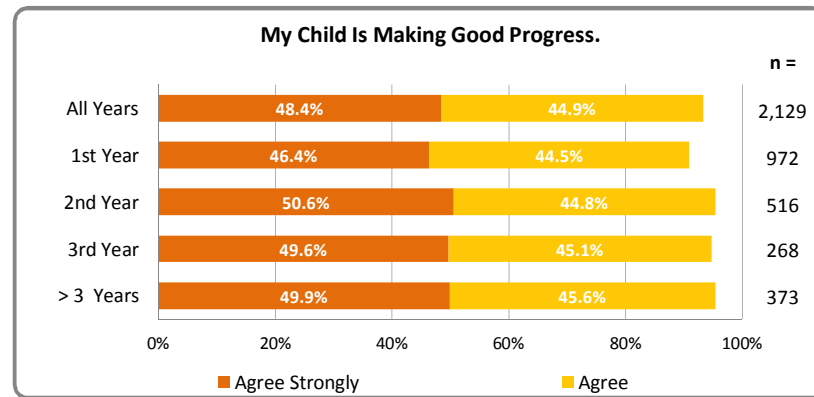
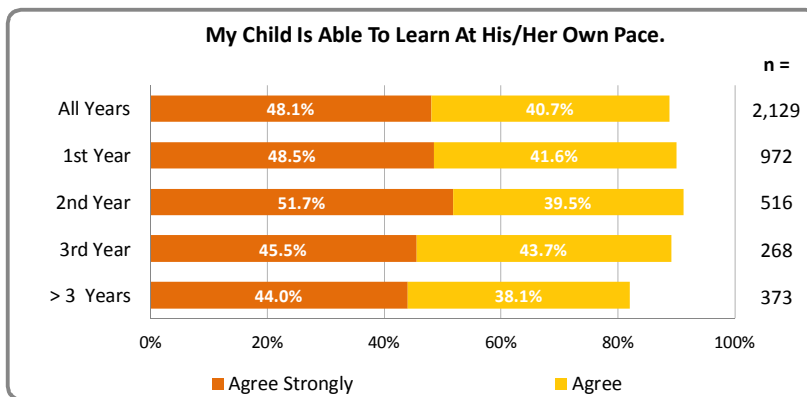
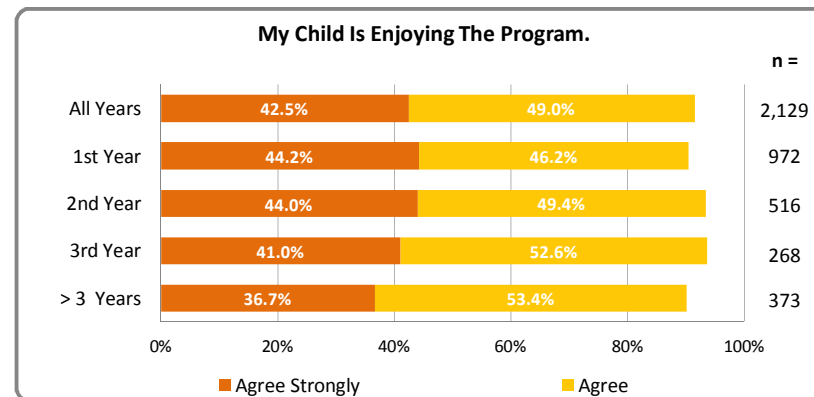
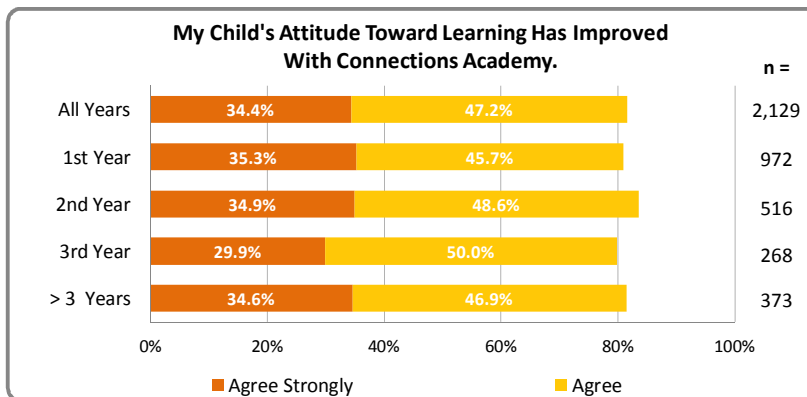
# Satisfaction With the Connections Academy Program



# Support

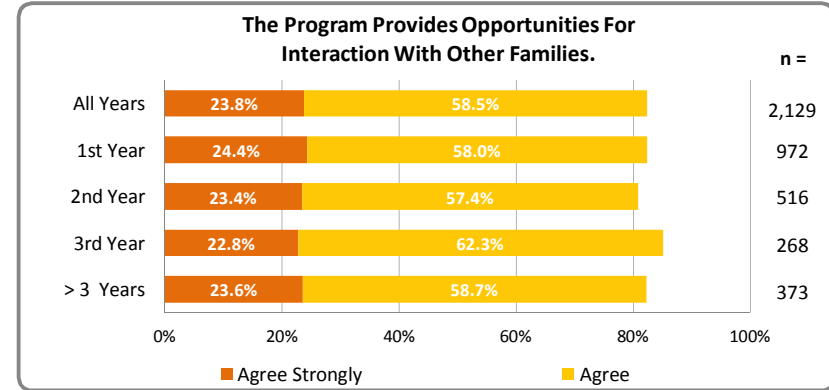
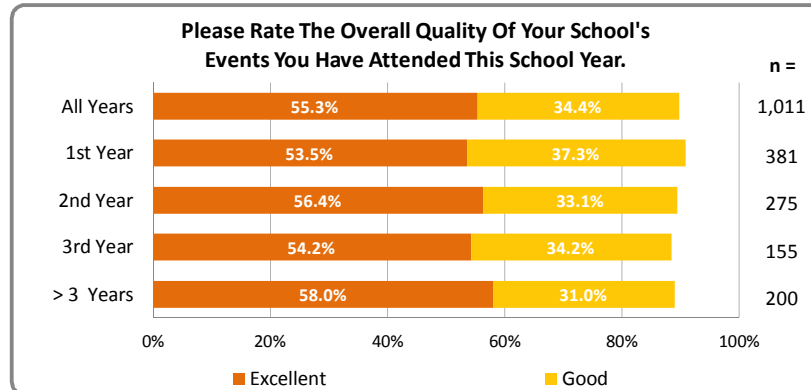
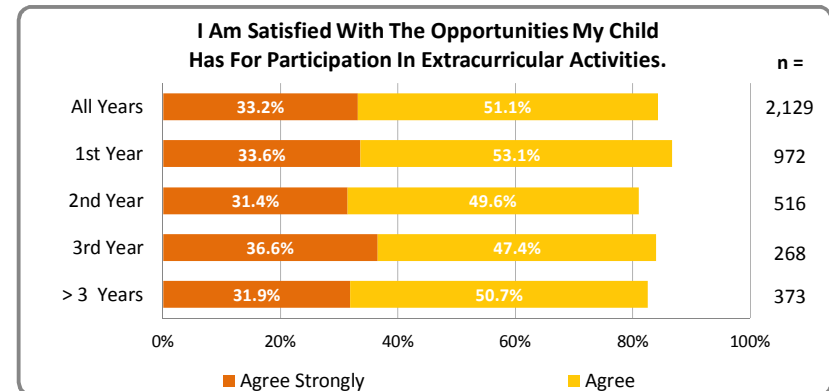
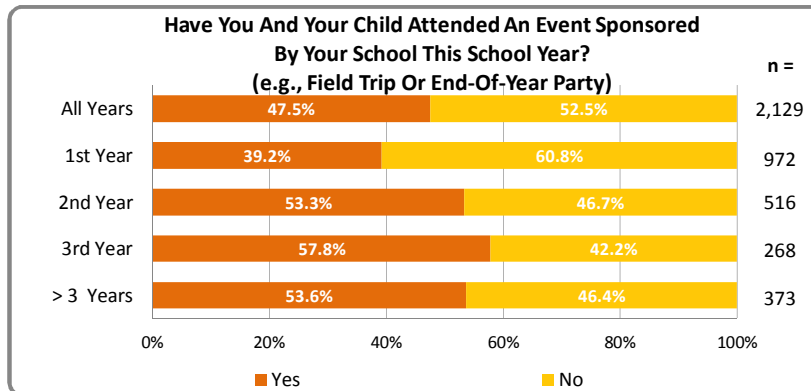


# Academic and Emotional Success



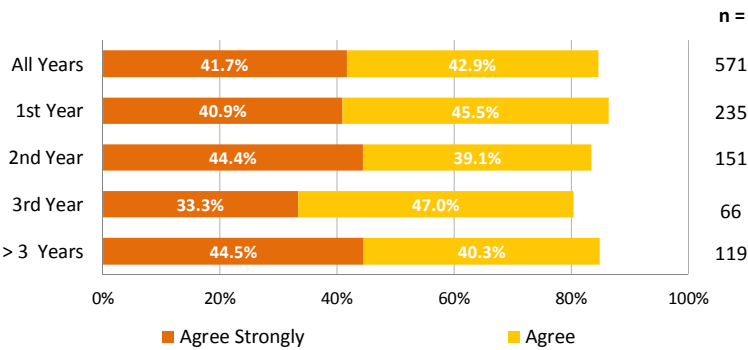


# Socialization and Interaction

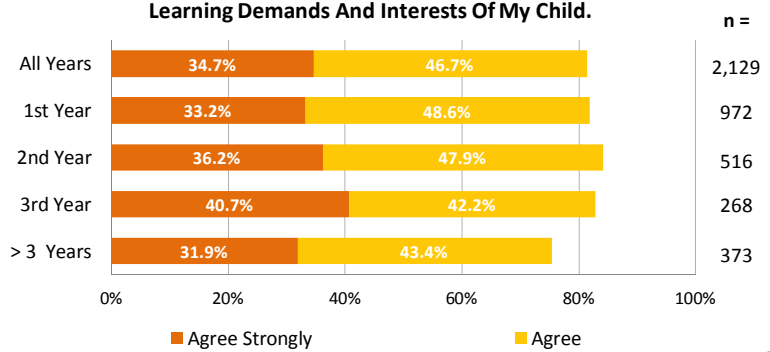


# Academic Experience

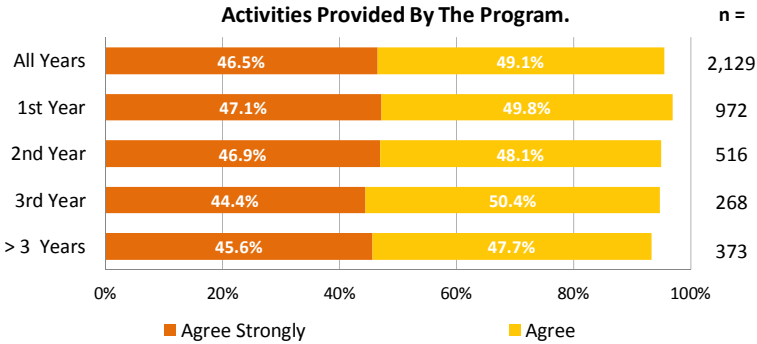
**I Am Satisfied With Special Education Services.**



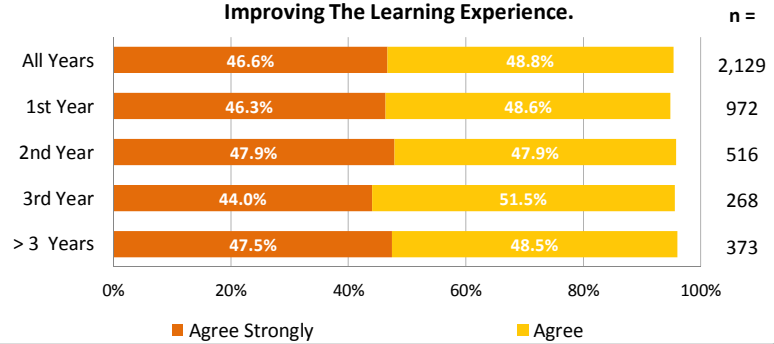
**I Am Able To Personalize The Curriculum To Fit The Learning Demands And Interests Of My Child.**



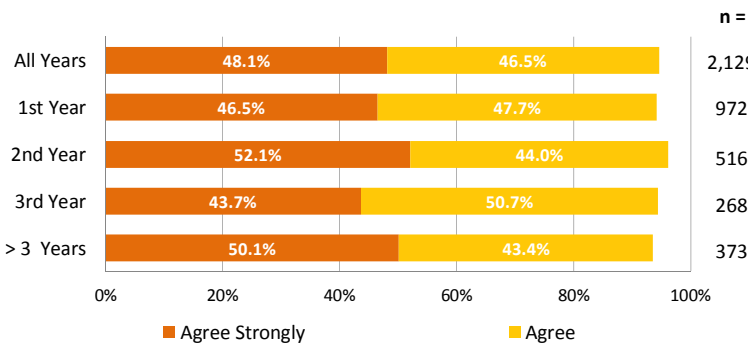
**I Am Satisfied With The Variety Of Learning Activities Provided By The Program.**



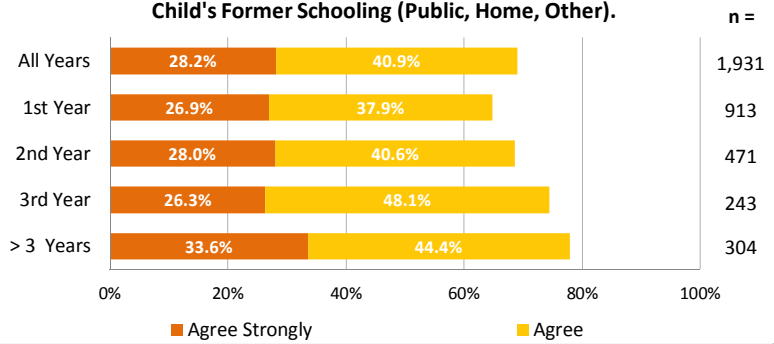
**The Use Of The Computer And Connexus® Is Improving The Learning Experience.**



**The Curriculum Is High Quality.**

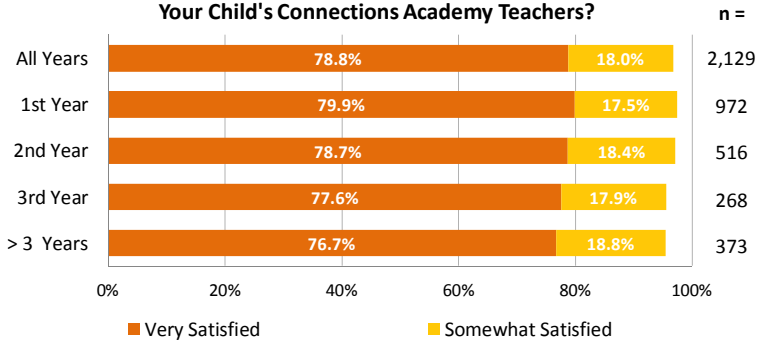


**The Curriculum Is More Challenging Than My Child's Former Schooling (Public, Home, Other).**

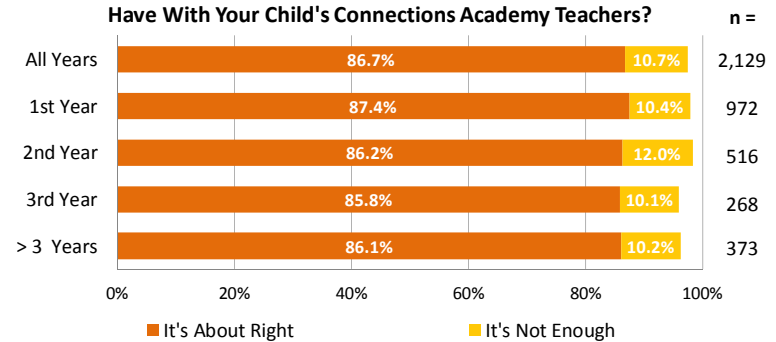


# Teacher Availability and Performance

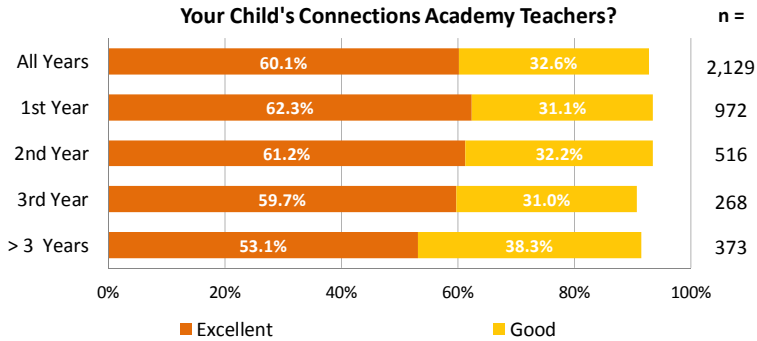
**How Satisfied Are You With The Helpfulness Of Your Child's Connections Academy Teachers?**



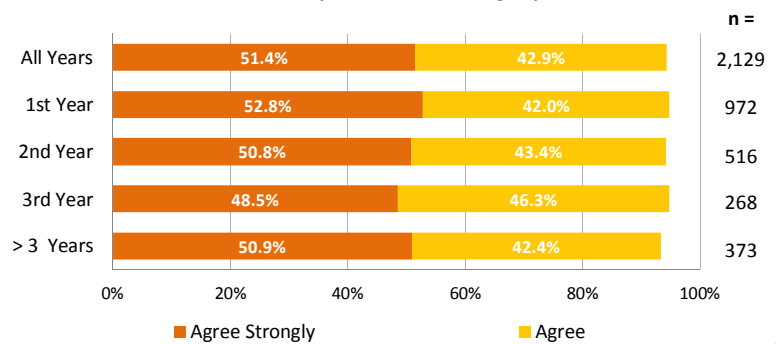
**How Do You Feel About The Amount Of Contact You Have With Your Child's Connections Academy Teachers?**



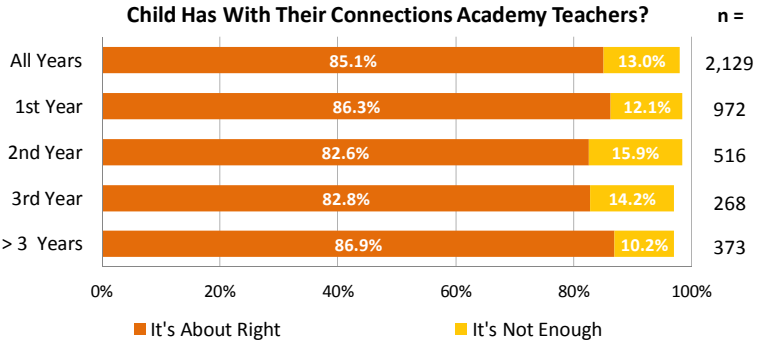
**How Would You Rate The Response Time Of Your Child's Connections Academy Teachers?**



**The Teachers Improve The Learning Experience.**



**How Do You Feel About The Amount Of Contact Your Child Has With Their Connections Academy Teachers?**



# RATINGS

By Grade Range

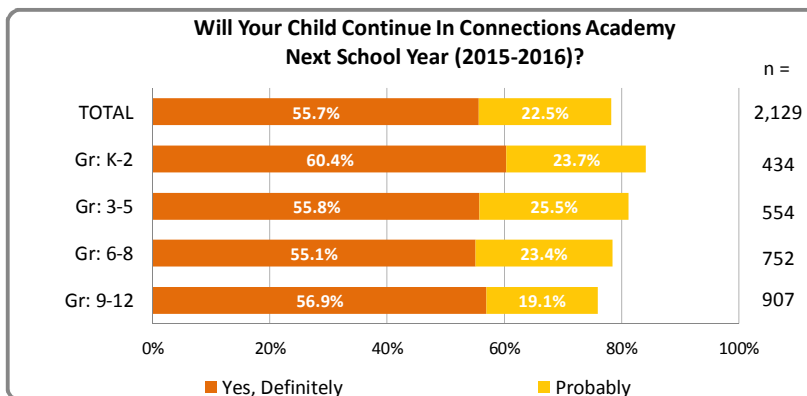
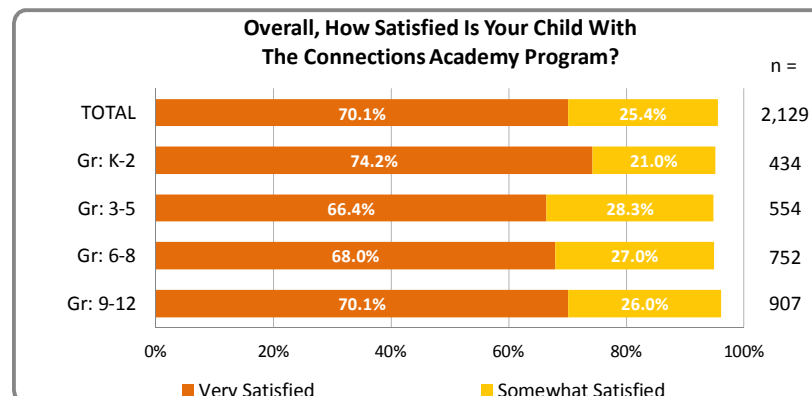
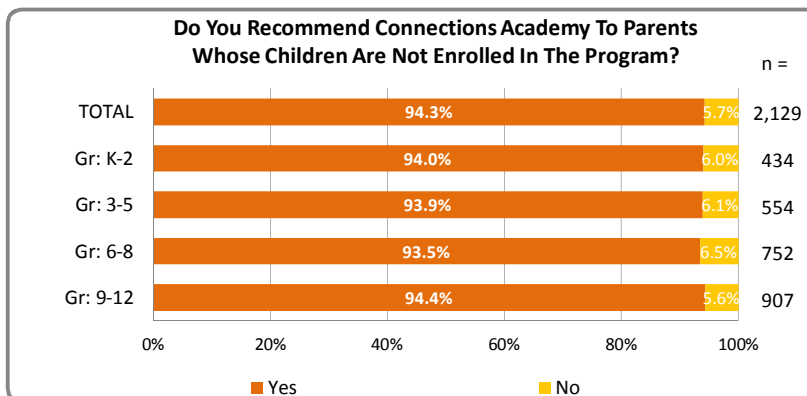
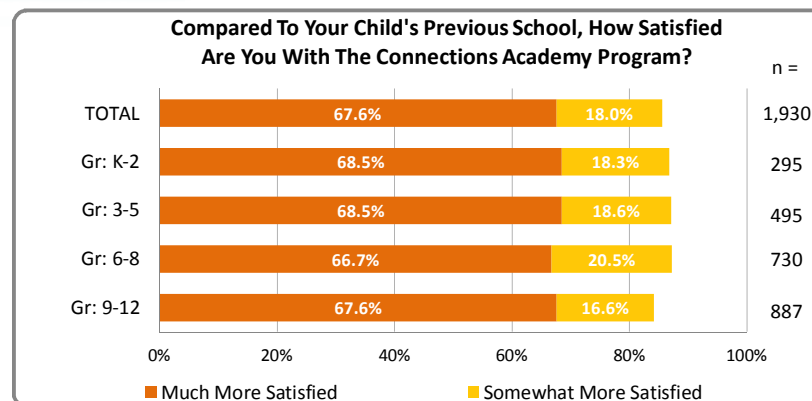
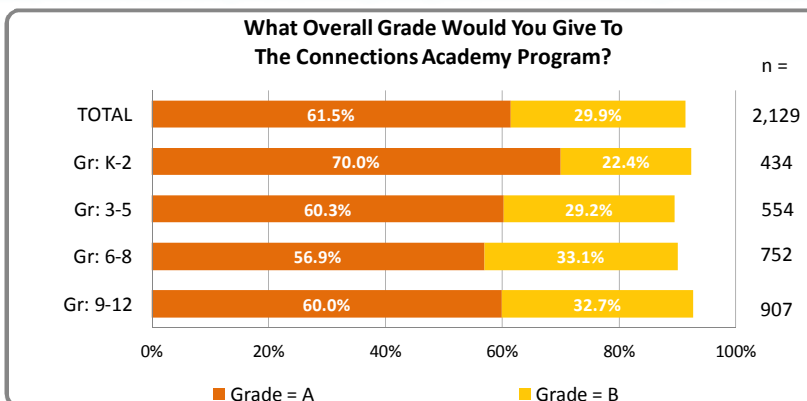
Grades: K–2

Grades: 3–5

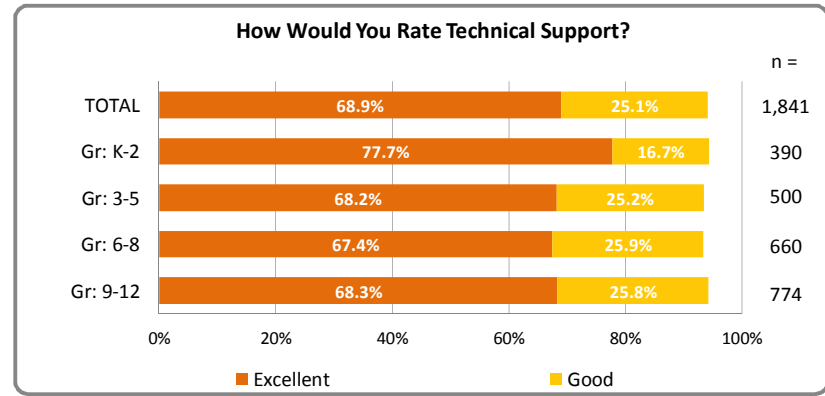
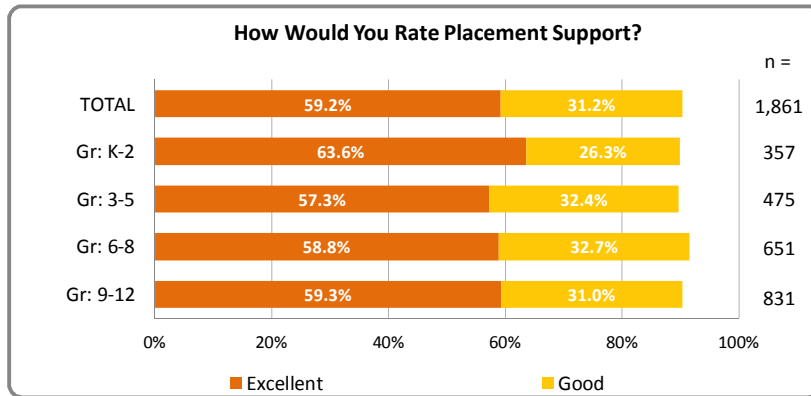
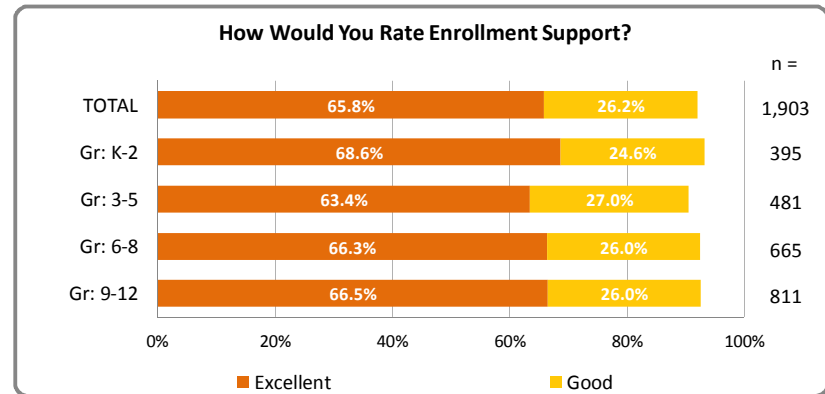
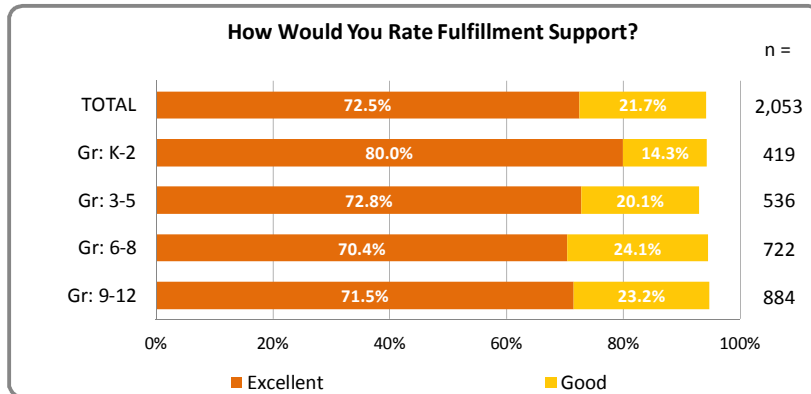
Grades: 6–8

Grades: 9–12

# Satisfaction With the Connections Academy Program

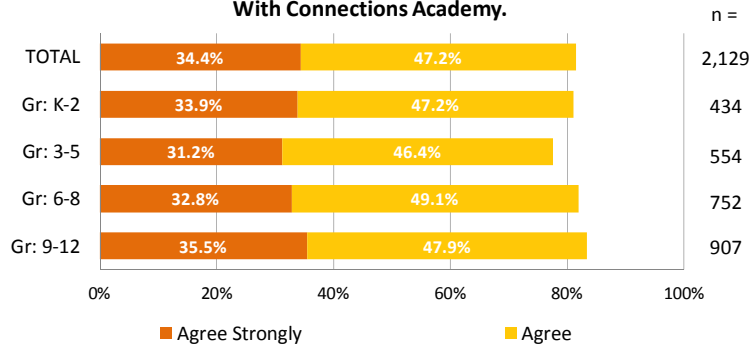


# Support

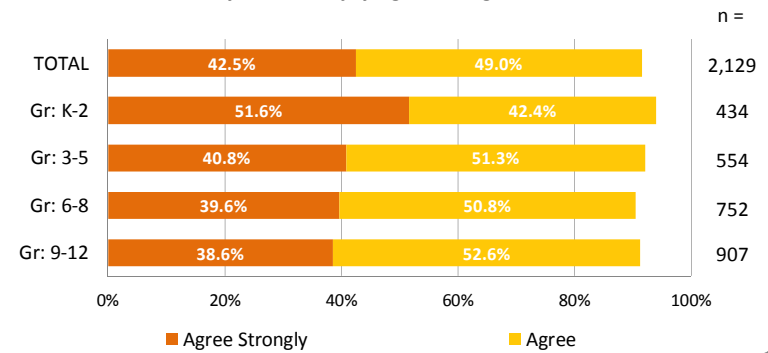


# Academic and Emotional Success

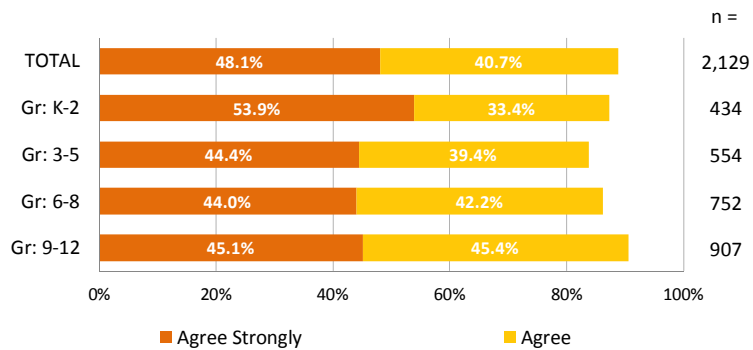
**My Child's Attitude Toward Learning Has Improved With Connections Academy.**



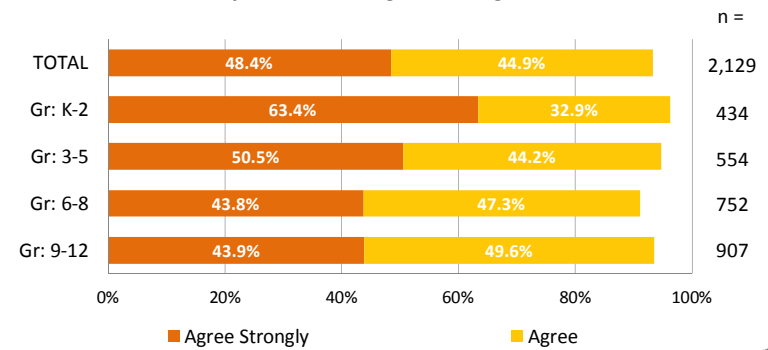
**My Child Is Enjoying The Program.**



**My Child Is Able To Learn At His/Her Own Pace.**

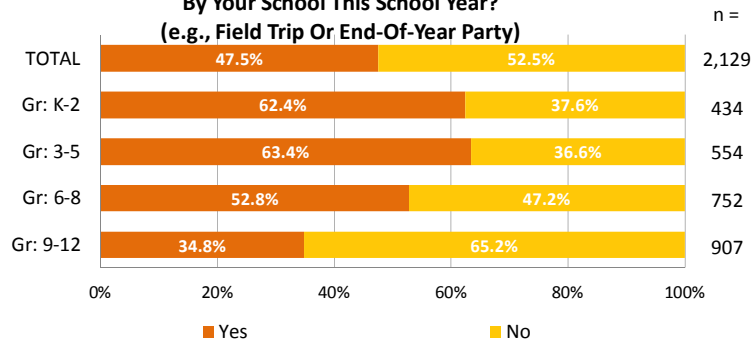


**My Child Is Making Good Progress.**

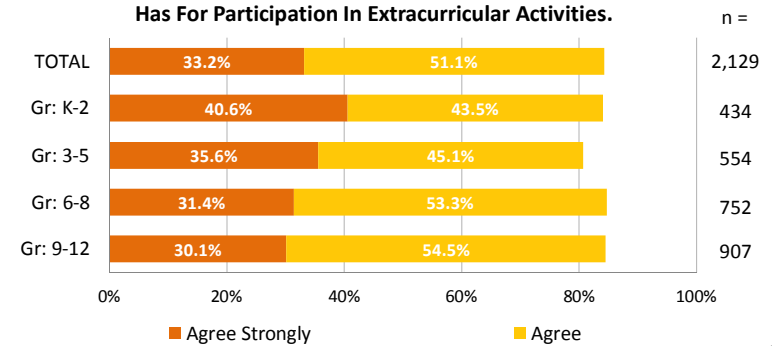


# Socialization and Interaction

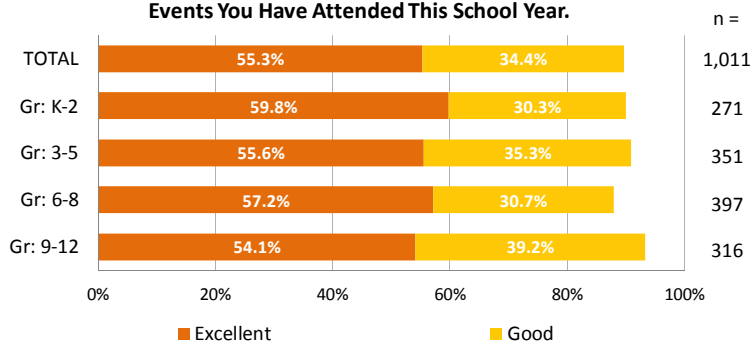
**Have You And Your Child Attended An Event Sponsored By Your School This School Year? (e.g., Field Trip Or End-Of-Year Party)**



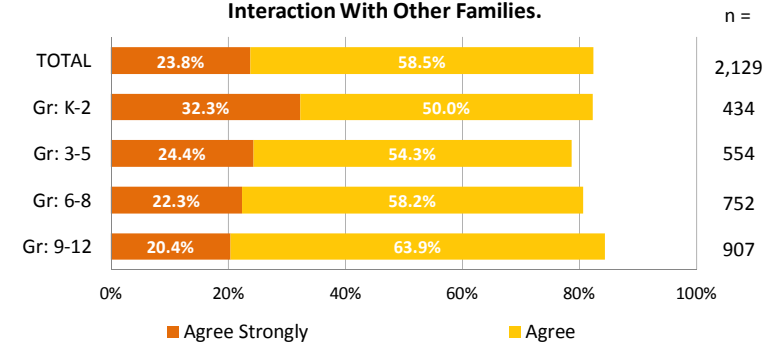
**I Am Satisfied With The Opportunities My Child Has For Participation In Extracurricular Activities.**



**Please Rate The Overall Quality Of Your School's Events You Have Attended This School Year.**



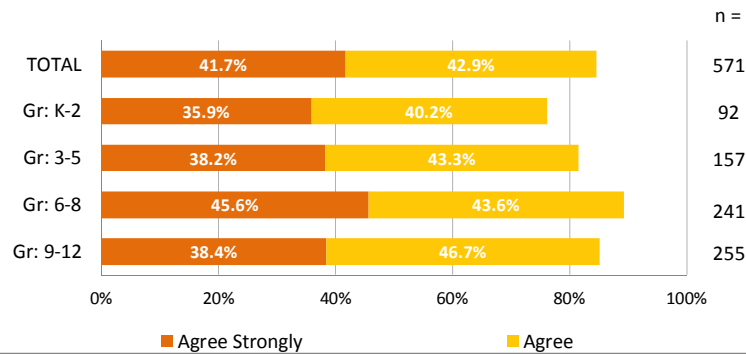
**The Program Provides Opportunities For Interaction With Other Families.**



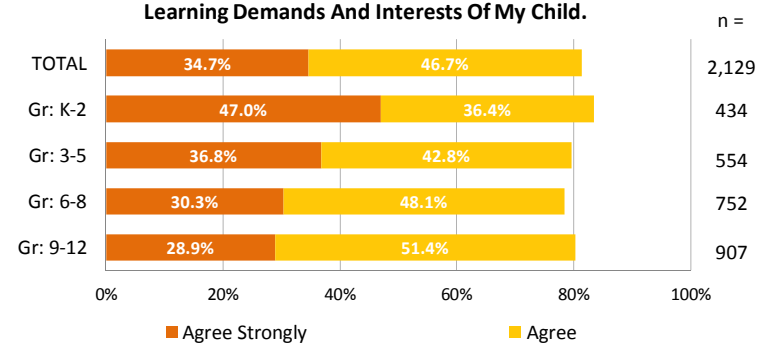


# Academic Experience

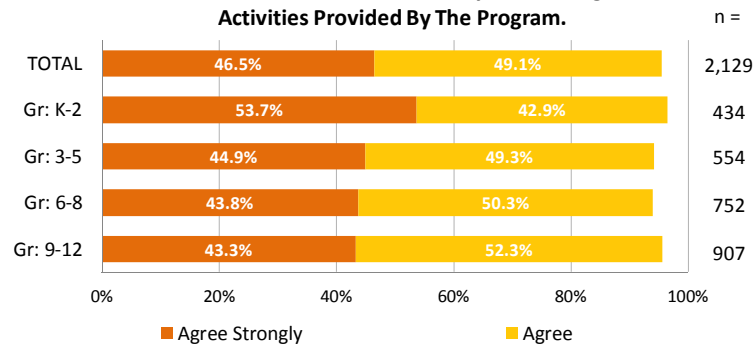
**I Am Satisfied With Special Education Services.**



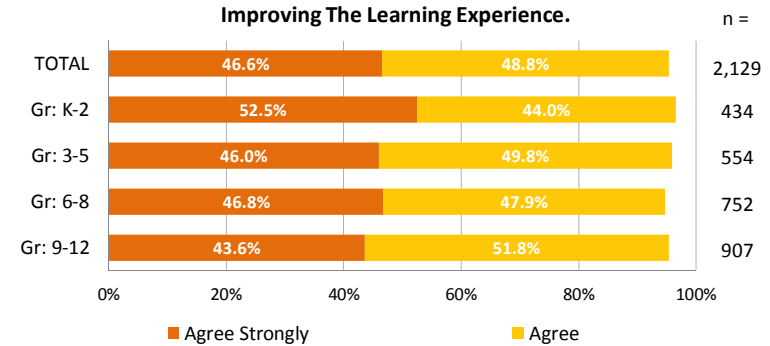
**I Am Able To Personalize The Curriculum To Fit The Learning Demands And Interests Of My Child.**



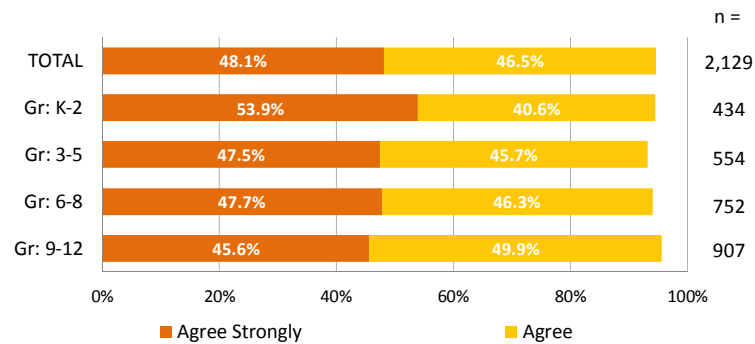
**I Am Satisfied With The Variety Of Learning Activities Provided By The Program.**



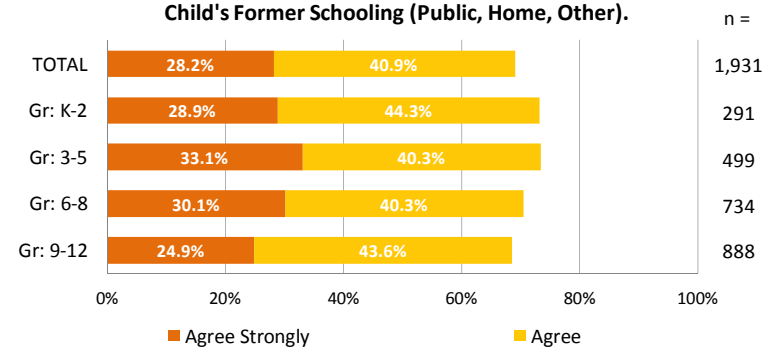
**The Use Of The Computer And Connexus® Is Improving The Learning Experience.**



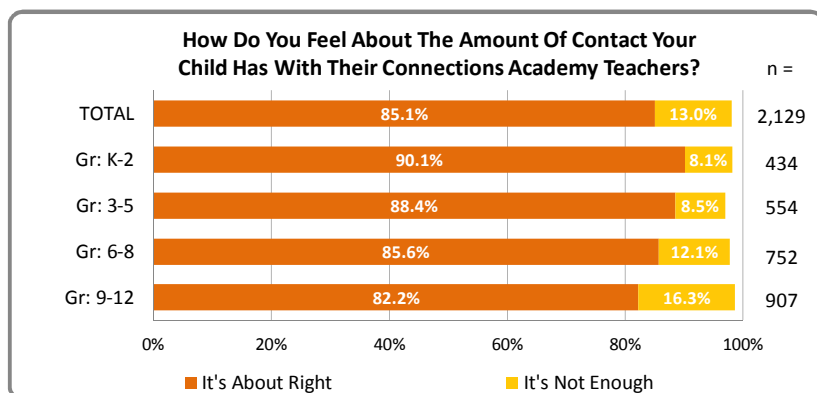
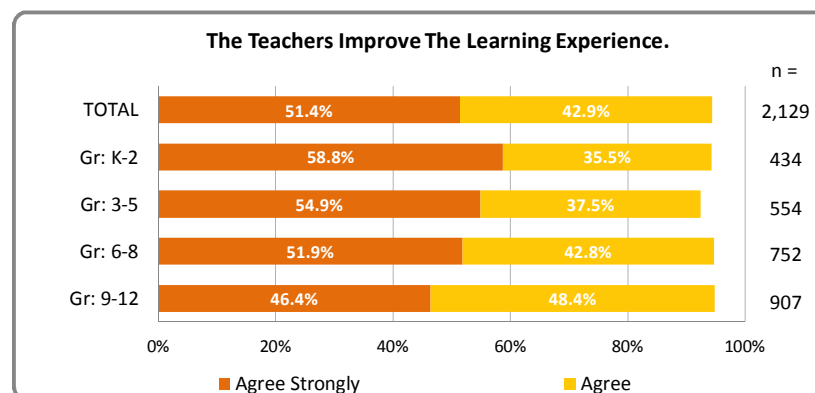
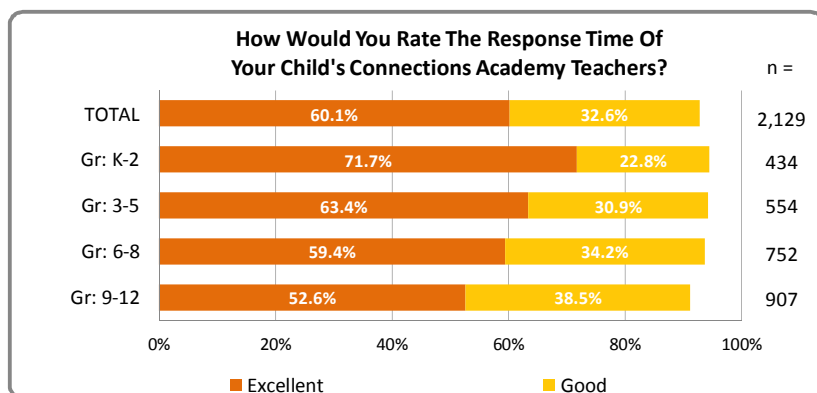
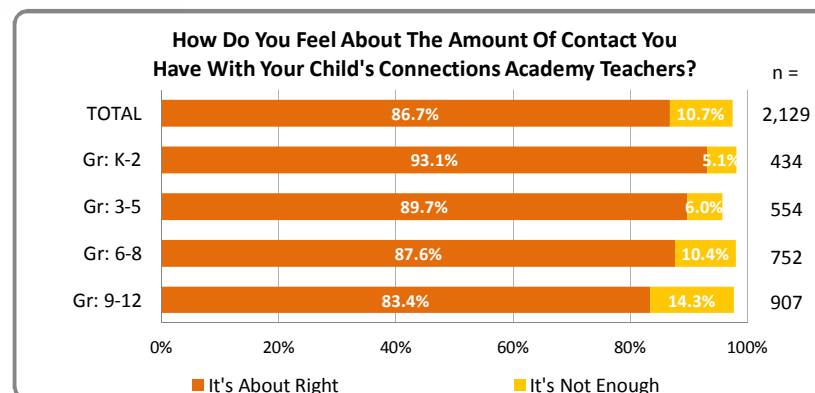
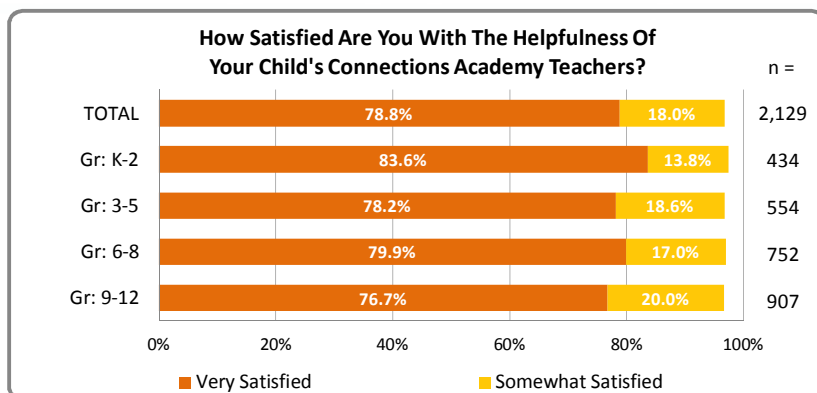
**The Curriculum Is High Quality.**



**The Curriculum Is More Challenging Than My Child's Former Schooling (Public, Home, Other).**



# Teacher Availability and Performance



**RATINGS**  
For All Questions (Data Tables)

# Connections Academy Parent Satisfaction Survey 2014-2015

	COMMONWEALTH CA				CONNECTIONS ACADEMY TOTAL			
	2014-2015 (n=2,129)	2013-2014 (n=2,975)	2012-2013 (n=2,030)	2011-2012 (n=1,996)	2014-2015 (n=18,051)	2013-2014 (n=18,456)	2012-2013 (n=16,341)	2011-2012 (n=14,175)
<b>All Respondents &gt;</b>								
Families Sent Survey >	6,754	6,108	5,164	4,456	47,442	40,963	34,147	26,942
Response Rate >	31.5%	48.7%	39.3%	44.8%	38.0%	45.1%	47.9%	52.6%
<b>Respondents "First Year Families" &gt;</b>								
First Year Families Sent Survey >	(n=972) 2,782	(n=1,390) 2,689	(n=1,032) 2,315	(n=1,079) 2,032	(n=10,346) 25,684	(n=10,571) 23,130	(n=10,074) 20,006	(n=9,278) 16,433
Response Rate of "First Year Families" >	34.9%	51.7%	44.6%	53.1%	40.3%	45.7%	50.4%	56.5%
<b>Respondents "Returning Families" &gt;</b>								
Returning Families Sent Survey >	(n=1,157) 3,972	(n=1,585) 2,849	(n=998) 2,849	(n=917) 2,424	(n=7,705) 21,758	(n=7,885) 17,833	(n=6,267) 14,141	(n=4,897) 10,509
Response Rate of "Returning Families" >	29.1%	46.4%	35.0%	37.8%	35.4%	44.2%	44.3%	46.6%

## BASED ON YOUR EXPERIENCES IN THE 2014-2015 SCHOOL YEAR, WHAT GRADE WOULD YOU GIVE THE CONNECTIONS ACADEMY PROGRAM OVERALL, FOR ALL OF YOUR STUDENTS?

A	61.5%	60.2%	64.4%	66.1%	58.6%	57.2%	59.5%	61.7%
B	29.9%	30.5%	27.4%	25.8%	31.3%	31.9%	30.6%	29.3%
C	6.5%	7.5%	6.5%	6.2%	7.6%	8.3%	7.7%	6.9%
D	1.7%	1.4%	1.3%	1.2%	1.8%	1.8%	1.6%	1.5%
F	0.4%	0.5%	0.3%	0.8%	0.7%	0.7%	0.5%	0.6%
A+B (NET):	91.4%	90.7%	91.9%	91.9%	89.9%	89.2%	90.1%	90.9%

## OVERALL, HOW SATISFIED IS YOUR CHILD WITH THE CONNECTIONS ACADEMY PROGRAM?

SATISFIED: (NET)	95.5%	95.4%	95.6%	95.2%	94.5%	94.1%	94.2%	94.8%
VERY SATISFIED	70.1%	67.0%	70.9%	70.3%	65.7%	63.0%	64.7%	67.0%
SOMEWHAT SATISFIED	25.4%	28.4%	24.7%	24.9%	28.8%	31.1%	29.5%	27.8%
DISSATISFIED: (NET)	4.5%	4.6%	4.4%	4.8%	5.5%	5.9%	5.8%	5.2%
SOMEWHAT DISSATISFIED	3.1%	3.5%	2.9%	3.7%	3.9%	4.2%	4.2%	3.9%
VERY DISSATISFIED	1.4%	1.1%	1.5%	1.1%	1.6%	1.7%	1.6%	1.3%

## COMPARED TO YOUR CHILD'S PREVIOUS SCHOOL, HOW SATISFIED ARE YOU WITH THE CONNECTIONS ACADEMY PROGRAM?

MORE SATISFIED: (NET)	85.5%	86.1%	87.4%	86.6%	83.9%	83.7%	84.0%	85.2%
MUCH MORE SATISFIED	67.6%	68.2%	69.8%	70.4%	64.7%	64.0%	64.2%	66.4%
SOMEWHAT MORE SATISFIED	18.0%	17.9%	17.6%	16.2%	19.3%	19.7%	19.7%	18.8%
EQUALLY SATISFIED	9.3%	8.9%	7.9%	8.8%	10.2%	10.2%	10.2%	9.2%
LESS SATISFIED: (NET)	5.1%	5.0%	4.7%	4.6%	5.8%	6.1%	5.8%	5.5%
SOMEWHAT LESS SATISFIED	3.5%	3.6%	3.5%	2.8%	3.9%	4.3%	4.1%	3.9%
MUCH LESS SATISFIED	1.6%	1.4%	1.1%	1.7%	1.9%	1.7%	1.6%	1.7%

## WILL YOUR CHILD CONTINUE IN CONNECTIONS ACADEMY NEXT SCHOOL YEAR (2015-2016)?

DEFINITELY/PROBABLY (NET):	78.2%	76.6%	76.9%	77.9%	73.3%	73.1%	73.8%	75.4%
YES, DEFINITELY	55.7%	53.2%	54.1%	55.1%	49.3%	48.0%	48.6%	50.7%
PROBABLY	22.5%	23.4%	22.9%	22.7%	24.0%	25.1%	25.2%	24.7%
MAYBE	12.2%	12.3%	11.8%	12.5%	14.7%	15.1%	14.9%	14.3%
PROBABLY NOT	3.8%	4.4%	3.8%	4.0%	5.5%	5.6%	5.3%	5.4%
DEFINITELY NOT	3.9%	4.3%	4.9%	3.6%	4.6%	4.2%	3.8%	3.2%
ANSWER DIFFERS FOR EACH CHILD	2.0%	2.4%	2.5%	2.1%	1.9%	2.0%	2.2%	1.8%

## THE PROGRAM PROVIDES OPPORTUNITIES FOR INTERACTION WITH OTHER FAMILIES.

AGREE: (NET)	82.3%	80.9%	82.0%	81.6%	74.5%	73.7%	74.3%	74.9%
AGREE STRONGLY	23.8%	22.5%	22.0%	22.5%	18.1%	16.1%	16.9%	17.1%
AGREE	58.5%	58.5%	56.9%	59.0%	56.4%	57.6%	57.4%	57.8%
DISAGREE: (NET)	17.7%	19.1%	18.0%	18.4%	25.5%	26.3%	25.7%	25.1%
DISAGREE	14.7%	16.2%	15.2%	15.7%	21.4%	22.3%	21.5%	20.9%
DISAGREE STRONGLY	3.0%	2.9%	2.8%	2.7%	4.1%	4.1%	4.2%	4.2%

## THE PROGRAM IS FLEXIBLE.

AGREE: (NET)	93.2%	93.2%	95.0%	94.6%	92.3%	91.2%	91.7%	92.3%
AGREE STRONGLY	54.0%	50.1%	54.2%	54.7%	49.8%	46.8%	47.7%	49.9%
AGREE	39.2%	43.2%	40.8%	39.9%	42.5%	44.4%	44.0%	42.4%
DISAGREE: (NET)	6.8%	6.8%	5.0%	5.4%	7.7%	8.8%	8.3%	7.7%
DISAGREE	5.4%	5.3%	4.1%	4.6%	6.1%	7.1%	6.8%	6.3%
DISAGREE STRONGLY	1.5%	1.4%	0.9%	0.8%	1.6%	1.8%	1.5%	1.4%

# Connections Academy

## Parent Satisfaction Survey 2014-2015

	COMMONWEALTH CA				CONNECTIONS ACADEMY TOTAL			
	2014-2015 (n=2,129)	2013-2014 (n=2,975)	2012-2013 (n=2,030)	2011-2012 (n=1,996)	2014-2015 (n=18,051)	2013-2014 (n=18,456)	2012-2013 (n=16,341)	2011-2012 (n=14,175)
All Respondents >	6,754	6,108	5,164	4,456	47,442	40,963	34,147	26,942
Families Sent Survey >	31.5%	48.7%	39.3%	44.8%	38.0%	45.1%	47.9%	52.6%
Response Rate >								

### THE CURRICULUM IS MORE CHALLENGING THAN MY CHILD'S FORMER SCHOOLING (PUBLIC, HOME, OTHER).

AGREE: (NET)	69.0%	70.0%	71.3%	72.4%	68.4%	70.1%	72.0%	70.8%
AGREE STRONGLY	28.2%	28.3%	30.6%	29.1%	27.7%	28.1%	29.9%	28.1%
AGREE	40.9%	41.7%	40.7%	43.2%	40.7%	42.1%	42.1%	42.7%
DISAGREE: (NET)	31.0%	30.0%	28.7%	27.6%	31.6%	29.9%	28.0%	29.2%
DISAGREE	26.0%	24.8%	23.5%	22.7%	27.3%	25.7%	24.1%	25.1%
DISAGREE STRONGLY	5.0%	5.1%	5.2%	4.9%	4.3%	4.1%	4.0%	4.1%

### THE USE OF THE COMPUTER AND CONNEXUS® IS IMPROVING THE LEARNING EXPERIENCE.

AGREE: (NET)	95.3%	95.2%	95.7%	96.0%	93.2%	93.4%	93.9%	94.4%
AGREE STRONGLY	46.6%	43.9%	48.0%	46.1%	41.3%	39.4%	41.9%	42.5%
AGREE	48.8%	51.3%	47.6%	49.9%	51.9%	54.0%	52.0%	51.9%
DISAGREE: (NET)	4.7%	4.8%	4.3%	4.0%	6.8%	6.6%	6.1%	5.6%
DISAGREE	4.2%	4.3%	3.9%	3.3%	6.0%	5.8%	5.4%	5.0%
DISAGREE STRONGLY	0.4%	0.4%	0.4%	0.7%	0.8%	0.8%	0.7%	0.6%

### MY CHILD IS MAKING GOOD PROGRESS.

AGREE: (NET)	93.3%	92.4%	94.2%	94.2%	90.8%	90.4%	90.7%	92.2%
AGREE STRONGLY	48.4%	43.2%	46.8%	46.7%	40.7%	38.0%	40.0%	41.7%
AGREE	44.9%	49.2%	47.4%	47.4%	50.1%	52.4%	50.7%	50.4%
DISAGREE: (NET)	6.7%	7.6%	5.8%	5.8%	9.2%	9.6%	9.3%	7.8%
DISAGREE	6.0%	6.5%	4.7%	5.0%	7.9%	8.2%	8.0%	6.7%
DISAGREE STRONGLY	0.8%	1.1%	1.1%	0.8%	1.3%	1.4%	1.3%	1.1%

### MY CHILD IS ENJOYING THE PROGRAM.

AGREE: (NET)	91.5%	90.8%	91.9%	92.7%	89.3%	88.6%	89.4%	90.5%
AGREE STRONGLY	42.5%	37.0%	41.9%	41.1%	37.0%	34.3%	35.9%	37.3%
AGREE	49.0%	53.7%	50.0%	51.6%	52.3%	54.3%	53.5%	53.2%
DISAGREE: (NET)	8.5%	9.2%	8.1%	7.3%	10.7%	11.4%	10.6%	9.5%
DISAGREE	7.2%	8.3%	7.0%	6.3%	9.0%	9.7%	9.1%	8.2%
DISAGREE STRONGLY	1.3%	1.0%	1.1%	1.1%	1.7%	1.7%	1.6%	1.3%

### THE PROGRAM TAKES MORE OF MY TIME THAN I HAD EXPECTED.

AGREE: (NET)	33.9%	36.9%	30.6%	31.1%	39.0%	38.7%	38.8%	36.6%
AGREE STRONGLY	10.1%	10.2%	9.9%	8.6%	12.3%	11.6%	12.0%	10.1%
AGREE	23.9%	26.7%	20.7%	22.5%	26.8%	27.1%	26.9%	26.5%
DISAGREE: (NET)	66.1%	63.1%	69.4%	68.9%	61.0%	61.3%	61.2%	63.4%
DISAGREE	49.0%	47.8%	50.8%	50.8%	47.0%	47.4%	46.7%	47.9%
DISAGREE STRONGLY	17.1%	15.3%	18.6%	18.1%	14.0%	14.0%	14.5%	15.5%

### I AM ABLE TO PERSONALIZE THE CURRICULUM TO FIT THE LEARNING DEMANDS AND INTERESTS OF MY CHILD.

AGREE: (NET)	81.4%	80.3%	82.4%	84.3%	76.2%	75.4%	77.7%	79.4%
AGREE STRONGLY	34.7%	30.6%	36.2%	35.0%	28.9%	26.6%	29.3%	31.3%
AGREE	46.7%	49.7%	46.2%	49.2%	47.3%	48.8%	48.4%	48.1%
DISAGREE: (NET)	18.6%	19.7%	17.6%	15.7%	23.8%	24.6%	22.3%	20.6%
DISAGREE	15.1%	16.4%	15.1%	12.7%	19.7%	20.5%	18.9%	17.4%
DISAGREE STRONGLY	3.5%	3.3%	2.5%	3.1%	4.0%	4.1%	3.4%	3.2%

### THE CURRICULUM IS HIGH QUALITY.

AGREE: (NET)	94.6%	94.3%	95.5%	95.9%	94.8%	94.7%	95.8%	96.0%
AGREE STRONGLY	48.1%	44.7%	49.8%	48.9%	44.6%	42.7%	46.8%	47.0%
AGREE	46.5%	49.6%	45.7%	46.9%	50.2%	52.0%	49.0%	49.0%
DISAGREE: (NET)	5.4%	5.7%	4.5%	4.1%	5.2%	5.3%	4.2%	4.0%
DISAGREE	4.7%	5.0%	3.9%	3.5%	4.4%	4.5%	3.7%	3.4%
DISAGREE STRONGLY	0.7%	0.8%	0.6%	0.7%	0.8%	0.7%	0.5%	0.6%

### THE CURRICULUM IS TOO DIFFICULT.

AGREE: (NET)	14.3%	15.3%	12.2%	11.0%	15.9%	15.1%	13.7%	11.7%
AGREE STRONGLY	3.7%	3.2%	2.7%	2.8%	3.8%	3.0%	2.9%	2.5%
AGREE	10.7%	12.1%	9.6%	8.2%	12.1%	12.1%	10.8%	9.2%
DISAGREE: (NET)	85.7%	84.7%	87.8%	89.0%	84.1%	84.9%	86.3%	88.3%
DISAGREE	61.4%	61.0%	60.4%	61.2%	63.1%	63.3%	62.9%	62.4%
DISAGREE STRONGLY	24.3%	23.7%	27.3%	27.8%	21.0%	21.6%	23.5%	25.9%

# Connections Academy

## Parent Satisfaction Survey 2014-2015

All Respondents >  
Families Sent Survey >  
Response Rate >

COMMONWEALTH CA			
2014-2015 (n=2,129)	2013-2014 (n=2,975)	2012-2013 (n=2,030)	2011-2012 (n=1,996)
6,754	6,108	5,164	4,456
31.5%	48.7%	39.3%	44.8%

CONNECTIONS ACADEMY TOTAL			
2014-2015 (n=18,051)	2013-2014 (n=18,456)	2012-2013 (n=16,341)	2011-2012 (n=14,175)
47,442	40,963	34,147	26,942
38.0%	45.1%	47.9%	52.6%

### THE PROGRAM TAKES TOO MUCH TIME TO ADMINISTER (E.G., CHECKING OFF ASSIGNMENTS).

AGREE: (NET)	15.0%	14.5%	12.3%	12.4%	16.9%	15.5%	15.8%	13.7%
AGREE STRONGLY	4.4%	3.5%	3.3%	3.3%	4.7%	3.4%	3.7%	3.2%
AGREE	10.7%	11.0%	9.0%	9.1%	12.2%	12.1%	12.1%	10.4%
DISAGREE: (NET)	85.0%	85.5%	87.7%	87.6%	83.1%	84.5%	84.2%	86.3%
DISAGREE	57.5%	60.5%	57.4%	56.0%	59.4%	60.5%	58.9%	59.3%
DISAGREE STRONGLY	27.4%	25.0%	30.3%	31.6%	23.7%	24.0%	25.3%	27.0%

### THE TEACHERS IMPROVE THE LEARNING EXPERIENCE.

AGREE: (NET)	94.4%	94.2%	93.0%	94.1%	91.5%	91.1%	90.9%	91.6%
AGREE STRONGLY	51.4%	48.0%	50.1%	45.7%	43.3%	41.1%	42.0%	42.2%
AGREE	42.9%	46.2%	42.9%	48.4%	48.2%	49.9%	48.9%	49.4%
DISAGREE: (NET)	5.6%	5.8%	7.0%	5.9%	8.5%	8.9%	9.1%	8.4%
DISAGREE	4.6%	5.0%	5.9%	4.8%	6.8%	7.7%	7.8%	6.9%
DISAGREE STRONGLY	1.1%	0.8%	1.1%	1.2%	1.6%	1.3%	1.3%	1.5%

### MY CHILD IS ABLE TO LEARN AT HIS/HER OWN PACE.

AGREE: (NET)	88.8%	87.8%	91.2%	90.6%	87.8%	86.5%	87.1%	88.6%
AGREE STRONGLY	48.1%	44.1%	49.7%	50.3%	44.1%	40.9%	43.4%	45.0%
AGREE	40.7%	43.7%	41.5%	40.4%	43.7%	45.6%	43.7%	43.6%
DISAGREE: (NET)	11.2%	12.2%	8.8%	9.4%	12.2%	13.5%	12.9%	11.4%
DISAGREE	9.1%	10.3%	7.4%	7.7%	9.9%	11.1%	10.8%	9.4%
DISAGREE STRONGLY	2.1%	1.9%	1.4%	1.7%	2.3%	2.4%	2.1%	2.1%

### I AM SATISFIED WITH THE OPPORTUNITIES MY CHILD HAS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES.

AGREE: (NET)	84.3%	84.7%	86.7%	86.9%	81.7%	80.9%	79.9%	80.7%
AGREE STRONGLY	33.2%	32.6%	35.1%	32.9%	26.6%	24.3%	24.8%	25.9%
AGREE	51.1%	52.1%	51.6%	54.0%	55.1%	56.6%	55.1%	54.8%
DISAGREE: (NET)	15.7%	15.3%	13.3%	13.1%	18.3%	19.1%	20.1%	19.3%
DISAGREE	11.9%	12.7%	10.0%	10.3%	14.8%	15.5%	16.0%	15.5%
DISAGREE STRONGLY	3.8%	2.6%	3.3%	2.8%	3.5%	3.6%	4.1%	3.8%

### I AM SATISFIED WITH THE VARIETY OF LEARNING ACTIVITIES PROVIDED BY THE PROGRAM.

AGREE: (NET)	95.5%	95.1%	95.8%	96.2%	93.0%	92.5%	93.6%	94.3%
AGREE STRONGLY	46.5%	44.0%	48.2%	49.1%	41.0%	38.6%	42.1%	43.9%
AGREE	49.1%	51.1%	47.6%	47.1%	52.0%	53.8%	51.5%	50.4%
DISAGREE: (NET)	4.5%	4.9%	4.2%	3.8%	7.0%	7.5%	6.4%	5.7%
DISAGREE	3.7%	4.3%	3.6%	3.2%	5.9%	6.5%	5.5%	5.0%
DISAGREE STRONGLY	0.8%	0.6%	0.6%	0.6%	1.1%	1.0%	1.0%	0.8%

### MY CHILD'S ATTITUDE TOWARD LEARNING HAS IMPROVED WITH CONNECTIONS ACADEMY.

AGREE: (NET)	81.5%	80.6%	81.8%	82.3%	79.1%	78.3%	79.0%	79.5%
AGREE STRONGLY	34.4%	32.8%	34.4%	34.5%	31.7%	28.8%	30.0%	30.7%
AGREE	47.2%	47.9%	47.4%	47.8%	47.4%	49.5%	49.0%	48.8%
DISAGREE: (NET)	18.5%	19.4%	18.2%	17.7%	20.9%	21.7%	21.0%	20.5%
DISAGREE	16.3%	16.9%	16.1%	15.3%	18.0%	18.8%	18.4%	18.0%
DISAGREE STRONGLY	2.2%	2.5%	2.1%	2.5%	2.8%	2.9%	2.6%	2.4%

### THE LESSONS ARE WELL ORGANIZED.

AGREE: (NET)	92.9%	92.5%	94.8%	95.1%	92.8%	92.3%	93.1%	94.8%
AGREE STRONGLY	42.4%	40.7%	45.8%	46.2%	41.4%	39.1%	41.8%	43.9%
AGREE	50.4%	51.9%	49.0%	48.9%	51.4%	53.2%	51.4%	50.8%
DISAGREE: (NET)	7.1%	7.5%	5.2%	4.9%	7.2%	7.7%	6.9%	5.2%
DISAGREE	6.2%	6.5%	4.5%	4.0%	5.9%	6.4%	5.8%	4.4%
DISAGREE STRONGLY	0.9%	1.0%	0.7%	0.9%	1.3%	1.3%	1.1%	0.8%

### PLEASE RATE THE OVERALL QUALITY OF THE CONNECTIONS ACADEMY CURRICULUM.

EXCELLENT/GOOD (NET):	94.6%	94.5%	95.1%	95.2%	93.8%	93.8%	94.7%	95.1%
EXCELLENT	61.6%	59.7%	66.5%	66.4%	58.4%	57.4%	61.8%	64.0%
GOOD	33.0%	34.8%	28.6%	28.8%	35.4%	36.3%	32.9%	31.1%
FAIR	4.2%	4.9%	4.4%	4.2%	5.2%	5.3%	4.6%	4.1%
POOR	1.1%	0.7%	0.5%	0.7%	1.0%	0.9%	0.7%	0.7%

# Connections Academy

## Parent Satisfaction Survey 2014-2015

	COMMONWEALTH CA				CONNECTIONS ACADEMY TOTAL			
	2014-2015 (n=2,129)	2013-2014 (n=2,975)	2012-2013 (n=2,030)	2011-2012 (n=1,996)	2014-2015 (n=18,051)	2013-2014 (n=18,456)	2012-2013 (n=16,341)	2011-2012 (n=14,175)
All Respondents >	6,754	6,108	5,164	4,456	47,442	40,963	34,147	26,942
Families Sent Survey >	31.5%	48.7%	39.3%	44.8%	38.0%	45.1%	47.9%	52.6%
Response Rate >								

### HAS ANY CHILD OF YOURS WHO IS ENROLLED IN CONNECTIONS ACADEMY HAD AN IEP OR BEEN DIAGNOSED WITH A LEARNING DISABILITY?

YES	26.8%	27.8%	27.4%	26.7%	22.4%	22.1%	21.6%	21.4%
NO	73.2%	72.2%	72.6%	73.3%	77.6%	77.9%	78.4%	78.6%

### I AM SATISFIED WITH SPECIAL EDUCATION SERVICES.

BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY

AGREE: (NET)	84.6%	82.7%	86.5%	89.1%	81.5%	79.0%	79.1%	82.0%
AGREE STRONGLY	41.7%	36.9%	45.2%	40.6%	37.2%	30.9%	33.9%	33.6%
AGREE	42.9%	45.8%	41.3%	48.5%	44.3%	48.1%	45.2%	48.4%
DISAGREE: (NET)	15.4%	17.3%	13.5%	10.9%	18.5%	21.0%	20.9%	18.0%
DISAGREE	10.5%	13.6%	9.9%	6.4%	13.1%	16.1%	15.6%	13.1%
DISAGREE STRONGLY	4.9%	3.8%	3.6%	4.5%	5.4%	5.0%	5.3%	4.9%

### I FEEL MY CONCERNS ARE BEING ADDRESSED.

BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY

AGREE: (NET)	84.1%	86.4%	88.3%	89.5%	83.6%	82.5%	82.4%	84.8%
AGREE STRONGLY	41.9%	38.5%	47.4%	44.4%	39.3%	32.9%	38.4%	37.1%
AGREE	42.2%	47.9%	40.9%	45.1%	44.2%	49.6%	44.1%	47.7%
DISAGREE: (NET)	15.9%	13.6%	11.7%	10.5%	16.4%	17.5%	17.6%	15.2%
DISAGREE	11.4%	10.9%	7.9%	7.3%	11.6%	13.5%	12.9%	11.5%
DISAGREE STRONGLY	4.6%	2.7%	3.8%	3.2%	4.8%	4.1%	4.7%	3.8%

### I FEEL MY CHILD IS MAKING PROGRESS ON HIS/HER IEP GOALS.

BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY

AGREE: (NET)	85.8%	84.5%	86.9%	88.2%	82.9%	80.3%	81.0%	82.4%
AGREE STRONGLY	38.5%	34.9%	42.5%	39.7%	34.2%	28.8%	32.5%	32.8%
AGREE	47.3%	49.6%	44.3%	48.5%	48.6%	51.5%	48.5%	49.7%
DISAGREE: (NET)	14.2%	15.5%	13.1%	11.8%	17.1%	19.7%	19.0%	17.6%
DISAGREE	10.2%	12.2%	9.5%	8.5%	12.8%	15.0%	14.2%	13.8%
DISAGREE STRONGLY	4.0%	3.3%	3.6%	3.4%	4.3%	4.6%	4.7%	3.8%

### I FEEL MY CHILD'S SPECIAL EDUCATION TEACHER UNDERSTANDS HIS/HER NEEDS.

BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY

AGREE: (NET)	84.2%	84.9%	86.9%	87.4%	82.3%	80.1%	81.0%	83.1%
AGREE STRONGLY	42.2%	39.7%	47.6%	43.6%	38.7%	33.0%	36.7%	35.6%
AGREE	42.0%	45.2%	39.3%	43.8%	43.7%	47.2%	44.4%	47.5%
DISAGREE: (NET)	15.8%	15.1%	13.1%	12.6%	17.7%	19.9%	19.0%	16.9%
DISAGREE	11.0%	11.1%	9.5%	8.6%	12.7%	15.1%	14.1%	12.4%
DISAGREE STRONGLY	4.7%	4.0%	3.6%	3.9%	5.0%	4.8%	4.9%	4.5%

### I FEEL MY CHILD'S TEACHER PROVIDES SUFFICIENT SUPPORT.

BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY

AGREE: (NET)	85.5%	87.9%	90.1%	88.9%	85.5%	84.6%	85.1%	86.6%
AGREE STRONGLY	43.4%	43.0%	49.7%	44.4%	41.0%	37.5%	40.5%	40.0%
AGREE	42.0%	44.9%	40.4%	44.5%	44.6%	47.1%	44.6%	46.6%
DISAGREE: (NET)	14.5%	12.1%	9.9%	11.1%	14.5%	15.4%	14.9%	13.4%
DISAGREE	10.5%	10.2%	7.4%	7.7%	10.3%	12.0%	11.7%	10.0%
DISAGREE STRONGLY	4.0%	1.9%	2.5%	3.4%	4.2%	3.5%	3.3%	3.4%

### I FEEL MY CHILD WILL BE SUCCESSFUL ON STATE TESTS.

BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY

AGREE: (NET)	71.1%	71.1%	77.6%	78.6%	74.2%	71.8%	74.0%	76.2%
AGREE STRONGLY	26.1%	22.0%	26.6%	28.0%	26.8%	21.3%	25.1%	24.9%
AGREE	45.0%	49.0%	51.0%	50.6%	47.4%	50.5%	49.0%	51.3%
DISAGREE: (NET)	28.9%	28.9%	22.4%	21.4%	25.8%	28.2%	26.0%	23.8%
DISAGREE	20.1%	20.9%	16.3%	16.7%	19.0%	21.4%	19.4%	17.6%
DISAGREE STRONGLY	8.8%	8.0%	6.1%	4.7%	6.8%	6.8%	6.6%	6.2%

# Connections Academy

## Parent Satisfaction Survey 2014-2015

All Respondents >  
Families Sent Survey >  
Response Rate >

COMMONWEALTH CA			
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6,754	6,108	5,164	4,456
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CONNECTIONS ACADEMY TOTAL			
2014-2015 (n=18,051)	2013-2014 (n=18,456)	2012-2013 (n=16,341)	2011-2012 (n=14,175)
47,442	40,963	34,147	26,942
38.0%	45.1%	47.9%	52.6%

### SPECIAL EDUCATION SERVICES ARE BETTER COMPARED TO MY CHILD'S PREVIOUS SCHOOL.

BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY

AGREE: (NET)	83.4%	81.0%	84.4%	83.8%	78.5%	76.0%	75.5%	78.0%
AGREE STRONGLY	47.8%	41.8%	47.8%	44.2%	39.3%	32.6%	36.3%	36.3%
AGREE	35.6%	39.2%	36.6%	39.7%	39.2%	43.4%	39.2%	41.7%
DISAGREE: (NET)	16.6%	19.0%	15.6%	16.2%	21.5%	24.0%	24.5%	22.0%
DISAGREE	11.0%	15.0%	12.4%	11.3%	15.8%	18.6%	18.9%	16.9%
DISAGREE STRONGLY	5.6%	4.0%	3.2%	4.9%	5.7%	5.4%	5.5%	5.1%

### HAVE YOU AND YOUR CHILD ATTENDED AN EVENT SPONSORED BY YOUR SCHOOL THIS SCHOOL YEAR?

(E.G., FIELD TRIP OR END-OF-YEAR PARTY)

YES	47.5%	48.8%	50.8%	46.4%	36.8%	38.5%	37.9%	40.6%
NO	52.5%	51.2%	49.2%	53.6%	63.2%	61.5%	62.1%	59.4%

### PLEASE RATE THE OVERALL QUALITY OF YOUR SCHOOL'S EVENTS YOU HAVE ATTENDED THIS SCHOOL YEAR.

BASE: ATTENDED EVENT

EXCELLENT/GOOD (NET):	89.7%	91.8%	89.7%	92.0%	85.9%	85.7%	84.3%	86.7%
EXCELLENT	55.3%	58.9%	58.6%	57.0%	44.4%	44.1%	43.5%	45.3%
GOOD	34.4%	32.9%	31.1%	35.1%	41.5%	41.6%	40.8%	41.3%
FAIR	7.8%	6.6%	8.1%	6.3%	11.4%	11.4%	12.0%	10.3%
POOR	2.5%	1.6%	2.1%	1.7%	2.8%	3.0%	3.7%	3.0%

### HOW FREQUENTLY ARE YOU IN TOUCH WITH YOUR CHILD'S CONNECTIONS ACADEMY TEACHERS? PLEASE INCLUDE CONTACTS BY PHONE, WEBMAIL, MAIL OR ANY OTHER CONTACT METHOD.

TOP TWO BOX (NET):	47.1%	51.0%	54.6%	54.6%	48.4%	50.0%	52.6%	52.7%
ONCE A WEEK OR MORE	31.3%	34.9%	37.3%	35.4%	30.6%	33.3%	35.5%	34.8%
THREE TIMES A MONTH	15.8%	16.2%	17.2%	19.2%	17.7%	16.7%	17.1%	17.9%
TWICE A MONTH	20.9%	20.7%	21.9%	20.9%	17.2%	18.4%	18.6%	19.0%
ONCE A MONTH	14.7%	14.1%	11.6%	11.5%	17.1%	17.0%	15.8%	15.3%
LESS THAN ONCE A MONTH	17.2%	14.3%	12.0%	13.0%	17.3%	14.6%	13.0%	12.9%

### HOW FREQUENTLY IS YOUR CHILD IN TOUCH WITH THEIR CONNECTIONS ACADEMY TEACHERS? PLEASE INCLUDE CONTACTS BY PHONE, WEBMAIL, MAIL OR ANY OTHER CONTACT METHOD.

TOP TWO BOX (NET):	68.6%	69.7%	70.0%	68.1%	73.4%	70.4%	71.5%	70.1%
ONCE A WEEK OR MORE	54.3%	53.4%	52.9%	53.2%	58.2%	55.1%	55.6%	54.0%
THREE TIMES A MONTH	14.3%	16.4%	17.1%	14.9%	15.2%	15.4%	15.8%	16.1%
TWICE A MONTH	17.6%	17.9%	18.9%	21.0%	13.0%	14.9%	14.4%	16.2%
ONCE A MONTH	9.8%	8.2%	6.7%	7.0%	9.7%	9.9%	9.4%	9.1%
LESS THAN ONCE A MONTH	4.0%	4.2%	4.5%	3.9%	3.9%	4.9%	4.6%	4.6%

### HOW DO YOU FEEL ABOUT THE AMOUNT OF CONTACT YOU HAVE WITH YOUR CHILD'S CONNECTIONS ACADEMY TEACHERS?

IT'S TOO MUCH	2.6%	2.2%	1.3%	1.5%	1.5%	1.5%	1.5%	1.3%
IT'S ABOUT RIGHT	86.7%	87.6%	88.1%	89.7%	85.7%	85.6%	84.7%	86.0%
IT'S NOT ENOUGH	10.7%	10.3%	10.5%	8.8%	12.8%	12.9%	13.7%	12.6%

### HOW DO YOU FEEL ABOUT THE AMOUNT OF CONTACT YOUR CHILD HAS WITH THEIR CONNECTIONS ACADEMY TEACHERS?

IT'S TOO MUCH	2.0%	2.0%	1.1%	1.5%	1.3%	1.4%	1.5%	1.3%
IT'S ABOUT RIGHT	85.1%	86.4%	86.6%	87.6%	83.1%	83.5%	81.7%	83.4%
IT'S NOT ENOUGH	13.0%	11.6%	12.3%	10.9%	15.6%	15.1%	16.9%	15.4%

### WHO INITIATES MOST OF THE CONTACTS BETWEEN YOUR FAMILY AND CONNECTIONS ACADEMY TEACHERS?

THE TEACHER(S)	36.9%	40.2%	34.1%	32.2%	31.6%	33.4%	29.7%	31.6%
PARENTS/LEARNING COACHES	15.5%	14.9%	16.7%	15.9%	16.4%	17.4%	18.1%	17.6%
THE STUDENT(S)	17.5%	16.6%	12.8%	15.8%	20.5%	19.6%	18.3%	18.5%
STUDENTS AND PARENTS/LEARNING COACHES TOGETHER	30.1%	28.3%	25.9%	24.8%	31.6%	29.7%	24.7%	23.2%
OTHER	0.0%	0.0%	10.6%	11.2%	0.0%	0.0%	9.2%	9.1%
DON'T KNOW/NO ANSWER	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	



# Connections Academy Parent Satisfaction Survey 2014-2015

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All Respondents >	6,754	6,108	5,164	4,456	47,442	40,963	34,147	26,942
Families Sent Survey >	31.5%	48.7%	39.3%	44.8%	38.0%	45.1%	47.9%	52.6%
Response Rate >								

## WHAT IS THE MOST COMMON METHOD OF COMMUNICATION BETWEEN MEMBERS OF YOUR HOUSEHOLD AND CONNECTIONS ACADEMY TEACHERS?

WEBMAIL	59.0%	54.2%	57.1%	55.9%	66.8%	64.7%	62.3%	60.3%
TELEPHONE	24.9%	30.5%	27.7%	28.2%	19.4%	21.1%	19.7%	21.3%
LIVELESSON® SYSTEM	14.9%	14.4%	9.5%	9.1%	12.4%	13.1%	11.5%	12.6%
MAIL	1.2%	0.9%	0.7%	1.0%	1.4%	1.1%	1.4%	1.1%
OTHER	0.0%	0.0%	5.0%	5.9%	0.0%	0.0%	5.1%	4.7%

## HOW OFTEN DOES THE TEACHER RESPOND THE SAME DAY TO YOUR PHONE CALLS AND WEBMAIL MESSAGES?

TOP TWO BOX (NET):	89.7%	89.0%	89.7%	91.0%	85.7%	85.4%	85.8%	88.4%
NEARLY ALWAYS	54.9%	57.1%	61.5%	62.6%	49.5%	52.1%	54.1%	56.9%
MOST OF THE TIME	34.8%	31.9%	28.1%	28.4%	36.2%	33.3%	31.7%	31.5%
HALF OF THE TIME	5.7%	6.4%	5.1%	5.3%	7.2%	7.8%	7.5%	6.3%
OCCASIONALLY	2.7%	3.2%	2.7%	2.2%	4.1%	4.2%	4.1%	3.3%
HARDLY EVER	2.0%	1.4%	2.5%	1.6%	3.0%	2.6%	2.7%	2.0%

## HOW WOULD YOU RATE THE RESPONSE TIME OF YOUR CHILD'S CONNECTIONS ACADEMY TEACHERS?

EXCELLENT/GOOD (NET):	92.7%	92.2%	92.4%	93.5%	90.2%	89.7%	89.8%	91.7%
EXCELLENT	60.1%	58.8%	63.2%	63.6%	54.0%	54.4%	56.8%	60.0%
GOOD	32.6%	33.4%	29.3%	29.9%	36.1%	35.2%	33.0%	31.7%
FAIR	5.7%	6.6%	6.1%	5.0%	7.7%	8.3%	8.0%	6.6%
POOR	1.6%	1.2%	1.5%	1.6%	2.1%	2.1%	2.2%	1.7%

## HOW SATISFIED ARE YOU WITH THE HELPFULNESS OF YOUR CHILD'S CONNECTIONS ACADEMY TEACHERS?

SATISFIED: (NET)	96.8%	96.7%	96.6%	96.7%	96.1%	95.6%	95.4%	96.1%
VERY SATISFIED	78.8%	77.1%	80.0%	80.5%	73.6%	73.0%	73.5%	75.6%
SOMEWHAT SATISFIED	18.0%	19.6%	16.6%	16.2%	22.5%	22.6%	21.9%	20.5%
DISSATISFIED: (NET)	3.2%	3.3%	3.4%	3.3%	3.9%	4.4%	4.6%	3.9%
SOMEWHAT DISSATISFIED	2.6%	2.5%	2.5%	2.3%	2.9%	3.3%	3.5%	2.8%
VERY DISSATISFIED	0.7%	0.9%	1.0%	1.0%	1.1%	1.1%	1.2%	1.0%

## HOW WOULD YOU RATE THE RESPONSE TIME OF YOUR CHILD'S CONNECTIONS ACADEMY COUNSELOR?

BASE: CONTACTED COUNSELOR

EXCELLENT/GOOD (NET):	87.4%	88.5%	90.2%	91.3%	89.2%	89.0%	88.3%	88.8%
EXCELLENT	52.4%	51.4%	52.7%	55.0%	55.1%	53.9%	55.2%	56.1%
GOOD	34.9%	37.1%	37.5%	36.3%	34.1%	35.1%	33.2%	32.6%
FAIR	8.8%	8.9%	7.0%	7.0%	7.8%	8.0%	8.2%	8.5%
POOR	3.9%	2.7%	2.8%	1.7%	3.0%	3.0%	3.5%	2.8%

## HOW SATISFIED ARE YOU WITH THE HELPFULNESS OF YOUR CHILD'S CONNECTIONS ACADEMY COUNSELOR?

BASE: CONTACTED COUNSELOR

SATISFIED: (NET)	95.0%	95.3%	95.6%	96.9%	95.5%	95.3%	94.8%	95.8%
VERY SATISFIED	71.3%	68.7%	73.2%	76.1%	72.6%	70.7%	71.4%	73.0%
SOMEWHAT SATISFIED	23.7%	26.5%	22.4%	20.9%	22.9%	24.6%	23.3%	22.8%
DISSATISFIED: (NET)	5.0%	4.7%	4.4%	3.1%	4.5%	4.7%	5.2%	4.2%
SOMEWHAT DISSATISFIED	3.1%	3.4%	2.8%	1.7%	2.9%	3.3%	3.5%	2.8%
VERY DISSATISFIED	1.8%	1.4%	1.7%	1.4%	1.6%	1.4%	1.8%	1.4%

## HAVE YOU EVER CONTACTED YOUR SCHOOL PRINCIPAL WITH A QUESTION OR PROBLEM?

YES	38.5%	37.4%	33.9%	31.1%	38.8%	38.5%	40.4%	39.8%
NO	61.5%	62.6%	66.1%	68.9%	61.2%	61.5%	59.6%	60.2%

## HOW WOULD YOU RATE THE RESPONSE TIME OF YOUR CHILD'S CONNECTIONS ACADEMY PRINCIPAL?

BASE: EVER CONTACTED PRINCIPAL

EXCELLENT/GOOD (NET):	84.8%	86.6%	85.3%	88.2%	89.3%	89.1%	89.4%	89.4%
EXCELLENT	53.0%	49.1%	49.8%	52.9%	55.6%	52.3%	56.3%	56.7%
GOOD	31.7%	37.5%	35.6%	35.3%	33.7%	36.8%	33.1%	32.7%
FAIR	9.3%	8.9%	7.7%	7.6%	7.3%	7.2%	6.6%	7.2%
POOR	6.0%	4.5%	7.0%	4.2%	3.4%	3.7%	4.0%	3.4%

# Connections Academy

## Parent Satisfaction Survey 2014-2015

	COMMONWEALTH CA				CONNECTIONS ACADEMY TOTAL			
	2014-2015 (n=2,129)	2013-2014 (n=2,975)	2012-2013 (n=2,030)	2011-2012 (n=1,996)	2014-2015 (n=18,051)	2013-2014 (n=18,456)	2012-2013 (n=16,341)	2011-2012 (n=14,175)
All Respondents >	6,754	6,108	5,164	4,456	47,442	40,963	34,147	26,942
Families Sent Survey >	31.5%	48.7%	39.3%	44.8%	38.0%	45.1%	47.9%	52.6%
Response Rate >								

### HOW SATISFIED ARE YOU WITH THE HELPFULNESS OF YOUR CHILD'S CONNECTIONS ACADEMY PRINCIPAL?

BASE: EVER CONTACTED PRINCIPAL

SATISFIED: (NET)	92.1%	93.1%	92.2%	94.5%	94.8%	94.3%	94.6%	95.2%
VERY SATISFIED	69.6%	63.6%	67.2%	71.0%	71.2%	68.2%	71.1%	72.3%
SOMEWHAT SATISFIED	22.4%	29.5%	25.0%	23.5%	23.7%	26.1%	23.5%	22.9%
DISSATISFIED: (NET)	7.9%	6.9%	7.8%	5.5%	5.2%	5.7%	5.4%	4.8%
SOMEWHAT DISSATISFIED	4.5%	3.9%	4.2%	2.6%	2.9%	3.2%	2.9%	2.6%
VERY DISSATISFIED	3.4%	3.1%	3.6%	2.9%	2.2%	2.4%	2.5%	2.2%

### HAVE YOU EVER CONTACTED YOUR CHILD'S ASSISTANT PRINCIPAL WITH A QUESTION OR PROBLEM?

BASE: ASKED APPLICABLE SCHOOLS

YES	34.4%	35.8%	31.3%	28.3%	36.4%	36.7%	37.5%	36.0%
NO	65.6%	64.2%	68.7%	71.7%	63.6%	63.3%	62.5%	64.0%

### HOW WOULD YOU RATE THE RESPONSE TIME OF YOUR CHILD'S CONNECTIONS ACADEMY ASSISTANT PRINCIPAL?

BASE: EVER CONTACTED ASSISTANT PRINCIPAL

EXCELLENT/GOOD (NET):	85.7%	88.5%	88.1%	88.8%	89.8%	89.3%	90.6%	90.0%
EXCELLENT	52.8%	48.4%	51.7%	53.2%	55.3%	51.7%	56.2%	56.2%
GOOD	32.9%	40.1%	36.3%	35.6%	34.4%	37.6%	34.4%	33.8%
FAIR	8.5%	8.3%	7.5%	8.0%	7.1%	7.4%	6.6%	7.6%
POOR	5.9%	3.2%	4.4%	3.2%	3.1%	3.3%	2.8%	2.4%

### HOW SATISFIED ARE YOU WITH THE HELPFULNESS OF YOUR CHILD'S CONNECTIONS ACADEMY ASSISTANT PRINCIPAL?

BASE: EVER CONTACTED ASSISTANT PRINCIPAL

SATISFIED: (NET)	92.5%	94.9%	94.7%	95.0%	95.3%	94.8%	95.8%	95.9%
VERY SATISFIED	68.5%	64.2%	70.0%	71.6%	71.1%	68.0%	71.3%	71.4%
SOMEWHAT SATISFIED	24.0%	30.7%	24.7%	23.4%	24.3%	26.9%	24.5%	24.4%
DISSATISFIED: (NET)	7.5%	5.1%	5.3%	5.0%	4.7%	5.2%	4.2%	4.1%
SOMEWHAT DISSATISFIED	4.4%	3.1%	2.4%	2.7%	2.7%	3.0%	2.4%	2.5%
VERY DISSATISFIED	3.1%	2.0%	3.0%	2.3%	2.0%	2.2%	1.7%	1.7%

### PLEASE RATE THE FOLLOWING AREAS OF CONNECTIONS ACADEMY SUPPORT: TECHNICAL SUPPORT (QUESTIONS OR PROBLEMS CONCERNING CONNEXUS® OR A COMPUTER SUPPLIED BY CONNECTIONS ACADEMY).

BASE: ALL APPLICABLE

EXCELLENT/GOOD (NET):	94.1%	92.2%	93.8%	94.1%	92.6%	90.9%	91.7%	92.1%
EXCELLENT	68.9%	65.9%	69.3%	69.4%	65.7%	62.0%	64.3%	65.0%
GOOD	25.1%	26.3%	24.6%	24.7%	26.9%	28.8%	27.3%	27.1%
FAIR	4.1%	5.7%	4.7%	4.5%	5.5%	6.8%	6.3%	6.0%
POOR	1.8%	2.1%	1.5%	1.4%	2.0%	2.3%	2.1%	1.9%

### PLEASE RATE THE FOLLOWING AREAS OF CONNECTIONS ACADEMY SUPPORT: ENROLLMENT SUPPORT (GETTING QUESTIONS ANSWERED ABOUT THE ENROLLMENT PROCESS).

BASE: ALL APPLICABLE

EXCELLENT/GOOD (NET):	92.0%	93.7%	92.9%	92.8%	90.9%	91.4%	91.5%	91.0%
EXCELLENT	65.8%	63.0%	67.1%	64.6%	61.9%	60.7%	63.3%	63.7%
GOOD	26.2%	30.7%	25.8%	28.2%	29.0%	30.7%	28.2%	27.3%
FAIR	5.8%	4.7%	5.1%	5.6%	6.6%	6.5%	6.0%	6.6%
POOR	2.3%	1.5%	2.0%	1.6%	2.5%	2.1%	2.4%	2.4%

### PLEASE RATE THE FOLLOWING AREAS OF CONNECTIONS ACADEMY SUPPORT: PLACEMENT (GETTING QUESTIONS ANSWERED ABOUT PLACEMENT, PLACEMENT TESTS, OR STUDENT COURSES).

BASE: ALL APPLICABLE

EXCELLENT/GOOD (NET):	90.4%	91.3%	91.2%	91.4%	89.0%	89.0%	89.5%	89.9%
EXCELLENT	59.2%	57.1%	63.0%	60.2%	57.5%	54.7%	58.6%	58.7%
GOOD	31.2%	34.2%	28.2%	31.2%	31.5%	34.3%	30.8%	31.2%
FAIR	6.7%	6.3%	6.5%	6.8%	8.2%	8.1%	7.8%	7.7%
POOR	3.0%	2.4%	2.3%	1.8%	2.8%	2.9%	2.7%	2.4%

# Connections Academy

## Parent Satisfaction Survey 2014-2015

	COMMONWEALTH CA				CONNECTIONS ACADEMY TOTAL			
	2014-2015 (n=2,129)	2013-2014 (n=2,975)	2012-2013 (n=2,030)	2011-2012 (n=1,996)	2014-2015 (n=18,051)	2013-2014 (n=18,456)	2012-2013 (n=16,341)	2011-2012 (n=14,175)
All Respondents >	6,754	6,108	5,164	4,456	47,442	40,963	34,147	26,942
Families Sent Survey >	31.5%	48.7%	39.3%	44.8%	38.0%	45.1%	47.9%	52.6%
Response Rate >								

### PLEASE RATE THE FOLLOWING AREAS OF CONNECTIONS ACADEMY SUPPORT: MATERIALS FULFILLMENT (RECEIVING THE CORRECT MATERIALS ON A TIMELY BASIS).

BASE: ALL APPLICABLE

EXCELLENT/GOOD (NET):	94.2%	94.8%	95.8%	93.5%	94.0%	93.8%	94.2%	92.0%
EXCELLENT	72.5%	69.6%	73.1%	68.9%	69.2%	67.3%	70.2%	67.1%
GOOD	21.7%	25.2%	22.7%	24.5%	24.8%	26.5%	24.0%	24.9%
FAIR	4.0%	4.2%	3.1%	5.0%	4.4%	4.8%	4.3%	5.7%
POOR	1.8%	1.0%	1.1%	1.5%	1.6%	1.4%	1.5%	2.3%

### DID YOU CONTACT TECHNICAL SUPPORT DURING THE YEAR FOR ANY CONNECTIONS ACADEMY HARDWARE, SOFTWARE OR LMS ISSUES?

YES	86.5%	87.9%	88.3%	88.3%	81.3%	81.4%	81.3%	80.5%
NO	13.5%	12.1%	11.7%	11.7%	18.7%	18.6%	18.7%	19.5%

### HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF TECHNICAL SUPPORT... RESPONSE TIME?

BASE: CONTACTED TECHNICAL SUPPORT

SATISFIED (NET):	98.0%	96.7%	97.2%	97.4%	97.9%	96.9%	96.7%	97.2%
VERY SATISFIED	82.2%	77.8%	80.4%	81.2%	78.6%	75.5%	76.2%	77.1%
SOMEWHAT SATISFIED	15.8%	18.9%	16.8%	16.2%	19.2%	21.4%	20.5%	20.1%
DISSATISFIED (NET):	2.0%	3.3%	2.8%	2.6%	2.1%	3.1%	3.3%	2.8%
SOMEWHAT DISSATISFIED	1.6%	2.0%	2.1%	1.7%	1.5%	2.0%	2.3%	1.9%
VERY DISSATISFIED	0.4%	1.3%	0.7%	0.9%	0.6%	1.1%	1.0%	0.9%

### HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF TECHNICAL SUPPORT... PROBLEM RESOLUTION?

BASE: CONTACTED TECHNICAL SUPPORT

SATISFIED (NET):	96.1%	95.4%	96.4%	96.0%	96.1%	95.2%	95.4%	95.9%
VERY SATISFIED	79.5%	76.8%	79.5%	80.6%	76.8%	74.2%	75.4%	76.5%
SOMEWHAT SATISFIED	16.6%	18.6%	16.9%	15.4%	19.2%	21.0%	20.0%	19.4%
DISSATISFIED (NET):	3.9%	4.6%	3.6%	4.0%	3.9%	4.8%	4.6%	4.1%
SOMEWHAT DISSATISFIED	2.3%	2.9%	2.5%	3.1%	2.7%	3.1%	3.2%	2.9%
VERY DISSATISFIED	1.6%	1.7%	1.1%	0.9%	1.2%	1.7%	1.3%	1.2%

### HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF TECHNICAL SUPPORT... COURTEOUSNESS?

BASE: CONTACTED TECHNICAL SUPPORT

SATISFIED (NET):	98.5%	98.7%	98.7%	99.0%	98.6%	98.5%	98.5%	98.9%
VERY SATISFIED	87.3%	85.3%	88.1%	88.1%	84.4%	83.4%	84.1%	84.6%
SOMEWHAT SATISFIED	11.2%	13.4%	10.7%	10.9%	14.2%	15.1%	14.4%	14.3%
DISSATISFIED (NET):	1.5%	1.3%	1.3%	1.0%	1.4%	1.5%	1.5%	1.1%
SOMEWHAT DISSATISFIED	1.0%	0.8%	0.8%	0.6%	0.9%	0.9%	1.0%	0.6%
VERY DISSATISFIED	0.5%	0.5%	0.4%	0.5%	0.5%	0.6%	0.5%	0.4%

### HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF ENROLLMENT SUPPORT... RESPONSE TIME?

BASE: CONTACTED ENROLLMENT SUPPORT

SATISFIED (NET):	96.9%	97.9%	97.1%	97.4%	96.5%	96.7%	96.1%	96.0%
VERY SATISFIED	77.5%	77.0%	79.3%	78.7%	75.6%	75.0%	75.1%	75.2%
SOMEWHAT SATISFIED	19.4%	21.0%	17.7%	18.7%	20.9%	21.7%	21.1%	20.8%
DISSATISFIED (NET):	3.1%	2.1%	2.9%	2.6%	3.5%	3.3%	3.9%	4.0%
SOMEWHAT DISSATISFIED	2.2%	1.4%	1.7%	2.0%	2.5%	2.4%	2.7%	2.8%
VERY DISSATISFIED	0.9%	0.6%	1.2%	0.6%	1.0%	1.0%	1.1%	1.2%

### HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF ENROLLMENT SUPPORT... PROBLEM RESOLUTION?

BASE: CONTACTED ENROLLMENT SUPPORT

SATISFIED (NET):	95.7%	97.2%	96.5%	97.0%	95.6%	96.0%	95.5%	95.7%
VERY SATISFIED	77.4%	75.9%	79.5%	78.4%	74.9%	74.3%	75.2%	75.5%
SOMEWHAT SATISFIED	18.3%	21.2%	17.0%	18.6%	20.8%	21.7%	20.3%	20.2%
DISSATISFIED (NET):	4.3%	2.8%	3.5%	3.0%	4.4%	4.0%	4.5%	4.3%
SOMEWHAT DISSATISFIED	3.0%	2.1%	2.2%	2.3%	3.0%	2.8%	3.2%	3.1%
VERY DISSATISFIED	1.3%	0.7%	1.3%	0.7%	1.3%	1.2%	1.3%	1.3%

# Connections Academy

## Parent Satisfaction Survey 2014-2015

	COMMONWEALTH CA				CONNECTIONS ACADEMY TOTAL			
	2014-2015 (n=2,129)	2013-2014 (n=2,975)	2012-2013 (n=2,030)	2011-2012 (n=1,996)	2014-2015 (n=18,051)	2013-2014 (n=18,456)	2012-2013 (n=16,341)	2011-2012 (n=14,175)
All Respondents >	6,754	6,108	5,164	4,456	47,442	40,963	34,147	26,942
Families Sent Survey >	31.5%	48.7%	39.3%	44.8%	38.0%	45.1%	47.9%	52.6%
Response Rate >								

### HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF ENROLLMENT SUPPORT... COURTEOUSNESS?

BASE: CONTACTED ENROLLMENT SUPPORT

SATISFIED (NET):	98.7%	99.2%	98.7%	99.0%	98.5%	98.6%	98.5%	98.7%
VERY SATISFIED	85.1%	83.4%	86.2%	85.2%	83.7%	83.0%	83.9%	84.3%
SOMEWHAT SATISFIED	13.7%	15.8%	12.5%	13.8%	14.8%	15.6%	14.6%	14.3%
DISSATISFIED (NET):	1.3%	0.8%	1.3%	1.0%	1.5%	1.4%	1.5%	1.3%
SOMEWHAT DISSATISFIED	0.5%	0.5%	0.8%	0.7%	1.0%	0.9%	1.0%	0.9%
VERY DISSATISFIED	0.7%	0.4%	0.5%	0.3%	0.5%	0.4%	0.5%	0.4%

### HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF PLACEMENT SUPPORT... RESPONSE TIME?

BASE: CONTACTED PLACEMENT SUPPORT

SATISFIED (NET):	96.5%	97.2%	96.8%	97.3%	96.5%	96.3%	96.4%	96.6%
VERY SATISFIED	74.0%	72.9%	78.2%	77.3%	73.2%	71.9%	73.6%	74.2%
SOMEWHAT SATISFIED	22.5%	24.3%	18.6%	20.0%	23.2%	24.4%	22.8%	22.4%
DISSATISFIED (NET):	3.5%	2.8%	3.2%	2.7%	3.5%	3.7%	3.6%	3.4%
SOMEWHAT DISSATISFIED	2.4%	1.9%	2.4%	2.3%	2.6%	2.6%	2.6%	2.6%
VERY DISSATISFIED	1.2%	0.9%	0.8%	0.4%	1.0%	1.1%	0.9%	0.8%

### HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF PLACEMENT SUPPORT... PROBLEM RESOLUTION?

BASE: CONTACTED PLACEMENT SUPPORT

SATISFIED (NET):	96.0%	96.5%	96.5%	97.1%	95.8%	95.4%	95.9%	95.9%
VERY SATISFIED	73.7%	72.7%	78.1%	77.1%	72.7%	71.5%	73.6%	74.4%
SOMEWHAT SATISFIED	22.3%	23.8%	18.4%	20.0%	23.0%	23.8%	22.2%	21.5%
DISSATISFIED (NET):	4.0%	3.5%	3.5%	2.9%	4.2%	4.6%	4.1%	4.1%
SOMEWHAT DISSATISFIED	3.1%	2.6%	2.5%	2.5%	3.1%	3.4%	3.0%	3.1%
VERY DISSATISFIED	1.0%	0.9%	1.1%	0.4%	1.2%	1.3%	1.1%	1.0%

### HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF PLACEMENT SUPPORT... COURTEOUSNESS?

BASE: CONTACTED PLACEMENT SUPPORT

SATISFIED (NET):	98.0%	98.8%	98.6%	98.8%	98.2%	98.3%	98.5%	98.5%
VERY SATISFIED	81.1%	79.5%	83.9%	84.0%	80.7%	79.9%	81.5%	82.4%
SOMEWHAT SATISFIED	16.9%	19.3%	14.7%	14.8%	17.5%	18.5%	17.0%	16.2%
DISSATISFIED (NET):	2.0%	1.2%	1.4%	1.2%	1.8%	1.7%	1.5%	1.5%
SOMEWHAT DISSATISFIED	1.2%	0.6%	1.0%	1.1%	1.2%	1.1%	1.1%	1.1%
VERY DISSATISFIED	0.8%	0.6%	0.3%	0.2%	0.5%	0.6%	0.4%	0.3%

### HAVE YOU OR YOUR CHILD PARTICIPATED IN REAL-TIME DISCUSSION OR INSTRUCTION ON CONNECTIONS ACADEMY'S LIVELESSON® SYSTEM?

YES	94.6%	95.7%	94.1%	93.1%	93.3%	93.1%	92.8%	92.7%
NO	5.4%	4.3%	5.9%	6.9%	6.7%	6.9%	7.2%	7.3%

### HOW SATISFIED WERE YOU OR YOUR CHILD WITH THE INSTRUCTION AND INTERACTION PROVIDED THROUGH LIVELESSON® SESSIONS?

BASE: PARTICIPATED IN LIVELESSON®

SATISFIED (NET):	95.2%	95.4%	95.3%	95.0%	94.5%	93.6%	93.6%	93.6%
VERY SATISFIED	69.4%	68.3%	71.2%	69.3%	63.9%	62.6%	64.2%	64.2%
SOMEWHAT SATISFIED	25.8%	27.1%	24.1%	25.7%	30.6%	31.0%	29.5%	29.3%
DISSATISFIED (NET):	4.8%	4.6%	4.7%	5.0%	5.5%	6.4%	6.4%	6.4%
SOMEWHAT DISSATISFIED	3.7%	3.7%	3.5%	3.9%	4.2%	4.8%	4.9%	5.0%
VERY DISSATISFIED	1.0%	1.0%	1.3%	1.1%	1.3%	1.6%	1.4%	1.4%

### IS YOUR CHILD ENROLLED IN EITHER OUR GIFTED AND TALENTED COURSES (FOR GRADES 2-8) OR HONORS/ADVANCED PLACEMENT COURSES (FOR HIGH SCHOOL)?

YES	27.3%	27.6%	29.7%	29.2%	29.0%	27.3%	28.7%	28.5%
NO	72.7%	72.4%	70.3%	70.8%	71.0%	72.7%	71.3%	71.5%

# Connections Academy

## Parent Satisfaction Survey 2014-2015

	COMMONWEALTH CA				CONNECTIONS ACADEMY TOTAL			
	2014-2015	2013-2014	2012-2013	2011-2012	2014-2015	2013-2014	2012-2013	2011-2012
<b>All Respondents &gt;</b>	(n=2,129)	(n=2,975)	(n=2,030)	(n=1,996)	(n=18,051)	(n=18,456)	(n=16,341)	(n=14,175)
Families Sent Survey >	6,754	6,108	5,164	4,456	47,442	40,963	34,147	26,942
Response Rate >	31.5%	48.7%	39.3%	44.8%	38.0%	45.1%	47.9%	52.6%

### OVERALL, HOW SATISFIED ARE YOU WITH CONNECTIONS ACADEMY'S GIFTED AND TALENTED OR HONORS/ADVANCED PLACEMENT COURSES AND INSTRUCTION?

BASE: CHILD ENROLLED IN GIFTED AND TALENTED OR HONORS/AP COURSES

SATISFIED (NET):	95.4%	94.0%	96.2%	96.4%	94.2%	93.9%	95.0%	94.2%
VERY SATISFIED	68.7%	67.4%	67.3%	69.1%	64.8%	64.9%	64.8%	65.7%
SOMEWHAT SATISFIED	26.6%	26.6%	28.9%	27.3%	29.4%	29.0%	30.2%	28.6%
DISSATISFIED: (NET)	4.6%	6.0%	3.8%	3.6%	5.8%	6.1%	5.0%	5.8%
SOMEWHAT DISSATISFIED	3.1%	3.6%	2.3%	2.9%	3.7%	4.0%	3.3%	4.0%
VERY DISSATISFIED	1.5%	2.3%	1.5%	0.7%	2.0%	2.1%	1.8%	1.8%

### DO YOU RECOMMEND CONNECTIONS ACADEMY TO PARENTS WHOSE CHILDREN ARE NOT ENROLLED IN THE PROGRAM?

YES (6-10):	94.3%	93.0%	94.5%	94.2%	93.0%	91.9%	92.4%	93.4%
10	66.0%	60.9%	65.9%	65.6%	59.6%	56.2%	59.3%	61.6%
9	12.9%	13.4%	11.4%	12.1%	14.0%	13.6%	12.9%	12.6%
8	9.2%	10.9%	9.7%	9.9%	11.2%	12.7%	11.4%	11.2%
7	4.2%	5.0%	5.2%	4.3%	5.6%	6.3%	6.0%	5.4%
6	2.0%	2.7%	2.3%	2.4%	2.6%	3.1%	2.8%	2.6%
NO (0-5)	5.7%	7.0%	5.5%	5.8%	7.0%	8.1%	7.6%	6.6%
5	2.3%	3.1%	2.4%	2.2%	3.2%	3.5%	3.3%	2.8%
4	0.9%	1.3%	0.7%	0.9%	0.8%	1.1%	1.0%	0.8%
3	0.9%	0.9%	0.8%	0.7%	0.8%	1.1%	1.0%	0.8%
2	0.5%	0.4%	0.1%	0.5%	0.5%	0.6%	0.5%	0.5%
1	0.1%	0.3%	0.3%	0.5%	0.2%	0.4%	0.4%	0.4%
0	1.0%	1.0%	1.1%	1.1%	1.4%	1.4%	1.4%	1.3%
<b>Net Promoter Score *</b>	71.2%	64.6%	69.5%	69.6%	63.8%	58.6%	61.8%	64.9%

\* Sum of responses '10' and '9' minus sum of responses '0' to '6'

### AFTER GRADUATING FROM HIGH SCHOOL, DO YOU THINK YOUR CHILD IS MOST LIKELY TO...

ENROLL IN A FOUR-YEAR COLLEGE	40.0%	40.4%	39.3%	41.1%	44.4%	44.3%	45.7%	45.4%
ENROLL IN A COMMUNITY COLLEGE	10.0%	9.3%	9.1%	10.8%	13.1%	12.9%	12.8%	14.0%
ENROLL IN A TECHNICAL OR TRADE SCHOOL	10.0%	10.2%	10.4%	10.3%	9.0%	8.7%	8.6%	8.0%
START WORK RIGHT AFTER HIGH SCHOOL	4.3%	4.0%	4.3%	3.7%	2.6%	2.5%	2.2%	2.1%
VARIES DEPENDING ON THE CHILD	15.2%	15.6%	16.0%	14.9%	13.8%	14.0%	14.0%	14.2%
UNSURE	20.6%	20.6%	20.8%	19.2%	17.1%	17.5%	16.7%	16.2%

# **Attachment S Enrollment Chart**

**CCA Charter Renewal Application**

	<b>2011-12 SY</b>	<b>2012-13 SY</b>	<b>2013-14 SY</b>	<b>2014-15 SY</b>	<b>2015-16 SY *</b>
<b>(A) Total Student Enrollment at the end of the school year</b>	6433	7122	8264	8956	8845
<b>(B) Number of students enrolled in June who were also enrolled in September of the previous year</b>	4847	5539	6535	7188	**
<b>(C) In Year Retention (B divided A, above)</b>	75.4%	77.8%	79.1%	80.3%	**
<b>(D) Number of students, excluding graduates, who were enrolled at the end of last year</b>	N/A	5307	5474	5166	8231
<b>(E) Number of students, excluding graduates, who were enrolled at the beginning of the school year who were also enrolled at the close of the previous school year</b>	N/A	4120	4364	4951	**

\* As of September 18, 2015

\*\* This data for the (current) SY information is not measurable.

# **Attachment T**

## **Policy for Attendance, Truancy and Withdrawal**

**CCA Charter Renewal Application**

Please note that the truancy policies in effect at CCA are included in this attachment.

Policies and protocols for both attendance and withdrawal are addressed in detail in Attachment W (Student Handbook), and are included here as well as requested.



## Attendance Policy

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Learning Coaches must document student attendance in the Education Management System (Connexus), and the school verifies that the attendance records are accurate. Parents should enter attendance daily whenever possible, but **MUST** enter it at least weekly.

### Connexus Attendance Codes

The following attendance codes are available in Connexus:

Code	Definition of code	Who enters the code?
<b>0 – 9</b>	Hours of Schooling	Learning Coach <i>(and the school, as necessary)</i>
<b>V</b>	Vacation	Learning Coach
<b>E</b>	Excused Absence	Teacher or Administrator
<b>U</b>	Unexcused Absence	Teacher or Administrator

### Hours of Schooling/Attendance

Students must meet all regulatory requirements for attending public schools in the state. These regulatory requirements include attending school for 180 days and completing a required number of hours of instruction per year. In order to make the state's required hours per year of instruction manageable, families are encouraged to have students complete the following hours of schooling each week:

Grade(s)	Recommended Hours per Week	Required Hours per Year
K-6	25	900
7 – 12	28	990

Hours of schooling per day and/or week are accumulated by completing lessons, assessments, portfolio items, labs, attending direct instruction sessions, attending educational field trips,

participating in state mandated assessments, and by participating in other educational activities.

Failure to attend mandated LiveLesson sessions, state testing, or respond to WebMail and phone call messages from teachers may be counted against documented attendance hours.

Although there is more flexibility in the Commonwealth Connections Academy program than in a traditional school with regard to when instruction occurs, students and Learning Coaches should be aware that the school calendar reflects the days on which teachers are available to students. Specific school calendars and the required days and hours of instruction are posted in the School Schedule section of this handbook.

### **Learning Coach Responsibilities**

- **Record Hours of Schooling** - For each instructional day, Learning Coaches enter a 0–9 in Connexus to indicate the number of hours of schooling that occurred. They should aim to meet the weekly hours of schooling listed above to ensure compliance with state regulations. Coaches may also ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day. If a student is absent, the Coach must send information to the school about the absence, and the school determines if the absence can be classified as excused. The teacher or administrator will then enter an “E” or “U” for that day’s attendance.
- **Complete defined school year** – Regardless of the number of hours of schooling a student may complete prior to the last day of the school year (as defined in the school year calendar in this handbook), students are required to meet the weekly required instructional hours up to and including the last day of the school year.
- **Vacations or Days Off:** Connections Academy students are allocated “vacation” days based on the number of weekdays in the school calendar that are marked as non-school days/holidays/vacation. For example, a student may choose to work on Presidents’ Day, but then take the following Monday off. The Learning Coach would record hours of attendance on Presidents’ Day, as though it were a regular school day, and then mark the Monday off as “V” for vacation. Whenever a student wishes to take a regular school day as a vacation day (that is, will not be completing any educational activities), the Learning Coach should seek approval from the student’s teacher in advance.

Note that regularly-scheduled school holidays, vacations, etc. must still be marked with a “V” if the student did not complete any educational activities on that day; they are not automatically recorded as vacation days in Connexus.

Students who start after the beginning of the school year will not be permitted to take vacation time for any school holiday or vacation days that occurred *prior* to their start date. For example, if a student starts school September 5 but school officially started August 18, the student is not entitled to use Labor Day as a vacation day, but is still entitled to all vacation days that are scheduled *after* his/her official start date.

If a student has used his or her allotment of vacation days, any scheduled school day on which no educational activities are completed (i.e., no hours are recorded) will be treated as zero hours. If that student is able to meet the weekly recommended hours on the days in which he/she does work, then the zero hour day will not adversely affect the student's attendance percentage. If the hours are not made up during that same week, however, the student will be considered absent.

## School Responsibilities

- **Review Attendance Records** – Teachers monitor and review attendance records on a weekly basis. They remind Learning Coaches to enter the hours of schooling every day.
- **Monitor Attendance Issues** – The Homeroom Teacher and Homeroom Advisory Teachers (HATs) monitor student attendance. They contact families with low attendance rates, and work to help them stay in compliance. Teachers and administrators also identify and record excused absences, and can alter Learning Coaches' attendance records (with proper documentation), if necessary.
- **Maintaining the Integrity of the Attendance Data** – The attendance system prohibits further editing of attendance data after certain points. Any requests for adjustments to the previously verified records must go to the student's homeroom teacher (Elementary school) or the homeroom support teacher (Middle and High school) (in writing) for review, approval and adjustment.
- **Official Attendance Record** – the Connexus attendance system is the record of Learning Coach documented attendance. It is however only one of many sources used to determine if a student is meeting the minimum instructional hours required. If it has been determined by the homeroom or homeroom support teacher that a student has not completed enough work to meet attendance records, the teacher or administrator may override the Learning Coach record. If a student regularly does not complete enough work to remain on track, despite repeated assistance and intervention on the part of the teacher or school, then the student may be subject to sanctions up to and including contacting the student's District of Residence to formalize truancy proceedings.

## Attendance Status and Escalation Systems

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Enrolled students are in one of four attendance statuses at all times:

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

On occasion, none of the first three escalation statuses will be appropriate for a student. The student will be placed in “Exempt” status and escalation will not apply; however, all program requirements will still be applicable.

Attendance status is based on several criteria, as outlined in the General School Handbook, and is a combination of measures that indicate if a student is demonstrating adequate participation (and therefore attendance) in the program. This not only includes the actual attendance hours recorded by the Learning Coach, but also lesson and assignment completion rates, and amount of communication with the teacher. Therefore, even though a Learning Coach may record a high number of instructional hours in the attendance records, if a student’s work completion rates are not on track or if he or she fails to communicate on a regular basis with the teacher, he or she will be placed in an Alarm status.

At a minimum, all students will average one synchronous exchange (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. It is the responsibility of the school to contact the student every two weeks at a minimum. It is important to recognize that just marking proper attendance will not keep a student’s attendance status On-Track.

When a student is in the Approaching Alarm status, he or she is in danger of being removed from active rolls. The school will work with the family to help get the student’s attendance back on track. If the school’s repeated efforts fail, the student will be escalated to the Alarm status which could quickly lead to the student being removed from the school’s active roles.

## Truancy

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Commonwealth Connections Academy is required to record student attendance in the same way traditional public schools are. If a student is not adequately engaging in the program, or has accumulated more than three (3) unlawful absences, CCA is required to work with the family to create a Truancy Elimination Plan (TEP). If the student continues not to engage in the program,

CCA will contact the student's District of Residence who may in turn contact the District Magistrate to pursue a truancy hearing.

In order to maximize student learning, regular attendance is imperative. The CCA program offers a great deal of flexibility about how many hours students spend each day on schoolwork and on what days of the week they complete that work. Due to this flexibility, CCA has zero tolerance for truancy. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

In order to avoid truancy, the Caretaker must ensure that the following activities are taking place:

- The student completes assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in the Required Instructional Hours section (3.4.2) of this Handbook Supplement, and the Caretaker or Learning Coach records these attendance hours in Connexus (the Education Management System) on a daily basis.
- The student is available for regularly scheduled telephone calls with teachers.
- The student attends any *assigned* (mandatory) LiveLesson® sessions.
- The student is able to demonstrate that he/she is doing his/her own schoolwork.
- The student attends mandatory state testing.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance if he or she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

### **Definition of “Missing a Day of School”**

Missing a “day” of school is defined as “missing a day's worth of hours in a week.” Missing a day's worth of hours in a week may be considered a day of unexcused absence if the student or Caretaker does not provide acceptable documentation to the school for those missed hours to be considered excused.

## Truancy Procedures

Student Action/non-Action	Task	Responsible
<b>First Unlawful Absence:</b> <ul style="list-style-type: none"> <li>Student does not log in for 5 consecutive days, OR</li> <li>Student does not complete any lessons for 5 consecutive days, OR</li> <li>Falling 30 lessons behind, OR</li> <li>Missing mandatory state testing</li> </ul>	Call the Learning Coach	
	For students with IEPs, Learning Support should contact the family to determine if changes are necessary to the student's educational program.	Principal to notify LST
	Letter sent to Learning Coach (Must Read Webmail) <ul style="list-style-type: none"> <li>Must contain legal penalties for violation of compulsory attendance law.</li> <li>Phone number for homeroom teacher and asst. principal</li> </ul>	Assistant Principal
	Track the student in Grade Level Truancy IA and on Spreadsheet within the IA.	
<b>Second Unlawful Absence:</b> <ul style="list-style-type: none"> <li>Student has been categorized in "First Unlawful Absence" 3 times during the school year, OR</li> <li>Student has not logged in for 10 consecutive days, OR</li> <li>Student has not completed any lessons for consecutive 10 days, OR</li> <li>Student is 60 lessons behind, OR</li> <li>Student has missed multiple days of mandatory state testing</li> </ul>	Notify the Grade Level Assistant Principal	
	Call the Learning Coach	
	Letter sent to Learning Coach (Webmail and Certified Mail) <ul style="list-style-type: none"> <li>Must contain legal penalties for violation of compulsory attendance law.</li> <li>Again, provide contact information for the Assistant Principal and attempt to work on a Truancy Elimination Plan. (Note: If the student has an IEP, the Manifestation Determination should happen at the time of the TEP Meeting)</li> </ul>	Assistant Principal

Student Action/non-Action	Task	Responsible
	Letter sent to the Superintendent of the School District of Residence and to the family notifying them that (Certified Mail): <ol style="list-style-type: none"> <li>1. We are working with the family to bring the student in to compliance with the Compulsory Attendance Law</li> <li>2. We will continue to monitor truancy and keep the district informed.</li> </ol>	Assistant Principal
	Continue to update in the Grade Level Truancy IA and on the Spreadsheet within the IA	
<b>Third Unlawful Absence:</b> <ul style="list-style-type: none"> <li>• Student has been categorized in “Second Unlawful Absence” 2 times during the school year.</li> <li>• Student has not logged in for 15 consecutive days, OR</li> <li>• Student has not completed any lessons for 15 days, OR</li> <li>• Student is 90 lessons behind, OR</li> <li>• Student has missed 3 or more days of mandatory state testing, OR</li> <li>• The family has not responded to the school to establish a Truancy Elimination Plan.</li> </ul>	Notify the Grade Level Assistant Principal	
	Call the Learning Coach <ul style="list-style-type: none"> <li>• Attempt to schedule a meeting for a Truancy Elimination Plan (TEP) (Note: If the student has an IEP, the Manifestation Determination should happen at the time of the TEP Meeting)</li> </ul>	
	Letter sent to Learning Coach (Webmail and Certified Mail): <ul style="list-style-type: none"> <li>• Must contain legal penalties for violation of compulsory attendance law.</li> <li>• Include that 3 days after giving such notice, if the family continues to violate the law, they shall be liable without further notice.</li> <li>• Provide contact information for the Principal</li> <li>• Notify the parent that they must participate in creating a Truancy Elimination Plan. If they do not respond within 5 days, we will remove the student from our active rolls.</li> <li>• Notify the parent that the District of Residence is being notified.</li> </ul>	Principal

Student Action/non-Action	Task	Responsible
	Letter sent to Superintendent of the School District of Residence and to the family notifying them that (Certified Mail): <ol style="list-style-type: none"> <li>1. We are working with the family to bring the student in to compliance with the Compulsory Attendance Law and are attempting to create a TEP</li> <li>2. CC the LC via Webmail.</li> </ol>	Principal
	Conduct the TEP and/or Manifestation Determination meeting with the family to review: <ul style="list-style-type: none"> <li>• Appropriateness of the child's educational environment</li> <li>• Current academic difficulties</li> <li>• Physical or behavioral health issues</li> <li>• Family/environment concerns</li> <li>• If the student has an IEP, conduct a Manifestation Determination Meeting.</li> </ul> The plan agreed to should include: <ul style="list-style-type: none"> <li>• Accessing academic supports</li> <li>• Accessing other community/social supports</li> <li>• A clear outline of the parent and student responsibilities</li> <li>• A level of performance monitoring that includes rewards and consequences</li> </ul>	Principal, Asst. Principal, Homeroom Support Teacher, Guidance Counselor, Parents and Student (if appropriate)
	Create a Truancy Monitoring IA specific to this student	
	Continue to update in the Grade Level Truancy IA and on the spreadsheet within the IA	
<b>Subsequent/Continued Unlawful Absences</b> <ul style="list-style-type: none"> <li>• The student/family does not respond to the notice of a third unlawful absence, OR</li> </ul>	Notify the Assistant Principal	
	Notify the Principal	
	Phone call to the Learning Coach notifying them that we are contacting District of	Principal



Student Action/non-Action	Task	Responsible
<ul style="list-style-type: none"> <li>There is no agreement on the TEP (and at least 3 days have passed since the request for a TEP meeting was sent), OR</li> <li>Student/Family violates any part of the TEP</li> </ul>	Residence and removing the student from our active roles.	
	Letter sent to Learning Coach (Webmail and Certified Mail): <ul style="list-style-type: none"> <li>Notify the parent that they are in violation of the compulsory attendance law and/or that they have violated the TEP.</li> <li>Notice that we are removing the student from our active roles.</li> </ul>	Principal
	Letter sent to the District of Residence <ul style="list-style-type: none"> <li>Notice of why we have removed the student from our active roles.</li> <li>Offer to assist should the district plan to proceed with a truancy hearing</li> </ul>	Principal
	<i>If the student is under 13 years of age</i> , we must contact the appropriate county's Children and Youth Office. If the parent provides written consent, we may share a copy of the TEP with the CYS.	
	Update the Truancy Monitoring IA, Spreadsheet and Grade Level Truancy IA to provide notice that the student has been removed from our active roles.	

#### TEP/Manifestations Determination meetings

- Must be signed off on by a Guidance Counselor, Assistant Principal, or a Principal
- If the student has an IEP, it should be signed off on by the Director or Senior Director of Special Education also
- These may be conducted via phone or Live Lesson
- An email from a parent indicating that they attended and agree to the plan will constitute a signature


Note: If at any time, CCA removes a student with an IEP from our active roles, CCA must first complete a Special Education Process Review, including the issuance of a NOREP.

## Withdrawing from School

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

Prior to withdrawing, the Caretaker and/or -Eligible student should discuss with a school staff member the student's reason(s) for withdrawing as it may be possible to address issues so that the student does not need to withdraw. If a student or Caretaker is experiencing a problem with a teacher, he or she should contact the school leader to discuss possible solutions other than withdrawal.

The student's Caretaker generally may begin the withdrawal process in either of two ways.

- 1) From the Caretaker Connexus home page, select the student's  and go to the *Initiate Student Withdrawal* Data View. Complete the requested Next Schooling information and select Save and Finish to submit the form.

***Please note that this method should not be used to indicate that a student does not intend to return for the following year (i.e., Intent to Return). Use of the Initiate Student Withdrawal Data View will result in the immediate withdrawal of the student for the current year.***

- 2) 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.

**Attachment U**

**Truancy Communications to Parents and  
Resident School Districts**

**CCA Charter Renewal Application**

Date

Learning Coach Name

Address

## First Notice of an Unlawful/Unexcused Absence

Dear Learning Coach,

You are receiving this notice because your son/daughter has either

- ☐ not logged into the Commonwealth Connections Academy Education Management System (Connexus) or have not logged attendance for five (5) consecutive days, or
- ☐ not completed any lessons for five (5) consecutive days, or
- ☐ is 30 lessons behind, or
- ☐ not attended mandatory state testing.

According to Section 1327 of the PA School Code,

...every child of compulsory school age having a legal residence in this Commonwealth, as provided in this article, and every migratory child of compulsory school age, is required to attend a day school in which the subjects and activities prescribed by the standards of the State Board of Education are taught in the English language.

In order to be successful, it is necessary that your child be engaged in the program by attending Live Lessons, completing work within Connexus, submitting assignments on time, participating in phone calls with teachers and administrators, and attending required state testing.

We are committed to assisting you and your child to meet this expectation. If you feel that your child's absence is excusable, please submit a letter from your child's doctor.

If your child remains truant or continues to not engage in the educational program at Commonwealth Connections Academy, we will notify your district of residence and support them in their efforts to engage in truancy proceedings. Possible sentences for parents found to be in violation of the compulsory attendance law are:

- Paying a fine up to \$300 for each offense and court costs, or
- Completing a parenting education program, and
- In cases where the party convicted fails to pay the fine or complete the parenting education program, a subsequent sentencing to the county jail for no more than five day.
- Completing in lieu of, or in addition to the previous penalties, community service within the school district for a period of no more than six months.

If you have any questions, please contact (INSERT ASSISTANT PRINCIPAL'S and Contact information).

Thank you,

NAME

Assistant Principal

(INSERT GRADE LEVEL AND CONTACT INFORMATION)

Date

Learning Coach Name

Address

## Second Notice of an Unlawful/Unexcused Absence

Dear Learning Coach,

You are receiving this notice because your son/daughter has either

- ☐ not logged into the Commonwealth Connections Academy Education Management System (Connexus), or have not logged attendance for ten (10) consecutive days, or
- ☐ not completed any lessons in ten (10) days
- ☐ received more than three (3) "First Notices of Unlawful/Unexcused Absence" letters, or
- ☐ is 60 lessons behind, or
- ☐ not attended two (2) days of required state testing.

According to Section 1327 of the PA School Code,

...every child of compulsory school age having a legal residence in this Commonwealth, as provided in this article, and every migratory child of compulsory school age, is required to attend a day school in which the subjects and activities prescribed by the standards of the State Board of Education are taught in the English language.

In order to be successful, it is necessary that your child be engaged in the program by attending Live Lessons, completing work within Connexus, submitting assignments on time, participating in phone calls with teachers and administrators, and attending required state testing.

We are committed to assisting you and your child to meet this expectation. For that reason, it is necessary that you contact your child's Assistant Principal (INSERT NAME AND CONTACT INFORMATION) within the next ten (10) business days in order to discuss a Truancy Elimination Plan (TEP).

In addition to this notification to you, we have also notified your child's District of Residence (DOR). In that communication, we explain that we are working with you to correct this issue, but that we will continue to keep the district informed of truancy concerns.

If your child remains truant or continues to not engage in the educational program at Commonwealth Connections Academy, we will contact the DOR and they may contact the District Magistrate. Possible sentences for parents found to be in violation of the compulsory attendance law are:

- Paying a fine up to \$300 for each offense and court costs, or
- Completing a parenting education program, and
- In cases where the party convicted fails to pay the fine or complete the parenting education program, a subsequent sentencing to the county jail for no more than five day.
- Completing in lieu of, or in addition to the previous penalties, community service within the school district for a period of no more than six months.

Thank you,

NAME

Assistant Principal

(INSERT GRADE LEVEL AND CONTACT INFORMATION)

Date

Learning Coach Name

Address

## Third Notice of an Unlawful/Unexcused Absence

Dear Learning Coach,

You are receiving this notice because your son/daughter has either

- ☐ not logged into the Commonwealth Connections Academy Education Management System (Connexus), or have not logged attendance for fifteen (15) consecutive days, or
- ☐ not completed any lessons in fifteen (15) days
- ☐ received more than two (2) "Second Notices of Unlawful/Unexcused Absences" letters, or
- ☐ not attended three (3) or more days of required state testing, or
- ☐ is 90 lessons behind, or
- ☐ you have not contacted your child's Assistant Principal to complete a Truancy Elimination Plan (TEP).

According to Section 1327 of the PA School Code,

...every child of compulsory school age having a legal residence in this Commonwealth, as provided in this article, and every migratory child of compulsory school age, is required to attend a day school in which the subjects and activities prescribed by the standards of the State Board of Education are taught in the English language.

In order to be successful, it is necessary that your child be engaged in the program by attending Live Lessons, completing work within Connexus, submitting assignments on time, participating in phone calls with teachers and administrators, and attending required state testing.

As mentioned in our previous communications to you on (LIST DATES OF ALL PREVIOUS NOTICES), you are in violation of the State's Compulsory School Age Law. You must contact (INSERT PRINCIPAL's NAME and CONTACT INFORMATION) by (INSERT DATE – 5 days from letter), in order to schedule a Truancy Elimination Plan (TEP) Meeting. If you do not respond by this date, we are required to notify the county's Office of Children and Youth.

We are also continuing to keep your District of Residence (DOR) informed of our efforts to monitor your child's truancy. If your child remains truant, or we are unable to meet on and agree to a TEP, we will have to remove your son/daughter from Commonwealth Connections Academy active roles for failure to engage, or support your DOR's efforts to engage in truancy proceedings. Possible sentences for parents found to be in violation of the compulsory attendance law are:

- Paying a fine up to \$300 for each offense and court costs, or
- Completing a parenting education program, and
- In cases where the party convicted fails to pay the fine or complete the parenting education program, a subsequent sentencing to the county jail for no more than five day.
- Completing in lieu of, or in addition to the previous penalties, community service within the school district for a period of no more than six months.

Thank you,

NAME

Principal

(INSERT GRADE LEVEL AND CONTACT INFORMATION)

Date

Learning Coach Name

Address

## Notice of Multiple Unlawful/Unexcused Absences

Dear Learning Coach,

You are receiving this notice because

- ☐ you have not responded to previous notices of violations of the state's Compulsory School Age Attendance Law,  
or
- ☐ we have been unable to agree to an adequate Truancy Elimination Plan (TEP), or
- ☐ your son/daughter has violated our agreed to TEP.

Our previous attempts to engage your son/daughter at Commonwealth Connections Academy have failed, and he/she is still not participating in the program. As mentioned in previous communications, we have contacted the District Magistrate, the county Office of Children and Youth, and your District of Residence (DOR).

We have asked your DOR to notify us if they are going to pursue a truancy hearing. Should they choose to do so, we will assist them in their efforts and keep your son/daughter enrolled in our school until a judge determines the proper next steps for your child's educational placement. If the DOR does not notify us within the next 10 business days that they plan to pursue truancy, we will remove your son/daughter from our active roles for failure to engage, and will notify the DOR that your child is no longer attending CCA.

If you have any questions, please contact Jennifer Clarke at 717-651-7360, or [JClarke@connectionseducation.com](mailto:JClarke@connectionseducation.com).

Thank you,

NAME

Title

Date

District of Residence

Address

**Re: Notice of Unlawful/Unexcused Absences, Student Name and Grade**

To Whom It May Concern;

I am notifying you as a representative of the District of Residence, that (INSERT STUDENT NAME) has been unlawfully absent from school and his/her parents were notified on (INSERT DATES OF LETTER(s)) that their son/daughter has not engaged in the online program to the extent necessary to meet compulsory attendance requirements.

We are attempting to work with the family on a Truancy Elimination Plan. We will continue to monitor (INSERT NAME)'s participation in the program and will inform you if we are unable to reach an agreement on a TEP, or if truancy remains a concern.

***At this point there is no need for you to do anything. This letter is only to inform you that we have a concern and that we are working with the family, and to provide some back ground on how we track student attendance in our environment.***

While CCA provides an online, flexible educational opportunity for students residing in the Commonwealth, students are expected to meet minimum levels of attendance. Tracking attendance in our online school learning environment is done through multiple measures:

**Attendance Hours Logged** – For students of compulsory attendance age, CCA requires the parent or Learning Coach to log the number of hours actually spent doing coursework, attending educational field trips, or state testing each day.

**Lesson Completion** – Generally each lesson is constructed so that it requires approximately 1 hour of work to complete. Therefore the number of hours logged through attendance and the number of lessons completed should match. If they do not, our teachers may call the student and Learning Coach and adjust the attendance hours accordingly. Lessons may be completed at any time, on any day of the week. Students are not limited to working solely during customary weekday school hours.

**Contact with Teachers** – CCA requires that students remain in contact with their teachers to ensure that they are staying on track with assignments. This can be done via attendance at synchronous Live Lessons, educational field trips, through phone calls or through Curriculum Based Assessments (CBA). On these CBAs, teachers will ask students five questions having to do with the lessons they recently completed. If the student isn't able to answer, the teacher may require the student to complete the lesson again.

Learning Coaches (parents) and students are informed at the time of enrollment as well as in the Student Handbook, of their compulsory attendance requirements and of the way in which attendance is monitored. It is explained that Learning Coaches are responsible for accurately entering attendance hours daily and that failure to do so will result in truancy notices and possible removal from our active rolls.

The overarching goal of this type of flexible education is that students complete assignments and demonstrate understanding of the subject matter, not that they merely fulfill seat time requirements.



As a public school, Commonwealth Connections Academy is committed to abiding by the requirements of Section 1327 of the PA School Code and to the Basic Education Circular (BEC) issued on August 8, 2006 regarding that legislation. However, as a cyber charter school, we are not permitted to levy fines in regard to violations of the Compulsory Attendance Law.

For this reason

If you have any questions, please call/email me.

Thank you,

Principal Name  
Contact Information

CC: INSERT LC and PARENT NAME

# **Attachment V**

## **School Safety Plan**

**CCA Charter Renewal Application**



**Commonwealth Connections Academy**

**Comprehensive Safe School / Emergency Plan**

## **Procedures that should be implemented in case of an emergency at all CCA offices**

- All visitors need to sign in/out every visit.
- During an evacuation of the building the principal/designee must remove the sign in register from the building.
- All visitors should receive a name tag.
- An exterior sign should be displayed indicating the main entrance to the school.
- All office entrance doors should have a sign stating the school's name.
- The staff should be made aware when a visitor is in the office.
- Any fire extinguisher cabinets/alarms in a CCA office should be marked.
- All fire exits should be visible and in working order.
- Fire plans/emergency evacuation maps should be posted and practiced.  
Emergency Red Cross First Aid Kit should be available.
- Schools should use the National Weather Service Web Site for monitoring weather in case of an emergency <http://www.noaawatch.gov/>.
- There should be ongoing training of all staff members in expectations during emergency situations.
- The following local and state emergency management agencies' phone numbers should be available at each site.
  - Fire department
  - Law enforcement
  - Medical emergency services
  - Local and state mental health and medical health officials

## **Specific Emergency Plans for CCA Schools**

- In an event of a fire:
  - The fire alarm should be pulled if it has not already been done.
  - The principal/designee should contact the fire department.
  - The visitor sign in/out sheet should (if possible) be taken by the principal/designee. The principal/designee should verify that all visitors have exited the building.
  - All staff members should have a designated buddy. The role of the buddy is to verify that their buddy has exited the building.
  - All staff and visitors should evacuate and follow the fire drill route whenever possible. If primary route is blocked or dangerous then the alternate route should be followed. These routes should be posted in the office.
  - If an individual is trapped then he/she should go to the designated area in which they can seek shelter. This will assist the fire department when searching for individuals.
  - The principal/designee should meet with the emergency officials as soon as possible.
  - No one should reenter the building until they are declared safe. The principal/designee will notify everyone when and if this occurs.
  - The principal/designee will notify the Vice President of Operations of the emergency.
- In an event of a lockdown:
  - The principal/designee should announce “lockdown” to all staff and visitors.
  - Call 911.
  - Everyone should be inside the building with all exterior doors closed.
  - All interior doors should also be closed/locked in case an intruder gets inside the building.
  - Make sure that a head count is taken of all staff and visitors.
  - Keep clear of all windows.
  - The principal/designee will notify the Vice President of Operations of the emergency.
- In an event of a medical emergency:
  - Call 911.
  - Do not attempt to move the victim. This may cause more harm to the victim (unless she/he is in danger).
  - Make sure the victim is breathing. Initiate CPR, only staff member who is trained should perform CPR.
  - Initiate first aid if needed, only if staff member is trained.

- When emergency staff has arrived provide them with information about the incident.
  - The principal/designee will notify the Vice President of Operations of the emergency.
- In the event of an evacuation:
  - The principal/designee initiates evacuation procedures.
  - Based on what type of emergency will determine what evacuation plans should be followed.
    - In an event of a fire, follow the fire emergency plans.
    - In all other events, all staff and visitors should evacuate following the designated route that has been determined in the building.
      - The principal/designee should call 911.
      - The visitor sign in/out sheet should (if possible) be taken with a designee. The designee can verify that all visitors have exited the building.
      - All staff members should have a designated buddy. The role of the buddy is to verify that their buddy has exited the building.
      - All staff and visitors should evacuate and follow the emergency route whenever possible. If primary route is blocked or dangerous then the alternate route should be followed. These plans should be posted in the office.
      - If an individual is trapped then he/she should go to the designated area in which they can seek shelter (if possible). This will assist the emergency staff when searching for individuals.
      - The principal/designee should meet with the emergency officials as soon as possible.
      - No one should reenter the building until they are declared safe. The principal/designee will notify everyone when and if this occurs.
      - The principal/designee will notify the Vice President of Operations of the emergency.
- All CCA schools should have an area that they can use as a shelter in case someone is trapped when an emergency occurs or in case all staff and visitors need to retreat to the shelter for safety because they are unable to evacuate the building. Procedures are as follows:
  - Each CCA school should identify an area that is safe within their office.
  - Principal/designee should announce that everyone must go to the shelter.
  - All windows and doors should be closed.
  - Everyone remains in shelter until principal/designee or emergency person declares that it is safe.

- The principal/designee will notify the Vice President of Operations of the emergency.
- All CCA schools should have a shelter away from the school off school property that can be used if evacuation is required and returning to the school is delayed.

\* In all of these scenarios the principal/designee should gather and record pertinent information (when appropriate) in order to decide if everyone should be evacuated or try to provide shelter within the building.\

\* Regular drills of different emergencies should be conducted throughout the school year. This will assure that staff members are trained in case one of these emergencies should occur.

\* If students are at any CCA school without their parent then they can only be released to those known parents or guardians that the school has been made aware of.

\* Parents/guardians/Learning Coaches should be familiar with the emergency plans in order to ensure the safety of their children. This information can be found in the Virtual Library. The local media is another good resource for families when an emergency occurs.

## **Implementation**

- The principal, Gregory Gettle, is responsible for the up dating, maintaining, implementing the safe schools plan.
- The principal/designee will be responsible for distributing the safe school plan to the staff and responsible for educating the staff on implementation.
- The principal/designee will be responsible for educating local law enforcement and emergency departments on the implementation of the safe school plan.

## **Resources for Families**

[http://www.redcross.org/services/prepare/0,1082,0\\_256\\_.00.html](http://www.redcross.org/services/prepare/0,1082,0_256_.00.html) (Evacuation Plan-This is a good resource for families to use to prepare for an emergency within their home.)

[http://www.redcross.org/services/prepare/0,1082,0\\_78\\_.00.html](http://www.redcross.org/services/prepare/0,1082,0_78_.00.html) (Emergency Contact Card-Families can download an American Red Cross Emergency Contact Card.)

<http://www.ready.gov/kids/index.html> (This is a web site in which students can learn how to prepare for an emergency.)

<http://www.redcross.org/services/disaster/keepsafe/terrorism.pdf> (This is a good resource for parents. This gives suggestions of what families should think about before an emergency should occur.)

[http://www.redcross.org/services/disaster/0,1082,0\\_500\\_.00.html](http://www.redcross.org/services/disaster/0,1082,0_500_.00.html) (Another good web site for families to use in order to prepare for an emergency.)

[http://www.redcross.org/services/disaster/0,1082,0\\_601\\_.00.html](http://www.redcross.org/services/disaster/0,1082,0_601_.00.html) (Another good web site in order to prepare for disaster.)

<http://www.ready.gov/america/index.html> (This is a good web site which can help families prepare for emergencies.)

<http://www.fema.gov/plan/index.shtm> (FEMA web site)

<http://www.fema.gov/kids/index.htm> (A good web site for students to use in order to prepare for emergencies.)



# **Attachment W**

## **Student Handbook**

**CCA Charter Renewal Application**



# School Handbook General Portion

2015–2016

## Dear Students, Parents, Guardians, and Stakeholders:

**Welcome to your Connections Academy virtual school!** Your school is designed for its students. We strive to make learning challenging, relevant, and interesting. We also strive to make sure students learn in a safe and comfortable environment. Our student-centered approach means that each child receives the educational support he or she needs to succeed. Whether it's one-on-one discussions with our highly-trained team of professionals who are focused on your student's well-being; regular, 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. Students have great flexibility and freedom in Connections Academy virtual schools—but you will also find that your school's dedicated teachers and administration are focused on fulfilling the Connections Academy mission: *to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.*

Parents/guardians, 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 ensure you and your student comply with all school policies outlined in this General Handbook and its companion piece, the School-Specific Handbook Supplement, which contains specific, detailed information about the school you have selected. Read both of these documents carefully and contact your school or Connections Academy Customer Care with any questions you have. Together, we can ensure your student has a safe and successful experience at your Connections Academy school.

To reach your Connections Academy school, visit [www.connectionsacademy.com](http://www.connectionsacademy.com), select Online Public Schools, and then select your state. For detailed school contact information, select the Our School tab at the top of the page and then select Contact Us. This page will provide you with the name, phone number, and email address of your local school. Your School-Specific Handbook Supplement, found in the Virtual Library, also contains complete school contact information. To contact the Connections Academy central office, call 800-382-6010 or send an email to [support@connectionseducation.com](mailto:support@connectionseducation.com).

Congratulations on joining the Connections Academy family. We look forward to working with you and wish you a successful 2015–2016 academic year!

## Getting Ready: Quick Tips

### Get to Know Connections Academy's Policies

---

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 in compliance with Connections Academy policies and procedures.

### Getting Ready for the School Year

---

Learning Coaches and students should regularly check their To Do List, on their home page in Connexus®. One of the first things you'll want to be sure to do is complete the assigned trainings you find there – this will help make sure you get off to a great start for the school year.


You'll also want to be sure you've set up your "learning area."

- Dedicate a space for school materials and supplies.
- Place your student's "classroom" in a quiet area that is free of distractions.
- Create a filing system for portfolio assessments, student work, and important papers.
- Create a showcase area to display your student's work.
- Review your calendar 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 Internet service, so when your computer arrives, you are ready to go. If you are using your own computer, take time to review the system requirements in Connexus Help to ensure you are set up properly.

### Need help?

---

Our Connexus Help has a lot of the answers! Select the  icon at the top of the Connexus toolbar. 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, Connexus, or the Internet.

If you want to get to know your teacher(s) check out the teacher's education, experience, and picture in Connexus. Select the icon beside the teacher's name to view the Teacher Profile.

**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 school boards or other 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 Connexus.

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 your school's Specific Handbook Supplement.

## 2 SCHOOL MISSION AND OVERVIEW

### 2.1 *Mission Statement*

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Connections Academy schools help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

### 2.2 *Program Overview*

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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 teaching, state-of-the-art technology, community connections, and a Personalized Learning Process that work together to maximize learning.

### 2.3 *Nondiscrimination Statement*

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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 are strictly prohibited. Age limitations may only be imposed in response to mandatory state specific requirements established by the laws of the state under which that particular Connections Academy school operates.

The non-discrimination statement is in accordance with the provisions of Title VII of the *Civil Rights Act of 1964*, Title IX of the *Educational Amendment of 1972* (Title 9), Section 504 of the *Rehabilitation Act of 1973* (Section 504), the *Age Discrimination Act of 1975*, and the *Individuals with Disabilities Education Improvement Act of 2004*. Individuals who are designated to coordinate Connections' compliance with these laws are detailed in the [Nondiscrimination Policy](#).

Schools are required to adopt and publish grievance procedures providing for prompt and equitable resolution of any complaints alleging any action that would be prohibited by Title IX and Section 504. See the School-Specific Handbook Supplement for additional information.

## **2.4 The Connections Academy Commitments\***

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*\*See the School-Specific Handbook Supplement for additional information.*

Each Connections Academy school has high expectations for its students and their families and requires them to commit to the rigorous educational program that has been implemented. In return, each Connections Academy school holds itself to high standards and makes the following commitments:

- The school will contact the student and his or her parents or legal guardians on a regular basis and treat them as valued and respected partners in the common goal of student academic success.
- The school will partner with the student and family to provide a Personalized Learning Plan (PLP) to meet the student's individual learning needs.

- The school will provide a quality instructional program, including curriculum, instructional materials, and a certified, well-trained teaching staff.
- The school will support the student and family with the training and encouragement needed to fulfill their responsibilities.
- The school will make a strong effort to incorporate all stakeholders' feedback for the continued improvement of the program.
- The school will encourage the student's social interaction with other school students and families by supporting community coordinators and school staff in their efforts to organize various field trips and community events.
- For students with disabilities, the school will follow Individual Education Plans (IEPs) to provide a Free and Appropriate Public Education (FAPE). The school will also follow students' Section 504 plan requirements for services and modifications to address each eligible student's unique needs as required by law or regulation. See your school's Handbook Supplement for details.
- The school will support parents or legal guardians in providing school records or other required information to transfer their student to another educational program where proper procedure is followed in accordance with state and federal law.
- 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.)
- The school will provide parents and guardians access to student records and related school information through Connexus in accordance with applicable state law.
- The school will always operate with the best interests of the student in mind.

## 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*

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#### 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 Connexus so they are able to 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 the Learning Coach access, they may also designate another adult or adults as Learning Coaches either *in addition to or in place of* the Caretaker. Even if the Caretaker designates another adult or adults as Learning Coach, the Caretaker will continue to have the Learning Coach access in Connexus. The Caretaker always has full and final responsibility 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.

## 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 generally the student’s Caretaker. However, 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 school work and school-related activities, by completing the Designated Learning Coach form. As noted above in the definition of Caretaker, the Caretaker always has full and final responsibility 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.**

Under certain circumstances, a student who is 18 years of age or older or an emancipated minor may request to be his /her own Learning Coach. To discuss this option, the student 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 his or her abilities. Therefore, students should expect to take age-appropriate individual responsibility for their own learning: applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, and capitalizing on strengths—and at all times completing their own work and upholding the principles of the Connections Academy Honor Code (Appendix 1).

## **Eligible Student**

“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 what they are eligible for – 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. The homeroom teacher serves as the family's central point of contact with the school and works with the student and his or her Learning Coach 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, and making recommendations regarding promotion and retention to the school leadership. Homeroom teachers also assist with such issues as confirming and arranging standardized testing plans, working with Learning Coaches to run the Scheduler (adjusting the student's Planner within Connexus), addressing basic technical concerns, reviewing and approving other adjustments to students' schedules (such as vacations and/or field trips). The name of the teacher for each of the student's courses is listed next to the course name on the Connexus home pages and in the Grade Book so that students and Learning Coaches can easily identify and contact teachers as needed.



## **School Counselor, Advisory Assistant, and Advisory Teacher (Middle and High School Students)**

Each middle and high school student has an Advisory Teacher, Advisory Assistant, and/or School Counselor (title may vary by school). The Advisory Teacher, Advisory Assistant, or School Counselor assists students and Learning Coaches with course selection, student transfers, graduation requirements, college and career planning, interpersonal counseling, and general academic guidance. A School Counselor or other qualified staff member is available to assist with high school credit or college/career questions or to help with post-high-school plans including career, college/university, the military, or the workforce.

## **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 Connexus and through regular contact via phone, streaming audio and video (LiveLesson sessions), and WebMail messages (our Connexus-based email system). Subject-specific teachers provide small and large group instruction 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 provide feedback on the student's performance to the student, Learning Coach, and homeroom teacher. Feedback is provided through the use of rubrics, assessment grades, as well as 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 those 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 of time (e.g., on military or medical leave, etc.). Substitute teachers perform all of 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 works under the supervision of a certified teacher.

### **Parent Volunteers (Community Coordinators)**

Community Coordinators are typically parents or legal guardians of students in the school, though in some states they may also be teachers at the school and are known 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 parents. 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 to families the Community Coordinator's contact information. If you have a question or a suggestion related to a local activity or opportunity, you should contact your assigned Community Coordinator or the School Event Representatives.

### **Student Support Teams**

The Student Support team (SST) is comprised of several teachers and/or staff members and one or more administrators at the school. This team may also go by another name, such as Response to Intervention (RTI) or Student Assistance Team (SAT). The Student Support team meets regularly to discuss student progress, focusing on students who appear to be struggling in one or more subjects. Students are identified as struggling based on 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 Connexus.

The Student Support team shares information among its members about a struggling student's academic and/or other challenges, and makes recommendations for instructional interventions that may be implemented, 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 then 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 \***

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*\*See the School-Specific Handbook Supplement for additional information.*

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, two required courses 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 the trainings at the beginning of the school year, and refer to the trainings throughout the year as needed. The school leadership tracks staff completion of these trainings to ensure all staff members have completed the trainings in the required time frame (generally within 30 days of the start of the school year or start of employment).

Caretakers and Learning Coaches are asked to communicate and collaborate with teachers and other school staff as the school staff members 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 Contact Information\***

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*\*See the School-Specific Handbook Supplement for additional information.*

### **3.4 School Schedule**

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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, as long as 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, 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 can be made. Most teachers are available only during regular school hours. Students will be informed of these hours and any individual variations in teacher schedules at the beginning of each course.

### **3.4.1 The 2015-2016 School Calendar\***

*\*See the School- Specific Handbook Supplement for additional information.*

### **3.4.2 Required Instructional Hours\***

*\*See the School- Specific Handbook Supplement for additional information.*

### **3.4.3 Emergency Closure Plans\***

*\*Note that some schools may have a separate Emergency Closure Plan.*

*\*See the School- Specific Handbook Supplement for additional information.*

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.

Please note that Connections Academy Centralized Support Services and some teachers are located in different areas of the country where conditions may be different from those in the local school office location. 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 still 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**

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Specific state requirements for enrollment eligibility are available on your school's page on the Connections Academy website. To find these requirements, select the Enrollment tab at the top of the page, and then select Eligibility Requirements.

All 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. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students. The school leader or his/her designee shall serve as the liaison for homeless students.

At various times during the school year, to comply with mandated enrollment caps, state regulations and reporting, and/or testing processes and requirements, some schools may temporarily “pause” enrollment by holding on a wait list for a defined period of time those students who are in Stage 2 of the enrollment process. After the temporary “pause” of enrollment is over, students will again be able to move forward to complete the enrollment process. The school board or authorizer has delegated to the school leader the authority to define and implement these temporary “pause” of enrollment periods. These temporary “pause” dates will be posted on the school’s website where information about enrollment can be found.

Some schools also have enrollment caps and therefore may implement a lottery system. Schools may also close enrollment at some point in the year, as permitted by state or local regulations. Check your school’s website for more information.

### 3.5.1 Returning Students

Currently enrolled students whose Caretakers plan for them to continue with Connections Academy for the next academic year must indicate, via Connexus, that they intend to have their student return to the school the next year. The Intent to Return form and updated student information should be submitted prior to the end of the school year. Caretakers will be provided with detailed information on how to complete these tasks, **which should be completed as soon as the Caretaker knows that the student intends to return the following year (but no later than the end of the current school year).**

Caretakers of students who have withdrawn from a Connections Academy school but wish to return to the **same** school for a different school year, or whose students are enrolled in a Connections Academy school but wish to enroll in a **different** Connections Academy school for the next year, should call the Enrollment department at 800-382-6010 for detailed enrollment instructions that are appropriate to their situation. Note that these students should **not** complete a new online registration.

### 3.5.2 Kindergarten and First Grade Admissions\*

*\*See the School- Specific Handbook Supplement for additional information.*

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

*\*See the School- Specific Handbook Supplement for additional information.*

Students may generally enroll after the start of the school year if 1.) space is available, subject to any other local limitations, and 2.) the open enrollment period for the school year has not passed. Students who enroll after the start of the school year or semester will be placed at the appropriate starting point in the curriculum based on work already completed, the school's specific enrollment policy, and discussions between the family and the school's teachers and/or school counselor. Students will also participate in a special orientation for students who enroll after the start of the school year.

### **3.5.4 Dual Enrollment in Another K–12 Program\***

*\*See the School- Specific Handbook Supplement for additional information.*

### **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 requirement as well as the benefits and responsibilities of adding one or more college course(s) to their workload.


### **3.5.6 Withdrawing from School\***

*\*See the School- Specific Handbook Supplement for additional information.*

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

Prior to withdrawing, the Caretaker and/or -Eligible student should discuss with a school staff member the student's reason(s) for withdrawing as it may be possible to address issues so that the student does not need to withdraw. If a student or Caretaker is experiencing a problem with a teacher, he or she should contact the school leader, Director, or Vice President of Schools to discuss possible solutions other than withdrawal.

The student's Caretaker generally may begin the withdrawal process in either of two ways; however, please note that some states may only offer one option.

- 1) From the Caretaker Connexus home page, select the student's  and go to the *Initiate Student Withdrawal* Data View. Complete the requested Next Schooling information and select Save and Finish to submit the form.

***Please note that this method should not be used to indicate that a student does not intend to return for the following year (i.e., Intent to Return). Use of the Initiate Student Withdrawal Data View will result in the immediate withdrawal of the student for the current year.***

- 2) 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 the Educational Materials Provided by the School and Technology sections for information concerning the return of school equipment and materials as part of the withdrawal process.*

### **3.5.7 Location Change\***

*\*See the School- Specific Handbook Supplement for additional information.*

Connections Academy defines four types of "Location Change" and has specific policies related to each type. Any time a student engages in a Location Change, the Caretaker *must* contact the school leader 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:



1. **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**
  - a. contact the Connections Academy Enrollment team to notify them of the location change as soon as possible but **no later than 30 days after the move**. The Caretaker must provide *new* proof of residency 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.
  - b. inform the student's homeroom or advisory teacher.
  - c. continue to meet the school's eligibility requirements as long as the student moves within the school's service area
2. **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 make a determination per state requirements if the student can make this Location Change and remain eligible to stay enrolled in the school.

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 Virtual Library and submit it to the school. The school leader 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.

*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, **as long as the student remains actively enrolled in the school and updated address and contact information for temporary location has been received by Connections Academy.**

3. **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.

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 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.

***In any of the above types of Location Change, the student must continue learning activities and must still comply with all state testing and other state and school requirements.***

4. **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 Team
- failure to complete and submit any required Location Change forms
- failure to provide the Connections Academy Enrollment Team and/or the school with any additional required documentation
- failure to receive specific written permission to remain enrolled when engaging in any form of Location Change

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 then enrolled in the new school, *if eligible for enrollment in the new school*. Eligibility requirements may differ between the schools, and some states provide different rules for members of the military, so it is important that the family contacts the Connections Academy Enrollment Team as soon as possible to determine if the student is eligible to enroll in the new Connections Academy school. The Caretaker should also notify the school leader 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 IEPs, 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 who is designated to support students in the Connections Academy virtual school environment fully understand their responsibilities and is able to perform them as required. Therefore, one Learning Coach may **not** support more than four (4) students without special permission from the school. 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

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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 Pretesting, Midtesting, and Posttesting to Measure Academic Progress

At the beginning, middle, and end of each academic year, the school may administer the Longitudinal Evaluation of Academic Progress™ (LEAP) 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 LEAP Participation

Students who have an IEP who have been designated as participating in alternate state testing are exempt from mandatory pretesting, midtesting, and posttesting. However, at the Learning Coach's request, the student may still complete the testing and receive scores.

### 3.6.2 Assessments Within the Curriculum

As they progress through their courses, students will engage in many different types of formal and informal evaluations. These may vary by grade level and course.

#### Formal Evaluations (Evaluated by teachers)

- Skills Checks—Brief online evaluations completed by Learning Coaches that gauge a student's development with certain skills.
- Quick Checks—Brief online assessments that provide automatic feedback for students, Learning Coaches, and teachers.
- Quizzes—Short online assessments that provide automatic feedback for students, Learning Coaches, and teachers.
- Portfolio Items—Written compositions, lab reports, short answer paragraphs, essays, book responses, and other assessments that require teacher evaluation of the student's work.
- Graded Discussions—Teacher-monitored “class discussions” in which students post thoughts, ideas, and reactions on a designated discussion board. Graded discussions are not used in all grade levels. The postings are required by specific assessment guidelines outlined in the curriculum and are evaluated by the teacher.
- Audio/Visual Assessments—Allows students to respond orally and/or record themselves and submit the recording to their teachers (e.g., world language courses, and speech and debate).

- Unit Tests – Unit tests cover material from all lessons within a specific unit. They are online assessments that contain a variety of question types and are weighted more heavily than quizzes towards the student's final grade.
- Final Tests or Exams—Substantial end-of-semester assessments that provide students, Learning Coaches, and teachers with more comprehensive information about a student's learning and understanding of the instructional material.
- End-of-Course Exams—Comprehensive assessments that may occur at the end of a required course based on state guidelines and regulations.

## **Informal Evaluations**

- Check for Understanding—Questions provided by the school to the Learning Coaches to ask the students to gauge the development of certain skills.
- Participation – School-based points awarded by the teacher for a student's timeliness, attendance, and/or effort in a course or on a specific assignment (may not apply at all schools).
- Curriculum-Based Assessments (CBAs) —Synchronous 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 CBA's a year but teachers often administer many more. Teachers conduct two types of CBAs: verified curriculum-based assessment (VCBA) and diagnostic curriculum-based assessment (DCBA).
  - VCBA's are used to confirm student comprehension of concepts previously assessed and graded as successfully completed with scores of B or higher.
  - VCBA's are informal phone conversations or individual LiveLesson sessions with the student in which the teacher asks a variety of questions about recently completed assignments to verify that the student has indeed done the work independently and that the student has grasped the key components of the lesson(s). The content to be covered is not specified ahead of time, other than being part of "recently completed assignments" such as a reading passage or a set of mathematics problems.

- DCBAs are used to identify specific skill or concept issues students are having, develop strategies for remediation, and determine future instructional support that may be necessary to help underperforming students achieve success. These contacts occur during the regularly scheduled biweekly or semester phone calls and are targeted toward students who receive a C or lower on an assessment or have an overall GPA of less than B.

Student grades are based on a balanced combination of the formal evaluations listed above.

### **3.6.3 Mandatory Testing\***

*\*See the School- Specific Handbook Supplement for additional information.*

Public schools are required by state and federal law to administer state standardized tests to students in specific grades. 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\***

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### **3.7.1 The Personalized Learning Process**

*\*See the School- Specific Handbook Supplement for additional information.*

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, interest inventories, review of student work samples, detailed phone conferences, goal-setting, adjustment of student schedules and lesson pacing, lesson modifications and/or enrollment in 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 30 days
- have completed their initial assessments (e.g., LEAP 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.

### **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 the 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 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)\*

*\*See the School- Specific Handbook Supplement for additional information.*



Counselors, grade-level administrators, teachers, school leaders, and the Connections Academy staff work together to make sure that 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 students work within each assigned course for about one month (or as required by state or other regulations) and suggests that families should look ahead into the curriculum materials for the year before requesting a placement change. Families are encouraged to discuss ways to tailor the current curriculum to better meet the student's individual needs with the student's teacher(s) prior to requesting a placement change.

To request a placement change, the Learning Coach should contact the student's teacher. The school leader or grade level administrator 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\***

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

*\*See your School-Specific Handbook Supplement for complete course completion definitions and information.*

#### **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 learned as much as possible from the course. Teachers can provide enrichment and extension activities for students who have the ability to reach greater depth and absorb greater detail 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 or grade level administrator. 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 that date has passed, curriculum 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 to see if the school or state permits students to complete courses beyond the end of the school year. Students **may** be granted an extension allowing them to turn in work up to two weeks after their school's last official day of classes, but there is no guarantee an extension will be granted. Students are not permitted to use this extension for the purpose of accelerating their studies over the summer. Unless a school or state provides additional funds to operate an official summer school program (or the student qualifies for extended year services through special education), no additional services or materials will be provided for learning activities over the summer. For students with an IEP, Extended School Year (ESY) services are determined by the students' IEP teams.

## 4 ATTENDANCE\*

*\*See the School- Specific Handbook Supplement for additional information.*

Students in this virtual public school program have no physical classrooms but still must meet all regulatory requirements for attending public schools in the state. These requirements are documented in the School-Specific Handbook Supplement, but they generally include attending school for a required number of days and/or completing a required number of hours of learning. Caretakers and students are jointly responsible for ensuring that students meet their school's attendance requirements, and that the student's 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, with regard to 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***

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**All Grade Levels:** State law requires that Caretakers take responsibility for ensuring that their student(s) attends school. Most Connections Academy programs require that the Caretaker or designated Learning Coach record attendance daily. (Refer to your School-Specific Handbook Supplement for details on attendance recording requirements.) 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 that 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 school work independently. However, where attendance is required to be reported, the Learning Coach must still report daily attendance in Connexus 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\***

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*\*See the School- Specific Handbook Supplement for additional information.*

### **Recording, Verifying, and Changing Attendance Records in Connexus**

Learning Coaches are expected to record attendance in Connexus daily. After a Learning Coach has entered *and saved* hours of attendance in Connexus, he or she is not able to edit the student's attendance. If the Learning Coach makes an error marking attendance, the Learning Coach must contact the student's teacher if he/she wishes to have the attendance record changed. Before the school can change the attendance record in response to a Learning Coach request, the Learning Coach may be required to demonstrate that 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.

Learning Coach—recorded attendance alone 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 his or her 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 the attendance code, he/she may request that the teacher 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 Connexus, 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 his or her documented lessons completed and assessments submitted. If the teacher or other school staff member makes any changes to the student's attendance record in Connexus, he or she will promptly inform the Learning Coach and document the change in the student's log. Learning Coaches who have disputes related to attendance should follow the dispute resolution procedures in the School-Specific Handbook Supplement.

## Attendance Lockdown

Schools are required to regularly report attendance records to their respective state education agencies. To ensure that reports are accurate, at set intervals, student attendance records are "locked down;" that is, they can no longer be edited by anyone other than a small number of authorized school personnel. Lockdown generally occurs every two weeks (meaning that any dates that are 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 attendance records. Therefore, Learning Coaches should make requests to update attendance records **as soon as they realize they have made an error**. To request alterations to the attendance record for days that are far enough in the past that they are "locked down," Learning Coaches should still contact their student's teacher, but they should be aware that their student's teacher must then 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 local law and regulations. In most states, instructional hours can be distributed differently each day as long as the total required number of instructional hours is met weekly; however, Learning Coaches should check their School-Specific Handbook Supplement's Attendance section 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 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 school work 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 reasons for 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 that have been approved by a teacher, and other special circumstances that show good cause, have been approved in advance by the school’s leader, and for which the family provides appropriate documentation if required by the school.

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

If a family is requesting an “excused absence” for any reason, the family may be required to submit a doctor’s note or other documentation supporting the request.

- **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 that a student is going to be unable to complete his or her learning activities for more than three (3) consecutive school days, the Learning Coach should contact the teacher as soon as possible to inform the school of the planned absence. Students will still be expected to complete all the required work by the end of the school year. The school may also 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 then take an equivalent number of vacation days at another time, they should contact their teachers 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, and they will notify parents 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.

***Please note that some states do not allow school hours to be recorded on school holidays. Please check with your teacher and read your School-Specific Handbook Supplement's attendance sections before considering this option.***

## 4.3 Attendance Status and Escalation Systems\*

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*\*See the School-Specific Handbook Supplement for additional information.*

Connections Academy Learning Coaches are required to use Connexus to regularly mark hours or days of attendance and/or document lesson completion. These and other criteria, which may vary from state to state, are combined to constitute “attendance” in a Connections Academy virtual school. Escalation criteria generally include, but may not be limited to the following:

- student hours or days of attendance
- student lesson completion rates
- student assessment completion



- student contact with teachers (synchronous and asynchronous)

School staff members use Connexus to closely monitor each student's attendance, participation, communication, and lesson completion based on the above criteria, and every student is always assigned one of four status levels in Connexus:

1. On Track
2. Approaching Alarm
3. Alarm
4. 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 in "Approaching Alarm" status or "Alarm" status. When students are in "Approaching Alarm" or "Alarm" status, teachers will notify the Learning Coach(es) 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 can, at any time, select the Approaching Alarm or Alarm status link, located in the Attendance column on the Learning Coach home page, for details about the student's attendance status.

Students who are in "Alarm" status for extended periods of time may face disciplinary actions as permitted and/or required by state law. See your school's Handbook Supplement for details on attendance requirements and escalation.

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

## 4.4 Truancy\*

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*\*See the School-Specific Handbook Supplement for additional information.*

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

## 5 GRADING AND STUDENT EVALUATION\*

*\*See the School-Specific Handbook Supplement for additional information.*

Students are evaluated based on several types of assessments, such as quizzes, tests, portfolio items, and discussions. Teachers and substitute teachers are responsible for grading students' work. Only the teacher or substitute teacher is allowed to issue the final grade for the course.

### The Grade Book and Progress Reports

The 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 Connexus Grade Book is available to Learning Coaches and these students 24 hours a day, seven days a week and always reflects the student's current status in each course in which s/he is enrolled (overall grade, grade in each course, grades on assessments within each course, and the number and percentage of lessons the student has completed).

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 Time Lines

Most assessments other than portfolio assessments should be graded by the teacher within two (2) school days. Portfolio assessments will generally be graded by the teacher within five (5) school days of receipt and the grade posted to the Grade Book. Specific grading schedules and mail-in portfolio due dates and procedures (primarily used by students in grades K-5) are initially explained in the Welcome Call and posted on teachers' Message Boards and student planners.

## **5.1 Placement, Promotion, and Retention (Elementary and Middle School)\***

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*\*See the School- Specific Handbook Supplement for additional information.*

### **Placement**

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation for the student. This information is reviewed and verified by the Academic Placement Services team, the school counselor, the manager of special education, and/or the school leader, who then make a collaborative decision about the student's most appropriate placement at a Connections Academy school. Parents agree to this placement at the time of Confirmation, which occurs prior to the finalization of the student's enrollment. Please note that 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 a recommendation to their school leader regarding promotion or retention for each of 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

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

Based on state regulations or authorizer requirements, additional promotion criteria may be established for certain grade levels. Please see the School-Specific Handbook Supplement for more information.

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

Teachers, grade level school administrators, and school leaders review and discuss the recommendation and work together to make a final decision about promotion/retention for each student. ***Some states may have state specific regulations 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\*

*\*See the School-Specific Handbook Supplement for additional information.*

Students not yet in high school who are academically ready to take high school courses may do so, but should be aware that issuing high school credit is determined by local and/or state regulations. Furthermore, some states may require students take and 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 PROGRAM AND POLICIES\*

*\*See the School-Specific Handbook Supplement for additional information.*

All policies in this School Handbook: General Portion apply to grades K-12 unless otherwise noted. Families should refer to their School-Specific Handbook Supplement for complete high school policies.

### Placement

During the Connections Academy enrollment process, the student's Caretaker is asked to submit academic documentation, typically an unofficial transcript, that documents the student's record of course completions, attempts, and any courses in progress, during his/her high school career. This documentation is used to assist the Academic Placement Services department and the school counselor with determining what courses are needed for the student. Initial course placement will be based on prior course completions and in line with graduation requirements, typical course progressions, and post-secondary goals established by the student during the enrollment process.

Parents agree to this placement at the time of Confirmation, which occurs prior to the finalization of the student's enrollment. Please note that 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\****

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*\*See the School-Specific Handbook Supplement for additional information.*

Subject to any specific state limitations, the school complies with the requirements described in the IDEA and provides a Free Appropriate Public Education (FAPE) to students requiring special education services. In general, this includes (but is not limited to) identifying and evaluating the needs of students with disabilities under the IDEA , developing Individualized Educational Plans (IEPs), determining appropriate placements for students with IEPs, and implementing IEPs in the educational placement determined necessary by the IEP team. To comply with state-specific standards and requirements, special education policies may vary from school to 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 by the IEP Team. Specially designed instruction for students with IEPs is most often delivered in LiveLesson sessions. It is important for students receiving special education services to attend these sessions designed to address their IEP goals.

Connections Education complies with 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 Individuals with Disabilities Education Act (IDEA 2004) 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 for use by students. Students eligible to receive specialized formats produced by NIMAS files include (but are not limited to) 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. Connections Education assumes responsibility for providing accessible formats and assistive technology 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\***

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*\*See the School-Specific Handbook Supplement for additional information.*

This Act, commonly referred to as §504, is a statute designed to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those of non-disabled students. A “§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 § 504 of the Rehabilitation Act of 1973, and who require accommodations and modifications to their instructional program. Section 504 plans (which may include services and/or assistive technology) but who do not require specialized instruction in order to benefit from their educational program. When a student enters Connections Academy with a § 504 plan developed by his or her previous school, Connections Academy will review the plan and supporting documentation and comply with § 504 of the Rehabilitation Act of 1973. Connections Academy requires staff members to be cognizant of the needs of § 504 students and to ensure that students receive appropriate accommodations and modifications.

## **7.3 English Language Learners\***

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*\*See the School-Specific Handbook Supplement for additional information.*

Connections Academy completes English Language Proficiency assessments to determine students' language acquisition levels in compliance with Title III of the No Child Left Behind Act and to determine students' language acquisition levels. Connections Academy Caretakers complete a primary home language survey based on the regulations of the state in which they reside. Responses are then reviewed to identify all students whose primary or home language is not English. Children receive a planned instructional program of English as a second language instruction (ESL) at their developmental and instructional level to facilitate the acquisition of English language skills. This instruction is provided by each school's highly-qualified ELL teacher. 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 ELL 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 ELL students is assessed annually using state-specific instruments. Students who are exited from ELL programming enter into a monitoring phase.

## **7.4 Gifted Students\***

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*\*See the School- Specific Handbook Supplement for additional information.*

Students may be identified as gifted during a student's initial placement process or after the student has been enrolled. 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 above grade level course or 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.

## **8 COMMUNITY EVENTS, TRIPS, AND ACTIVITIES\***

*\*See the School- Specific Handbook Supplement for additional information.*



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 parent volunteers. Parent volunteers organizing events may have different titles by school, including Community Coordinators, Family Involvement Coordinators, or School Event Representatives. These volunteers, in cooperation with the school's staff, perform the services described below.

**Information Sharing**—parent volunteers gather and share information about events, activities, services, performances, and other opportunities that might benefit students and families. This information is strictly the personal opinion of the parent volunteer or other families, 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 solely at the discretion of each individual Caretaker.

**Caretaker Responsibility for Students at Events** - The Caretaker assumes responsibility for his/her safety and the safety of his/her student(s). The Caretaker also agrees to supervise his or her student(s) and any other minor children in his/her charge in attendance. 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**—parent volunteers may work to develop relationships with local schools, districts, and other providers of activities (e.g., the YMCA), as appropriate, to arrange opportunities for student participation and access to activities.

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

## Sanctioned Events

Sanctioned events must have educational and/or social value and must be preapproved by the school leader or designee. The parent 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 who attends an event prior to attending the event. If the adult supervising the student at a sanctioned event is not the Caretaker, s/he must provide the community coordinator or school event representative with a signed, written note from the Caretaker confirming that 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 counted as a school day upon receiving approval from the school leader or his/her designee. After this approval is granted, Caretakers may record as attendance the number of hours spent at the sanctioned event. It is not necessary for students to complete lessons on days when they attend sanctioned events, though families should plan ahead to ensure the student completes enough lessons in the day or days before and/or after the event to remain on track. Any school work scheduled on an “event” day must still be completed, though it does not have to be completed on the event day.

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 that 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 who planned on attending in case the event must be cancelled due to weather, etc.

**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, employees, 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.

## **9 CONDUCT, DUE PROCESS, AND COMMUNICATION\***

*\*See the School- Specific Handbook Supplement for additional information.*

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 also Sections 9.2 and 9.5 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 Connexus suspended or terminated at the discretion of the school leader. Suspension or termination of Connexus access is the Connections equivalent of being banned from the school premises and all school activities. Therefore, Caretakers or Learning Coaches whose Connexus access has been suspended or terminated will not be permitted to contact the school staff at school, home, or other locations; to visit school premises; contact any Connections staff; or attend field trips or other school activities, until the disciplinary issue has been resolved and their Connexus access is restored. All communications with the school must therefore be conducted through the student, or through another Caretaker or Learning Coach responsible for that student.

The suspension or termination of a Caretaker or Learning Coach's access to Connexus may or may not impact the student's ability to continue to remain enrolled in and learning at his or her Connections school. The student's ability to continue will depend on the student's age, level of independence, and/or the availability of another Caretaker or Learning Coach for the student. If needed, the Caretaker or Learning Coach whose Connexus access is suspended or terminated may appoint another adult as the student's Designated Learning Coach by contacting the Board in writing to request the Designated Learning Coach form. If the school does not have a board, the Caretaker or Learning Coach should contact the Director of Schools. Prior to the termination of the account, the Learning Coach or Caretaker will be notified via WebMail of the impending suspension or termination of their account, and will be given till the end of the next school day to complete the Designated Learning Coach Form, if needed.

The Caretaker whose Connexus access has been suspended or terminated may appeal this suspension to the school's Board 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.

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

## ***9.1 Drug, Alcohol, and Tobacco-Free School***

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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 such as 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, or 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 and/or narcotics (unless prescribed by a physician for medical purposes, and properly documented as such), or substances purported to be such. Illegal, dangerous or controlled substances and substances purported to be such 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 or 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.

If a Connections student attends a school event or activity under the influence of or in possession of an illegal, dangerous, or controlled substance or alcohol, the student's Caretakers and local authorities will be notified. The student's Caretakers will be notified if a student is found to be in possession of or using tobacco products or e-cigarettes. Caretakers will be required to make arrangements for immediately removing the student from the school event or activity in such event.

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 school event or activity. 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 from the school event or activity and the school will contact both the student's Caretaker and local authorities to report this behavior. 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 from the school event or activity and the school will contact 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.

## **9.2 Bullying and other Prohibited Behaviors\***

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*\*See the School-Specific Handbook Supplement for additional information.*

## **9.3 Discipline and Due Process for Students\***

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*\*See the School-Specific Handbook Supplement for additional information.*

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

## 9.4 Academic Honesty\*

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*\*See the School- Specific Handbook Supplement for additional information.*

The school regards academic honesty as key to its mission and essential in the virtual environment. Students in all grade levels (K through 12) 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 the students' Caretaker(s) 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, in accordance with their school policy, tools provided in Connexus to 'self-check' for academic honesty (e.g. plagiarism-checking software).

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

- Students must not submit work of any kind that is not their own work.
- Students must not plagiarize in any work (written, multimedia, oral, creative, etc.).
- Students must not 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 his or her 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.**

## **9.5 Grievance Procedures for Caretakers\***

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*\*See the School- Specific Handbook Supplement for additional information.*

## **9.6 Communication**

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### **9.6.1 Communication Systems**

Connexus contains several unique and efficient mechanisms for families and school staff members to communicate with one other. Because Connexus is a closed system, no communication can be made to or from anybody outside of the system. Caretakers can control what, if any, of their student’s information is posted and accessible to others in the School Directory. To set or modify these options, Caretakers should go to 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 Connexus Help. 🗺️

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

Note that the Directory includes names of other Connections Academy schools’ students (in other states and locations), and the Directory makes the student’s information available to the students and Learning Coaches in other Connections Academy schools as well. 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 deaf and/or hard of hearing, that individual may request an additional method or methods for communicating with teachers and other Connections staff outside of Connexus (e.g., instant messaging). Connections will determine **annually** what messaging tool(s) are approved for use in these situations. Caretakers and/or Learning Coaches should contact the school to discuss their situation and request approval to use an authorized additional communication tool(s). Connections will then assist families with the installation of the Connections-authorized additional communication tool(s). When so authorized by Connections, and when used in accordance with the terms agreed upon by the school and the Caretaker/Learning Coach, the use of the additional communication device(s) will not be considered a violation of the Connections Terms of Use policy. Connections Academy reserves the right to disallow and/or disable the use of the authorized alternative communication tool at any time if Connections deems that 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.

## 9.6.2 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.

## 9.7 Student Information Access

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### 9.7.1 Collection and Release of Student Information by the School (FERPA)\*

*\*See the School- Specific Handbook Supplement for additional information.*

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 and 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 non-custodial 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 non-custodial 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 (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.

### **9.7.2 Parental Access to Teacher Qualification Information\***

*\*See the School- Specific Handbook Supplement for additional information.*

Families have access to basic background information about the school's teachers. This information, found in Connexus through the teacher's Teacher Profile Data View, includes teacher qualifications, experience, and photos.

### **9.7.3 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 parent/legal guardian 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, student WebMail address, 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, s/he 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, then the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

#### **Release of Educational Records without Consent: Legitimate Educational Interest**

The school may provide a student's educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student's new school upon request from the new school, and the provision of educational records to school officials who possess a 'legitimate educational interest' in the student's records, 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, be signed by the Caretaker or Eligible Student, and include the following information:

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

### **9.7.4 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 "Student Property") to duplicate, broadcast, distribute and/or display.

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

If the Caretaker or student prefers not to have Student Property used by Connections/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 Connexus Caretaker Home Page, select the student's  and go to the *Media Consent and Release CA- Student Data View*.


**Clubs and Activities/Specialty Academies:** This *Media Consent and Release Data View* also applies to Student Property pertaining to Clubs and Activities (such as *The Monitor School Newspaper*, *Pens and Lens*, and others) and /or to the Talent Networks (such as the Sports Talent Network, Visual and Performing Arts Talent Network, and others). An election (Yes or No), must be made in the *Media Consent and Release Data View* in order to participate in Clubs and Activities and/or the Talent Networks.

### 9.7.5 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.

In order for Connections/the school to use any Depiction, proper consent must be obtained through the *Media Consent and Release CA- Learning Coach/CT Data View* in Connexus. 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/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 Connexus home page, select the Learning Coach/Caretaker  and go to the *Media Consent and Release CA- Learning Coach/CT Data View*.

## 10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

## 10.1 Use of School Educational Materials

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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 Packing List (in the box of curriculum materials) lists all the items the student should have received. Families should check the contents of the curriculum box against the Packing List and **call Connections Academy Support Services at 800-382-6010 within seven (7) school days** of receipt if anything is missing or damaged.

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

In addition to the Packing List, 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 Connexus. 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.

For families using dial-up connections, certain online multimedia materials, which are embedded in the school's online courses, may also be available on CD-ROM.

### 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. Check the online Materials List to see exactly what supplies you may need to provide for each course.

You will 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 Change Request Form (contact the school leader for this form). Failure to obtain authorization may result in the repossession of, or invoicing for, the materials. Parents or legal guardians 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 Connexus.

### **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 his/her 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.

## ***10.2 Returning School Educational Materials and Equipment***

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All school-provided **non-consumable** (identified as such on the packing and materials lists) materials and equipment 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 equipment.
- The student is no longer enrolled in the school (for any reason).
- The student has an extended absence away from his or her residence as defined in the Attendance section.
- The materials are being repossessed due to a violation of the Parent/Legal Guardian (Caretaker) Acknowledgment or of the policies outlined in this Handbook.
- The student has completed the related courses and is being assigned to new courses requiring different materials.
- The school is upgrading or replacing the equipment.
- The student has had an approved placement change for a course.
- Equipment and/or materials were sent in error or do not match the packing list.

**Note:** If the student withdraws from the school after being enrolled in the school for less than 120 calendar days and/or has used less than 10 percent of the consumable materials, then **all materials** (both consumable and non-consumable) must be returned to the school.



Except when materials were sent in error, or in cases of missing or damaged equipment, Connections Academy will contact the Caretaker by phone or by mail to make arrangements for the return of equipment or materials. The Caretaker has seven (7) days from the receipt of the return instructions to return all requested materials and/or equipment. Parents 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 as long as the parent 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 will be responsible for the shipping cost of any items that were forgotten in a return shipment and/or were not properly packed and returned. To find a local, authorized UPS or FedEx shipping outlet, refer to the following websites:

- [UPS](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 with the exception of normal wear and tear. Caretakers will be responsible for, and may be invoiced for, any damage to the materials.

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

The failure to complete a timely return of any equipment or materials upon request shall constitute a theft and may result in invoicing, referral to a collections agency, or legal action as outlined in the Parent 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 CD/DVD materials must be removed from computers before they are returned to Connections Academy. Neither Connections Academy nor the school has any responsibility for returning any CD/DVD materials returned in 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 Connexus 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 Connexus 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.

### 10.2.1 Use of Connexus

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

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

## **Security and Privacy**

Security and privacy are very important to maintaining the integrity of the information stored in Connexus and are taken very seriously at Connections Academy schools. Each Connexus user is responsible for keeping his or her user name and password confidential; this responsibility includes frequently changing the password to prevent unauthorized use. User names and passwords should not be provided to anyone at any time. Additionally, Learning Coaches are responsible for taking reasonable precautionary measures to ensure that students never obtain or use their Learning Coach's passwords. Everyone using Connexus should be aware of the Privacy Policy, which is included as Appendix 4 of this Handbook, as well as on the log in page of Connexus. Connections Academy agrees that it will comply with the terms of this Privacy Policy.

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

### **10.2.2 Technology Provided by Connections Academy\***

*\*See the School- Specific Handbook Supplement for additional information.*

### **10.2.3 Use of Connections Academy Equipment and Installed Software**

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

## **School Equipment**

Parents or legal guardians are responsible for confirming that any equipment provided by Connections Academy matches the Packing List. They must notify Connections Academy Support Services within seven (7) school days of receipt of equipment of any discrepancies between the Packing List and what was actually 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 erased and reconfigured prior to being shipped to the next user.

The only authorized location for any materials is the address to which 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 ***as long as the student has completed the Location Change Request Form, has been approved for the Location Change 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 section 2.5.7, Location Change).

Failure to obtain authorization can result in the repossession of, or invoicing for, the materials. Parents or legal guardians are responsible for providing the school with up-to-date contact information (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 Connexus.

Any equipment provided by Connections Academy is to be used 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 any 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 loss of any such 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 remote access to the equipment, permits its use to be monitored, or enables it to be shut down remotely. Personal information is not collected or maintained by Connections 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 parents/legal guardians/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.

The 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 Support Services 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 such additional devices is solely the responsibility of the purchaser. In no case may any hardware be installed that requires the computer to be opened.

Educational software not provided by Connections Academy may be installed only if specifically authorized by Technical Support. The decision to permit the installation is solely determined by Technical Support. Parents or legal guardians will be responsible for the costs of any repairs required as a result of unauthorized software installation.

#### **10.2.4 Use of Personal Equipment and Software\***

*\*See the School- Specific Handbook Supplement for additional information.*

Parents or legal guardians may use their own equipment and software as long as 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 parents or legal guardians 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 Connexus 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 that users update software and Internet browsers regularly on each device. The following desktop browsers are recommended to access Connexus:

- Internet Explorer
- Google Chrome
- Mozilla Firefox
- Safari

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

Many of the courses available in Connexus 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.

#### **10.2.5 Use of the Internet\***

*\*See the School- Specific Handbook Supplement for additional information.*

## Internet Safety

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

To help all users understand acceptable and ethical use, Connections Academy offers an *Internet Safety* course, which all Connections staff members are required to take. Connections strongly recommends that all parents/guardians and Learning Coaches also 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 also review all Internet sites that their student(s) may visit in each course by selecting the "backpack" icon in each course. 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 minor student's Internet time. To that end, Connections Academy will support and respect each family's right to decide how to manage access. To assist Caretakers in ensuring safe and appropriate use of the Internet, Connections Academy provides the following:

- 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.
- All computers provided by Connections Academy are configured with heightened security settings for their Internet browser. There are additional levels of security that can be added which will further help block offensive content. For more information please call Technical Support at 800-382-6010.

- All computers provided by Connections Academy have Internet filtering software installed. This software can be activated upon request. **If you wish to activate the filtering software, call Technical Support at 800-382 6010.** Please be aware that Internet filtering software will also block some content that does not violate the Connexus Terms of Use.

## Internet Requirements

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

- High-speed Internet service
- The use of a firewall that will permit access to Connexus.

## Internet Service Providers (ISPs)

Some equipment provided by Connections Academy comes with preinstalled access to several suggested Internet Service Providers (ISPs). There is no requirement to use any of these ISPs; however, there are some ISPs with known problems in accessing Connexus. Contact Support Services for any questions concerning the selection of ISPs. Connections Academy is not responsible for problems with or maintenance of Internet service accounts. The ISP should be contacted directly for help with these issues.

Use of the Internet may also result in the installation of malware if proper procedures are not followed. Caretakers may contact Support Services for assistance with configuring a computer to limit malware, which can include pop-up ads, spyware, and other inappropriate material. (See Appendix 5 for additional information concerning malware.)

## Internet Subsidy\*

*\*See the School- Specific Handbook Supplement for additional information.*



In some schools, Connections Academy provides payment of an Internet subsidy, but there must be at least one 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 \$5.00. Some students may be allowed a higher reimbursement for high-speed service if it is required by their Individualized Education Plan (IEP) or if they are receiving additional remediation services that require high-speed service. The school will notify any parents or legal guardians 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.

### **10.2.6 Compliance with Connexus Terms of Use**

Any use of Connexus, Connections Academy equipment, or Internet using Connections Academy equipment must be in compliance with Connexus Terms of Use, which is included in Appendix 3. Any violation of the Connexus 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.

### **10.2.7 Malfunction/Damage/Loss/Theft of School Equipment and/or Installed Software**

Caretakers are solely liable for any loss, damage, or misuse of computer equipment provided by Connections Academy while in their possession or the possession of students or Learning Coaches.

## 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 will limit parent or legal guardian liability for repairs for the first instance to a maximum of \$250 plus the cost of shipping. The school will cover the portion of the cost over \$250 for the first incident.

For all subsequent accidental damage, the school will 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 leaving equipment in an area where it is exposed to excessive heat or cold, damage to equipment caused by spills or liquid, dropping equipment, etc.

## 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 Caretakers will be invoiced for the full cost of the repair or replacement plus shipping.

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

## Loss or Theft of Equipment

On the first occurrence, where there has been a loss or theft of Connections Academy equipment, Caretakers will be responsible for a maximum replacement charge of \$400, plus the cost of shipping a replacement, provided that the following information is submitted to the school:

- a copy of a filed police report or insurance loss report; and
- documentation from the insurance carrier confirming that no reimbursement is available under homeowner's or renter's policies or a notarized letter from the parents or legal guardians indicating that they are not insured.

If this documentation is not provided—or if there are any subsequent incidents of loss or, theft—parents or legal guardians will be responsible for the full replacement cost of any equipment and software.

### **Removal of Malware**

Connections Academy will charge Caretakers for requests to remove malware that they have installed accidentally or intentionally on Connections Academy's equipment according to the following schedule:

- First incident: no charge
- Second incident: twenty-five dollars (\$25)
- Third incident: fifty dollars (\$50)

Further offenses may provide grounds for repossession of the affected equipment, including any charges for return shipping. Refer to Appendix 5 in this Handbook for further information.

### **Notice to School**

Caretakers must notify Connections Academy (via WebMail message or by calling Support Services) of any malfunction, loss, or damage to computer equipment from any cause whatsoever within seven (7) school days of the loss or occurrence of the damage. Caretakers must contact Technical Support for any and all repairs and must follow all instructions for repair as directed by the Technical Support representatives. Parents or legal guardians must not contact the manufacturer or a third party to repair the computer equipment unless instructed to do so by a Technical Support representative. If Caretakers do not comply with this policy and if there is any evidence of manufacturer or third party involvement, 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, payment will be due within five (5) days from the date of receipt of an invoice from Connections Academy. 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.

### **10.2.8 Contacting Support Services**

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

The Support Services Team is available during the school's calendar year from 9:00 a.m.–6:00 p.m. Eastern Time. Voicemail messages can be left for Support Services at any time.

The Support Services Team should be called for the following reasons:

- Equipment or materials supplied by Connections Academy do not match the items listed on the Packing List.
- A user cannot log in to Connexus.
- 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 Connexus first).
- A request needs to be made to the school leader to transfer equipment or materials to another location.
- A request needs to be made to authorize the installation of hardware or software on equipment supplied by 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 Support Services via email, WebMail message, or voicemail message, please clearly describe the issue and provide specific contact information for a Support Services representative to respond to your issue. When submitting a service request, families should provide the following information:

- 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.)
- Issue Aware tracking ticket number if the issue is a continuation of an existing request (If contacting Support Services via email, include this information in the email subject line, in the voicemail message, or to the Support Services representative.)

- level of severity (see below for definitions)
- detailed description of the problem, including any steps required to reproduce the problem

The Support Services representatives' response times depend on the severity of the issue. Support Services strives to respond to all issues within 24 hours, though the response could be that more time is needed, depending on the complexity of the issue identified.

## APPENDIX 1 – HONOR CODE

Connections Academy, a virtual school dedicated to student achievement at the highest level, expects academic honesty to be a core value for all its students, Caretakers, and staff. By making the choice to enroll in an alternative, study-at-home program, our students (and/or their parents or legal guardians) have taken charge of their education and demonstrated a genuine desire to fulfill their academic potential.

Cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities—they cheat themselves of the opportunity to fully develop their intellectual abilities. Our Honor Code serves to reinforce our students' commitment to academic excellence, and all students in grades six and above must sign this Honor Code as part of the Connections Academy enrollment process.

*As a Connections Academy student, I know that academic honesty is critical to my own success, as well as to the mission of my School. I also understand that an Honor Code is, by its nature, limited not only to those situations spelled out in the code, but includes the spirit of honesty and ethics implied by the written code. I agree that I will uphold not only the letter of this code but also its implied intent of ongoing commitment to full academic honesty.*

I agree that I will ...

- never submit work of any kind that is not my own, nor ever give my work to other students to submit as their own.
- never post exam or quiz answers on the Internet or in other public places, nor use answers from posted exams or quizzes.
- never provide a forged document or signature to the School.
- never plagiarize in written, oral, or creative work.
- be well-informed about plagiarism and not use “lack of knowledge” as a reason for engaging in plagiarism.
- take assessments only after I have completed the lessons leading up to that test or quiz.
- never give or receive unauthorized assistance on assessments. I understand that all assessments are “closed-book” and that my Learning Coach shall not provide assistance in determining answers on assessments.

- read and understand the contents of both the *Student Handbook: General Portion* and my school's *Handbook Supplement*.
- adhere to all Connections Academy Student Conduct guidelines for proper use of the Internet and of all Connections Academy's equipment or materials provided to me.
- accept the consequences, including disciplinary action, of breaking this Honor Code.  
(More information on Discipline and Due Process for Students can be found in the *Handbook Supplement*).

My signature below confirms that I have read, and agree to abide by, the Connections Academy Honor Code.

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Student Signature & Date

## APPENDIX 2 – FERPA ANNUAL NOTIFICATION AND POLICY

*Last Reviewed and Updated: October 8, 2014*

*This FERPA Annual Notification and Policy may be updated periodically. The most current version is always available from the login page of Connexus. Any changes will be effective as soon as they are posted in Connexus.*

**Connections Academy schools (collectively referred to as “the School”) comply fully with the Family Educational Rights and Privacy Act (“FERPA”).**

### Overview

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**FERPA is a Federal law** 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 all 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 children's education records;

2. Consent to the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below);
3. Seek to have the records amended; and
4. File a complaint with the Department.

The term “Eligible Student” refers to a student who has reached 18 years of age, is emancipated, or is attending a postsecondary institution. At that point, all rights under FERPA 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.

FERPA generally prohibits the improper disclosure of personally identifiable information (PII) derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist which contain that information, unless the official had an official role in making a determination that generated a protected education record.

## **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 his or her child’s educational records within forty-five (45) calendar days following its receipt of a request. The school is required to provide a parent with copies of education records, or make other arrangement if a failure to do so would effectively prevent the parent from obtaining access to the records.

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.



Parents or Eligible Students requesting an amendment should complete the *FERPA Request to Amend Educational Record Form* available in the Virtual Library and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading and submit this to the School Principal. If the School decides not to amend the record, the parent, legal guardian, or Eligible Student shall be notified in writing and shall be required to file a *Request for FERPA Formal Hearing Form*, found in the Virtual Library under Forms to request and receive a records hearing review. At this time, additional information shall be provided to the parent, legal guardian, or Eligible Student regarding the hearing process procedures. If, as a result of the hearing, the School still decides not to amend the record, the parent, legal guardian, or Eligible Student has the right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the student's record for as long as the record is maintained.

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.

## **DISCLOSURE WITHOUT CONSENT**

Parents 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 some examples of instances that do not require the School to obtain prior written consent. A school may release education records to/for:

- School officials with legitimate educational interests. School officials include but are not limited to the following: persons employed by the School, whether paid or unpaid, administrator, supervisor, instructor, support staff (including health or medical staff and law enforcement/security personnel) or school Board of Directors members; authorizing bodies or districts, service providers, 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 or any other party to whom the School has outsourced institutional services or functions. A school official generally has a legitimate educational interest in a student record if the information is necessary for him or her to fulfill his/her professional responsibilities and duties to the school.
- Other schools when a student graduates or transfers. Upon request, the School may disclose 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.
- Appropriate parties in connection with financial aid
- Accrediting institutions
- Compliance with a judicial order or lawfully issued subpoena
- Appropriate officials in the case of a health or safety emergency
- State and local authorities within a juvenile system pursuant to applicable state law

## 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 the School to disclose Directory Information without prior written consent 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 his/her Directory Information released by completing the *School Directory section* of the Student Information Form (SIF). If the parent, legal guardian, or Eligible Student chooses to opt out, the Directory Information will not be disclosed except with consent or as otherwise allowed by FERPA. This is an annual election.

The following information regarding students is considered Directory Information by Connections Education LLC and its affiliated schools:

- **student name**
- **student state of residence**
- **student webmail address**
- **student telephone number**
- **student grade level**

If an opt-out form is not received, the School will assume that there is no objection to the release of the designated Directory Information.

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

- **student name**
- **student address**
- **student telephone number**

However, the law affords parents/ legal guardians the option to refuse disclosure of such information by *selecting the appropriate election* for the release of information to military recruiters found in the Student Information Form (SIF) or by completing the *Authorization to Withhold Directory Information Form*.

## **DISCLOSURE WITH CONSENT**

Excluding certain FERPA exceptions, written consent or a subpoena is required for the release of student records or PII to a third party. .

Prior to complying with a subpoena requesting the release of student education records, the School will notify the parent, guardian, or Eligible Student and provide seven (7) to ten (10) calendar days, depending on the situation, to quash such subpoena.

Consent to release student information must be made in writing, be signed by a parent, legal guardian,, 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.

## **CUSTODY, DEPENDENCY AND POST SECONDARY COURSE RECORDS**

FERPA rights are extended to both the custodial and noncustodial parent unless the School is provided with a judicial court order, state statute, or legally binding document that specifically revokes a noncustodial parent's FERPA rights. In the absence of such a document, the School cannot deny either parent access to their student's records.

In order for a parent or guardian to continue to have access to an Eligible Student's educational records, the parent or guardian has to demonstrate the student's dependency on him/her as defined in section 152 of the Internal Revenue Code by producing the most recent tax return or completing the forms at the Family Compliance Office website (this does not apply to emancipated minors). Otherwise the student has to execute an *Authorization to Release Educational Records of Eligible Students to Parents/Legal Guardians Form* for a parent or guardian to have access to that student's 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 the School, parents, or any third parties to get access to such educational records, the student is required to complete an *Authorization to Release Post-Secondary School Records Form*.

## **RIGHT TO FILE A COMPLAINT**

Parents, legal guardians, or Eligible Students who have concerns or questions should send an email to [legal@connectionseducation.com](mailto:legal@connectionseducation.com). Additionally, parents, legal guardians, or Eligible Students may file a complaint with the following:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605  
Phone: 202-260-3887

## **APPENDIX 3 – CONNEXUS TERMS OF USE**

*These Terms of Use may be updated periodically. The most current version is always available from the login page of Connexus. Any changes will be effective as soon as they are posted in Connexus.*

## APPLICABLE TO ALL USERS

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### Acceptance of Terms

By using this Education Management System (“Connexus”), you (hereinafter referred to as the “User” or “Users”) agree to all terms, conditions, and notices contained or referenced in these Terms of Use (“Terms”). These Terms apply to your use of Connexus and all materials, information, software, content, products, and services that are owned or licensed by Connections Education LLC (“Connections”) and included in, or available through, Connexus (“Connections Content”) as well as any content owned or licensed by a 3<sup>rd</sup> party content provider that is included in, or available through Connexus with that 3<sup>rd</sup> party’s permission (“3<sup>rd</sup> Party Content”) (Connections Content and 3<sup>rd</sup> Party Content collectively, “the Content”). If the User is a minor, it shall be the responsibility of his or her parent/guardian to ensure that the User adheres to the Terms.

Any 3<sup>rd</sup> Party Content uploaded or otherwise made available by a 3<sup>rd</sup> Party is and remains the sole property of the 3<sup>rd</sup> Party or the 3<sup>rd</sup> Party licensors. By uploading or otherwise making available any 3<sup>rd</sup> 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 3<sup>rd</sup> Party Content through the channel into which you have uploaded or authorized Connections to upload the 3<sup>rd</sup> Party Content. You also permit any User of Connexus with access to that channel, subject to your restrictions, to access, view, store, and reproduce the 3<sup>rd</sup> Party Content to the same extent permitted herein. To the extent provided for in the specific terms of the governing agreement between Connections and 3<sup>rd</sup> Party, 3<sup>rd</sup> Party Content may be removed, obscured, altered or modified by the 3<sup>rd</sup> Party, subject to the terms and conditions set forth herein with respect to the use of Connexus.

Connections reserves the right to change these Terms at any time, effective upon posting the updated Terms on the Connexus log-in page. The most current version is always available by selecting the Terms of Use link located at the bottom of the log-in page of Connexus.

### Permitted Use

Connexus 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 Connexus in any manner that could damage, disable, overburden, or impair any Connections server or the network(s) connected to any Connections server, or interfere with any other party's use and enjoyment of Connexus, 3) gain or attempt to gain unauthorized access to any accounts, computer systems, or networks connected to any Connections server through hacking, password mining, or any other means, or 4) obtain or attempt to obtain any materials or information through any means not intentionally made available through Connexus.

Any use of Connexus for the following purposes is strictly prohibited. By using Connexus, you agree that you will NOT

- display pornographic, obscene, sexually explicit material, or any material harmful to minors
- impersonate any person or entity (through the use of their password or other means), including any employee or representative of Connections
- copy or distribute content included in Connexus (including postings on the Message Boards, WebMail messages, or curriculum materials, including answer keys) without the owner's permission
- solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications
- use the school-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk email, spamming, or any duplicative or unsolicited messages (commercial or otherwise)
- upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property

- solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent
- display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language
- display racist, prejudiced, or discriminatory messages or pictures
- violate any state or federal law
- reveal another User's or a minor's personal address, phone number, or similar information to others without their consent or verified parental consent.
- 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 Connexus (including posting on the Message Boards or in WebMail messages) without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission
- trespass in another's folders, work, or files
- promote commercial activities except as agreed to in writing by Connections
- advertise products or services or engage in political lobbying
- defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted WebMail messages or email
- 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 user name and password (the “Log-in Information”) for the purpose of accessing Connexus and the Content. Users must keep all Log-in Information strictly confidential, and all Log-in Information may be used only by the assigned User. Users are responsible for maintaining the security and confidentiality of all Log-in Information and for preventing access to Connexus and/or the Content by unauthorized persons using a User’s Log-in Information. Users are responsible for any and all activities that occur under their account. Users must notify Connections immediately of any unauthorized use of their account or any other breach of security. Notwithstanding the foregoing, certain employees 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 of the information available in Connexus is protected by various copyrights, trademarks, service marks, patents, trade secrets, or other intellectual property rights and laws and may only be used as permitted by law and with the permission of the owner. Except as expressly authorized by Connections, Users may not sell, license, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create derivative works from or otherwise exploit the Content or features in Connexus in any form or medium. Users are fully responsible for their own use and for ensuring such use does not infringe on the rights of Connections or third parties. In addition to potential legal action, any unauthorized use including copying or reposting of Connections or third-party intellectual property may result in one or more of the following: termination of access to Connexus, school-based disciplinary action, 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 Connexus 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 [legal@connectionseducation.com](mailto:legal@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 Connexus ("Infringing Material"), and information reasonably sufficient to permit Connections to locate such material on Connexus;
- Identification of the copyrighted work claimed to have been infringed upon ("Infringed Material"), or if multiple copyrighted works on Connexus 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

Connexus 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 [legal@connectionseducation.com](mailto:legal@connectionseducation.com). Any use of any Connections marks that does not comply with the Trademark Usage Guidelines is strictly prohibited.

## Links

Connexus may contain links to other websites or other resources that are provided for the User's convenience. Unless otherwise noted, these linked sites are not under the control of Connections and Connections is not responsible for the content available on third-party-linked sites. Connections makes no representations, warranties, or other commitments whatsoever about any third-party websites or third-party resources that may be referenced, accessible from, or linked to Connexus. A link to a website does not mean that Connections endorses the content, 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 Connexus. 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 Connexus is also subject to the [Privacy Policy](#), which is part of these Terms.

## Export Control

Connections controls and operates Connexus from its headquarters in the United States and makes no representation that the Content is appropriate or available for use in other locations. If you use Connexus 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 Connexus, 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 Connexus, subject to the following limitations:

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

### **Disclaimer of Warranty**

USE OF CONNEXUS OR ANY COMMUNICATION SERVICE IS AT THE USER'S SOLE RISK. ALL MATERIALS, INFORMATION, PRODUCTS, SOFTWARE, PROGRAMS, AND SERVICES ARE PROVIDED "AS IS," WITH NO WARRANTIES OR GUARANTEES WHATSOEVER. CONNECTIONS EXPRESSLY DISCLAIMS TO THE FULLEST EXTENT PERMITTED BY LAW ALL EXPRESS, IMPLIED, STATUTORY, AND OTHER WARRANTIES, GUARANTEES, OR REPRESENTATIONS, INCLUDING, WITHOUT LIMITATION, THE WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF PROPRIETARY AND INTELLECTUAL PROPERTY RIGHTS. WITHOUT LIMITATION, CONNECTIONS MAKES NO WARRANTIES OR GUARANTEES THAT CONNEXUS WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE. THE USER UNDERSTANDS AND AGREES THAT IF THE USER DOWNLOADS OR OTHERWISE OBTAINS MATERIALS, INFORMATION, PRODUCTS, SOFTWARE, PROGRAMS, OR SERVICES, THE USER DOES SO AT THE USER'S OWN DISCRETION AND RISK AND THAT USER WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGES THAT MAY RESULT, INCLUDING LOSS OF DATA OR DAMAGE TO THE USER'S COMPUTER SYSTEM. SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OF WARRANTIES, SO THE ABOVE EXCLUSIONS MAY NOT APPLY TO THE USER.

### **Limitation of Liability**

UNDER NO CIRCUMSTANCES WILL CONNECTIONS BE LIABLE FOR ANY DIRECT, INDIRECT, PUNITIVE, INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES THAT RESULT FROM THE USE OF OR INABILITY TO USE CONNEXUS OR ANY COMMUNICATION SERVICE. THIS LIMITATION APPLIES WHETHER THE ALLEGED LIABILITY IS BASED ON CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, OR ANY OTHER BASIS, EVEN IF CONNECTIONS HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE. BECAUSE SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OR LIMITATION OF INCIDENTAL OR CONSEQUENTIAL DAMAGES, CONNECTIONS' LIABILITY IN SUCH JURISDICTIONS SHALL BE LIMITED TO THE EXTENT PERMITTED BY LAW.

### **Release**

THE USER HEREBY RELEASES AND FOREVER DISCHARGES CONNECTIONS, ITS AFFILIATES, EMPLOYEES, 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 CONNEXUS OR ANY COMMUNICATION SERVICE. THE USER UNDERSTANDS THAT THIS IS A FULL AND COMPLETE RELEASE TO THE MAXIMUM EXTENT ALLOWED BY LAW OF ALL CLAIMS AND DAMAGES TO WHICH YOU OR YOUR MINOR CHILD(REN) MAY HAVE AS A RESULT OF HIS OR HER USE OF CONNEXUS REGARDLESS OF THE SPECIFIC CAUSE THEREOF.

### **Indemnification**

Upon request by Connections, the User agrees to defend, indemnify, and hold harmless Connections and its affiliates, employees, contractors, officers, directors, third-party content providers and licensors from all liabilities, claims, and expenses, including attorney's fees, which arise from the User's use or misuse of Connexus, Content, or any Communication Services. Connections reserves the right, at its own expense, to assume the exclusive defense and control of any matter otherwise subject to indemnification by the User, in which event the User will cooperate with Connections in asserting any available defenses.

### **Governing Law, Choice of Law, and Forum**

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

### **Severability and Integration**

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

### **Termination of Use**

If the User violates these Terms, the User may be barred from future use of Connexus 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 Connexus (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 Connexus, (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 Connexus. Further, you agree that all terminations for cause shall be made in Connections' sole discretion and that Connections shall not be liable to you or any third party for any termination of your account, or access to Connexus.

ADDITIONAL TERMS APPLICABLE TO THE CONNECTIONS COMMUNITY OF SCHOOLS,  
INCLUDING ALL NEXUS SCHOOLS, ONLY

### **WebMail, Message Boards, and Other Communication Services**

Connections offers an internal email system, Connections WebMail, through Connexus, 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 Connexus 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 with regard to 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 (i) to monitor anything posted to a Message Board or other Communication Services or anything sent via Connections WebMail, and (ii) 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 Connexus. This material may include the submission of work samples; participation in clubs; postings on the Message Boards; text or other submissions for newsletters, newspapers, and yearbooks; writing WebMail messages; etc. 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.

For Users enrolled in schools that are managed by Connections, only, by providing this information, Users within the Connections community of schools grant to Connections and to their school, a license to edit, use, reproduce, publish, display, perform, adapt, modify, create derivative works of, distribute, have distributed, and promote the material in any form, anywhere, and for any purpose in perpetuity.

Users may also have the opportunity to participate in a LiveLesson session or view a previously recorded lesson. Connections cannot guarantee the security of any information disclosed by voice or text in a LiveLesson session. Any information that a User submits or is captured in a LiveLesson session may be disclosed and available to all Users and is, therefore, no longer private. Parents or legal guardians are responsible for any information disclosed by their minor children. Each recorded LiveLesson session is either the property of Connections or Connections has been provided permission for its use. Users agree that in exchange for being permitted to participate in a LiveLesson session, the Users have assigned all rights that the Users have in the Users' and the Users' minor child(ren)'s performance in the LiveLesson session to Connections. Some LiveLesson sessions may be recorded, and the User hereby agrees to the recording of LiveLesson sessions in which the User participates and the inclusion of any information, including personally identifiable information (written or verbal), provided by the User during the LiveLesson session.

## APPENDIX 4 – PRIVACY POLICY

*Last updated: October 9, 2012*

Connections Education LLC and its subsidiaries and affiliated companies ("Connections ") 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 or the websites of our affiliated schools or Connexus, the Connections Education Management System (collectively, the "Websites") contact us by phone or other means. 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. If we make any material changes to this policy, we will post any revised Privacy Policy on the Websites. The most current version is always available by selecting 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.**

### Information We Collect



We collect two types of information: (1) non-personally identifiable information that is routinely gathered as users navigate through a Website and (2) personally identifiable information voluntarily supplied by you.

### **Non-Personally Identifiable Information**

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 and for trend analysis. As with most websites, we may use "cookies" to track usage for marketing purposes and to improve your experience. A cookie is a text file that is placed on your hard disk by a Web page server. The cookies do not collect any personally identifiable information. 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 cookies, you may not be able 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.

We may use third-party cookies as part of remarketing 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, these third-party cookies may record your visits to our Websites and websites visited prior. Such cookies can then be used to serve targeted messaging to you on other websites. 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.

Because non-personally identifiable information does not identify you, we reserve the right to use it for any purpose and to share it with third parties for any purpose. Please note that 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 so combined.

## Personally Identifiable Information

We may collect personally identifiable information you provide voluntarily when requesting information, catalogs, enrollment, or 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 credit card information from you.

Connections uses personally identifiable information voluntarily supplied by you to fulfill requests for information, deliver services to you or for your school, or carry out the transactions you or your school have requested. For example, if you register for a Connections Academy school using a Website, information will be collected about you and your child(ren) in order to process your registration. This information will be included in Connexus. Enrollment information that is collected in this manner may be provided to school districts or other third parties as required by state law, federal law, and/or school operating procedures.

Connections may also 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 or in the event of an emergency. The information will be treated confidentially within Connections, in the same way that we protect other such confidential information.

We may share personally identifiable information within our affiliated companies and 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. 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.

Connexus 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 the tasks for which they have been engaged. Such third parties have agreed to maintain the confidentiality of such information and to use or disclose it only for the work they are performing for us, or as permitted by law. Additionally, Connexus contains “student educational records” that will be protected by Connections in accordance with the Family Educational Rights and Privacy Act ("FERPA"), and we will only retain and disclose educational records or provide access to them in compliance with FERPA.

If you do not want to receive information unrelated to your enrollment in the school via email from Connections, you can email us at [unsubscribe@connectionseducation.com](mailto:unsubscribe@connectionseducation.com) to be excluded from receiving emails from Connections. If you do not want to receive any further information from Connections you can also call us at 888-440-2890 and ask to be removed from all of Connections’ contact lists.

In the event that 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 employees, 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 otherwise share or disclose the names of users or any other personally-identifying information with third-parties, except with your prior approval.

## Message Boards

We may offer message boards through Connexus. Please be aware that anyone may read your postings on a message board. Furthermore, any information that you submit to be posted to a message board, including your Connexus account information, will be disclosed and available to all users of that message board, and is therefore no longer private. We cannot guarantee the security of such information that you disclose or communicate online in public areas such as message boards, and you do so at your own risk.

## Children Under 13

Connections is concerned about the safety and privacy of children online. We take reasonable efforts to comply with the Children's Online Privacy Protection Act of 1998 (COPPA).

The Websites are not intended to solicit information of any kind from children under the age of 13, and we do not and will not knowingly contact or collect personally identifiable information from children under 13. The only personal information we receive about children under the age of 13 is information provided by the parent or legal guardian. The parent or legal guardian has the option to agree to the collection and use of the student's information without consenting to the disclosure of the information to third parties.

It is possible that by fraud or deception by others we may receive information pertaining to children under the age of 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 will delete the information. If you want to notify us that we have inadvertently received information for a child under the age of 13, please do so by emailing us at [legal@connectionseducation.com](mailto:legal@connectionseducation.com).

You can request to review, edit, or prohibit personally identifiable information of a child under the age of 13 from being used by Connections, its affiliates, schools, and vendors acting on behalf of Connections by making a request in writing to [legal@connectionseducation.com](mailto:legal@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 his or her participation in the Connections program.

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

Connections Education LLC  
1001 Fleet Street, 5th Floor  
Baltimore, MD 21202  
Phone: 1-800-382-6010  
Email: [legal@connectionseducation.com](mailto:legal@connectionseducation.com)

## Security

Connections takes reasonable steps to safeguard the personally identifiable information you provide. As effective as our safeguards are, no security system is completely impenetrable, so we cannot guarantee the absolute security of our database and systems, nor can we guarantee that personally identifiable information you supply will not be intercepted while being transmitted to us over the Internet.

## Links

The Websites contain links to other websites or other resources that are provided for your convenience. Such links, unless explicitly stated, are not endorsed by Connections. The information practices of those websites are not covered by this Privacy Policy or any other policies or terms applicable to the Websites. We recommend that 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.

## California Privacy Policy

California's "Shine the Light" law provides California residents with the right to receive disclosures about any sharing of their personally identifiable information with third parties for use by the third party as part of their own marketing, and your choices with respect to such disclosures. Because we do not share your personal information with third parties for their own marketing use except as permitted by the Shine the Light law, we are exempt from having to meet this requirement; provided that in the event we elect to share personal information for such purposes in the future, we will secure your consent as required by the Shine the Light law. If you still wish to learn more about our compliance with this requirement, you may contact [legal@connectionseducation.com](mailto:legal@connectionseducation.com) or Connections Education LLC 1001 Fleet Street, 5th Floor, Baltimore, MD 21202 Attn: Legal Department with "Request for California Privacy" in the subject line.

## Contact Information

If you have any questions regarding this Privacy Policy, please contact us by email at [legal@connectionseducation.com](mailto:legal@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.

1001 Fleet Street, 5th Floor, Baltimore, MD 21202 | 800-382-6010

## 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, but it is still mainly generated from applications or sites that provide software or services that can be categorized as generally one of four types:

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

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

It is essential that 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 on. Included below are common sets of terms that are clear warning signs that the User may be exposed to negative consequences. These are used by many of well-known software companies and service providers.

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

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

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

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

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

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

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

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

## **APPENDIX 6 – PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTIFICATION**

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

***Last Reviewed and Updated: August 8, 2012***

### **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 the student is eighteen (18) years old or is an emancipated minor under state law or by court order.

## **Notification Procedures**

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

The School will directly notify parents of these policies annually in this PPRA Notice or after any substantive changes. The School will also directly notify by U.S. mail, email, or other reasonably available method parents or 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 or 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 or legal guardians or 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

## **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 Connexus, 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 his or her 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 Connexus 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.



# Commonwealth Connections Academy School Handbook Supplement 2015-2016

This Supplement provides school-specific information in addition to the general policies documented in the School Handbook: General Portion. Because this Supplement does not constitute the full set of policies related to your Connections Academy school, please be sure to read the School Handbook: General Portion along with this Supplement. Both of these documents may be updated during the year as needed. If there are any discrepancies between this Handbook Supplement and the General Handbook, the policies in this Supplement override policies in the General Handbook and are the binding policies that should be followed.

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## 2.1 Mission & Vision Statements

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### Mission Statement

Through our individualized service, instruction, and dedication to achievement, we provide an opportunity for all students to competently meet personal and community goals, overcome challenges, and share their passion for success with future generations.

### Vision Statement



Our Vision for CCA is to embody a culture where children are educated through a collaborative effort among parents, school staff, students, and the community. CCA recognizes that each student requires personalized instruction that is both geared to recognize individual strengths and weaknesses, and designed so that every student reaches his or her full potential both inside and outside of the classroom. CCA will provide a learning experience where each child is motivated to learn with the help of a highly qualified teacher, effective instruction, extensive curriculum opportunities, and leading-edge technology. Through this partnership, students will have established a lifelong love of learning and be prepared for a successful career in an evolving information-centered, global community.

## 2.4 The Connections Academy Commitments

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In addition to the commitments outlined in the General Handbook, Commonwealth Connections Academy commits to provide students with all equipment necessary to complete the online curriculum. This includes a computer and printer. CCA will work with families to provide a stipend or other means necessary to enable connectivity to the Internet.

## 3.1 Roles and Responsibilities

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For the Commonwealth Connections Academy Parent Policy, please follow this link:

[Commonwealth Connections Academy Title 1 Parent Policy.](#)

### Homeroom Support Teacher (Middle and High School Students)

Similar to the Homeroom teacher at the Elementary level, the HST serves as the family's central point of contact with the school. This teacher may or may not also be a subject-specific teacher of the students. The HST is responsible for monitoring truancy, reviewing and approving adjustments to the student's schedule (such as vacations and/or field trips). The name of the student's HST is listed in Connexus®.

## 3.3 School Contact Information

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School Information	School Contact
Main School Address	1426 N. 3 <sup>rd</sup> Street, 4 <sup>th</sup> Floor Harrisburg, PA 17102

<b>Main School Phone Number</b>	(717) 651 – 7200
<b>Philadelphia Office</b>	Bryn Mawr Central 23 Morris Avenue, Suite 223 Bryn Mawr, PA 19010 (610) 520 – 8700 (phone) (610) 520 – 3494 (fax)
<b>Pittsburgh Office</b>	2100 Garden Drive, Suite 201 Seven Fields, PA 16046 – 7870 (724) 741 – 2650 (phone) (724) 778 – 9032 (fax)
<b>Lehigh Office</b>	613 Blakeslee Blvd Dr East, Suite 204 Lehigh, PA 18235 (610) 377 – 6801 (phone) (610) 377 – 1715 (fax)
<b>Scranton Office</b>	1152 Commerce Boulevard, Suite 103 Dickson City, PA 18519 (570) 383 – 8711 (phone) (570) 383 - 8718 (fax)
<b>Williamsport Office</b>	1020 Commerce Park Drive, Suite 1B Williamsport, PA 17701 (570) 323 – 1182 (phone) (570) 323 – 3310 (fax)
<b>Harrisburg Crums Mill Office</b>	4050 Crums Mill Road 2 <sup>nd</sup> and 3 <sup>rd</sup> Floors Harrisburg, PA 17112
<b>School Hours</b>	8:00 a.m. – 4:00 p.m., M-F
<b>Technical and General Support</b>	800-382-6010
<b>Chief Executive Officer</b>	Maurice Flurie, III, Ed.D.

<b>Principal (s)</b>	Grades K – 5: Adam Fraser Grades 6 – 8: Christopher Yerkes Grades 9 – 10: Vincent Harper Grades 11 – 12: Anthony Rusnak
<b>Senior Director of Student Development (Special Education)</b>	Janet Sloand
<b>WebMail</b>	All staff and support services are located in the Education Management System's (Connexus) WebMail address book.

### 3.4.1 The 2015–2016 School Year Calendar

<b>Event</b>	<b>Date</b>
<i>First Day of School</i>	September 1, 2015
<b>Labor Day</b> (No School in Session)	September 7, 2015
<b>Columbus Day</b> (No School in Session)	October 12, 2015
<b>Thanksgiving Break</b> (No School in Session)	November 26 - 30, 2015
<b>Winter Break</b> (No School in Session)	December 24, 2015 - January 1, 2016
<b>Martin Luther King, Jr. Day</b> (No School in Session)	January 18, 2016
<i>First Semester End Date</i>	January 21, 2016
<b>Teacher In-Service Day</b> (No School in Session)	January 22, 2016
<i>Second Semester Begin Date</i>	January 25, 2016

Event	Date
<b>Presidents' Day</b> (No School in Session)	February 15, 2016
<b>Spring Break</b> (No School in Session)	March 24 - 28, 2016
<b>Memorial Day</b> (No School in Session)	May 30, 2016
<i>Last Day of School</i>	June 3, 2016

### 3.4.2 Required Instructional Hours

Based on a 180 day school year:

- Grades K – 6 = 900 hours (5 hours per day)
- Grades 7 – 12 = 990 hours (5.5 hours per day)

Note that these are the minimum hours required by the state and that students are responsible for mastering all material, which may require additional time.

## 3.5 Enrollment, Withdrawal, and Transfers

Commonwealth Connections Academy does not inquire into, nor does it discriminate, based upon a student's immigration status. All enrollment decisions are made in accordance with applicable Pennsylvania and federal law.

### Enrollment of Students Suspended or Expelled from Another School

Students who are currently under suspension from another school are permitted to enroll at CCA. However, the student must submit their disciplinary record to CCA in order to be *eligible* to attend field trips, conservatory events, etc. Based on that disciplinary record, the Principal will determine if and when attendance at these events is permitted.

Students who have been expelled from another school may only enroll in CCA if the CEO and Superintendent of the District of Residence agree to the enrollment. Failure to disclose a prior expulsion may result in an immediate removal from CCA.

### 3.5.2 Kindergarten and First Grade Admissions Policy

Consistent with Pennsylvania Code 11.14:

A kindergarten student may enroll in Commonwealth Connections Academy if the student is five years of age before September 1st, or the age determined as the age of admission at the district of residence (whichever occurs first).

**First Grade** - Students who complete kindergarten at an approved public or private school (including Commonwealth Connections Academy) or who meet the age requirements of their school district of residence may enroll in first grade at Commonwealth Connections Academy. .

### **3.5.3 Enrollment After the Start of the School Year or Semester**

Students may enroll at Commonwealth Connections Academy at any time of the year. The enrollment team will guide families through the enrollment process to include verifying records, recommending placement, and answering questions about the program requirements. Families enrolling mid-year or mid-semester are subject to all the same enrollment requirements as families that enroll prior to the start of the school year or semester. To contact the enrollment team call 1-800-382-6010.

### **3.5.4 Dual Enrollment in another K-12 Program**

Because the school is a full-time program, students may not be concurrently enrolled in another public school on a full or part-time basis. However, as provided by law, students may participate in extra-curricular activities with their District of Residence.

In certain special circumstances, it may be possible for a student to participate in a course or activity at another local school within the parameters described below. Seeking such permission should be initiated *after* the start of the Commonwealth Connections Academy school year.

To make these arrangements, parents must obtain the *Request for Local School Activities* form from the Virtual Library. The form outlines the activity, lists contact information, and indicates that the cooperating principal agrees to: 1) not claim or collect any state, local or federal funding for the student, and 2) assume all liability for that student while on the school grounds. Once the form is completed and signed, the parent should present it to the Commonwealth Connections Academy principal, who will ensure that the student is in good standing and call the local school principal and make a final approval decision (on the form).

### **3.6.3 Mandatory Testing**

Students attending Commonwealth Connections Academy will be administered the PSSA and Keystone Exams, as required by the state of Pennsylvania.

Pennsylvania System of School Assessment (PSSA) is a standards-based criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is also assessed in science.

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. The exams include items written to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Common Core Standards in Mathematics and English Language Arts and to the enhanced Pennsylvania Academic Standards for Science.

All public school students, by their 11th grade year, must complete and score Proficient or Advanced on Keystone Assessments in Algebra 1, Biology 1, and English Literature or complete a Project Based Assessment in all 3 subjects. This is a Pennsylvania graduation requirement for the class of 2017 and beyond.

PSSA and Keystone Testing are administered at locations across the state during the testing windows. These site locations are determined by the school's population. Families will be required to take their students to these locations to complete all mandatory testing.

If you fail to participate in any of the state mandated tests, you will be considered truant for those testing days and may be subject to fines by your District of Residence. You will also be barred from attending the end of year CCA picnic and any CCA field trips for the first semester of the following school year.

*Note: More specific information about the administration of the tests will be sent to families via WebMail after the start of the school year, including specific locations and times.*

### **PSSA Exam Dates**

<b>Assessment</b>	<b>Dates</b>	<b>Grade(s)</b>
PSSA English Language Arts	April 11-15, 2016	Grades 3 – 8

Assessment	Dates	Grade(s)
PSSA Mathematics	April 18-22, 2016	Grades 3 – 8
PSSA Science	April 25-29, 2016	Grades 4 and 8
Make-up for PSSA Exams	May 2-6, 2016	

## Keystone Exam Dates

Winter 2015-2016 (These will be optional)

Subject	Wave 1
Algebra I	December 2-16, 2015
Biology	December 2-16, 2015
Literature	December 2-16, 2015

Spring 2016

Subject	Date
Algebra I	May 16-27, 2016
Biology	May 16– 27, 2016
Literature	May 16– 27, 2016

All students who have completed these courses must take the corresponding Keystone Exam.

## 4.2 Marking and Verifying Attendance

Learning Coaches must document student attendance in the Education Management System (Connexus), and the school verifies that the attendance records are accurate. Parents should enter attendance daily whenever possible, but MUST enter it at least weekly.

## Connexus Attendance Codes

The following attendance codes are available in Connexus:

Code	Definition of code	Who enters the code?
<b>0 – 9</b>	Hours of Schooling	Learning Coach <i>(and the school, as necessary)</i>
<b>V</b>	Vacation	Learning Coach
<b>E</b>	Excused Absence	Teacher or Administrator
<b>U</b>	Unexcused Absence	Teacher or Administrator

## Hours of Schooling/Attendance

Students must meet all regulatory requirements for attending public schools in the state. These regulatory requirements include attending school for 180 days and completing a required number of hours of instruction per year. In order to make the state's required hours per year of instruction manageable, families are encouraged to have students complete the following hours of schooling each week:

Grade(s)	Recommended Hours per Week	Required Hours per Year
K-6	25	900
7 – 12	28	990

Hours of schooling per day and/or week are accumulated by completing lessons, assessments, portfolio items, labs, attending direct instruction sessions, attending educational field trips, participating in state mandated assessments, and by participating in other educational activities.

Failure to attend mandated LiveLesson sessions, state testing, or respond to WebMail and phone call messages from teachers may be counted against documented attendance hours.



Although there is more flexibility in the Commonwealth Connections Academy program than in a traditional school with regard to when instruction occurs, students and Learning Coaches should be aware that the school calendar reflects the days on which teachers are available to students. Specific school calendars and the required days and hours of instruction are posted in the School Schedule section of this handbook.

## Learning Coach Responsibilities

- **Record Hours of Schooling** - For each instructional day, Learning Coaches enter a 0 – 9 in Connexus to indicate the number of hours of schooling that occurred. They should aim to meet the weekly hours of schooling listed above to ensure compliance with state regulations. Coaches may also ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day. If a student is absent, the Coach must send information to the school about the absence, and the school determines if the absence can be classified as excused. The teacher or administrator will then enter an “E” or “U” for that day’s attendance.
- **Complete defined school year** – Regardless of the number of hours of schooling a student may complete prior to the last day of the school year (as defined in the school year calendar in this handbook), students are required to meet the weekly required instructional hours up to and including the last day of the school year.
- **Vacations or Days Off:** Connections Academy students are allocated “vacation” days based on the number of weekdays in the school calendar that are marked as non-school days/holidays/vacation. For example, a student may choose to work on Presidents’ Day, but then take the following Monday off. The Learning Coach would record hours of attendance on Presidents’ Day, as though it were a regular school day, and then mark the Monday off as “V” for vacation. Whenever a student wishes to take a regular school day as a vacation day (that is, will not be completing any educational activities), the Learning Coach should seek approval from the student’s teacher in advance.

Note that regularly-scheduled school holidays, vacations, etc. must still be marked with a “V” if the student did not complete any educational activities on that day; they are not automatically recorded as vacation days in Connexus.

Students who start after the beginning of the school year will not be permitted to take vacation time for any school holiday or vacation days that occurred *prior* to their start date. For example, if a student starts school September 5 but school officially started August 18, the student is not entitled to use Labor Day as a vacation day, but is still entitled to all vacation days that are scheduled *after* his/her official start date.

If a student has used his or her allotment of vacation days, any scheduled school day on which no educational activities are completed (i.e., no hours are recorded) will be treated as zero hours. If that student is able to meet the weekly recommended hours on the days in which he/she does work, then the zero hour day will not adversely affect the student's attendance percentage. If the hours are not made up during that same week, however, the student will be considered absent.

### **School Responsibilities**

- **Review Attendance Records** – Teachers monitor and review attendance records on a weekly basis. They remind Learning Coaches to enter the hours of schooling every day.
- **Monitor Attendance Issues** – The Homeroom Teacher and Homeroom Advisory Teachers (HATs) monitor student attendance. They contact families with low attendance rates, and work to help them stay in compliance. Teachers and administrators also identify and record excused absences, and can alter Learning Coaches' attendance records (with proper documentation), if necessary.
- **Maintaining the Integrity of the Attendance Data** – The attendance system prohibits further editing of attendance data after certain points. Any requests for adjustments to the previously verified records must go to the student's homeroom teacher (Elementary school) or the homeroom support teacher (Middle and High school) (in writing) for review, approval and adjustment.
- **Official Attendance Record** – the Connexus attendance system is the record of Learning Coach documented attendance. It is however only one of many sources used to determine if a student is meeting the minimum instructional hours required. If it has been determined by the homeroom or homeroom support teacher that a student has not completed enough work to meet attendance records, the teacher or administrator may override the Learning Coach record. If a student regularly does not complete enough work to remain on track, despite repeated assistance and intervention on the part of the teacher or school, then the student may be subject to sanctions up to and including contacting the student's District of Residence to formalize truancy proceedings.

### **4.3 Attendance Status and Escalation Systems**

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Enrolled students are in one of four attendance statuses at all times:

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

On occasion, none of the first three escalation statuses will be appropriate for a student. The student will be placed in “Exempt” status and escalation will not apply; however, all program requirements will still be applicable.

Attendance status is based on several criteria, as outlined in the General School Handbook, and is a combination of measures that indicate if a student is demonstrating adequate participation (and therefore attendance) in the program. This not only includes the actual attendance hours recorded by the Learning Coach, but also lesson and assignment completion rates, and amount of communication with the teacher. Therefore, even though a Learning Coach may record a high number of instructional hours in the attendance records, if a student’s work completion rates are not on track or if he or she fails to communicate on a regular basis with the teacher, he or she will be placed in an Alarm status.

At a minimum, all students will average one synchronous exchange (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. It is the responsibility of the school to contact the student every two weeks at a minimum. It is important to recognize that just marking proper attendance will not keep a student’s attendance status On-Track.

When a student is in the Approaching Alarm status, he or she is in danger of being removed from active rolls. The school will work with the family to help get the student’s attendance back on track. If the school’s repeated efforts fail, the student will be escalated to the Alarm status which could quickly lead to the student being removed from the school’s active roles.

### **4.4 Truancy**

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Commonwealth Connections Academy is required to record student attendance in the same way traditional public schools are. If a student is not adequately engaging in the program, or has accumulated more than three (3) unlawful absences, CCA is required to work with the family to create a Truancy Elimination Plan (TEP). If the student continues not to engage in the program, CCA will contact the student's District of Residence who may in turn contact the District Magistrate to pursue a truancy hearing.

In order to maximize student learning, regular attendance is imperative. The CCA program offers a great deal of flexibility about how many hours students spend each day on school work and on what days of the week they complete that work. Due to this flexibility, CCA has zero tolerance for truancy. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

In order to avoid truancy, the Caretaker must ensure that the following activities are taking place:

- The student completes assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in the Required Instructional Hours section (3.4.2) of this Handbook Supplement, and the Caretaker or Learning Coach records these attendance hours in Connexus (the Education Management System) on a daily basis.
- The student is available for regularly scheduled telephone calls with teachers.
- The student attends any *assigned* (mandatory) LiveLesson® sessions.
- The student is able to demonstrate that he/she is doing his/her own schoolwork.
- The student attends mandatory state testing.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance if he or she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

### **Definition of “Missing a Day of School”**

Missing a “day” of school is defined as “missing a day’s worth of hours in a week.” Missing a day’s worth of hours in a week may be considered a day of unexcused absence if the student or Caretaker does not provide acceptable documentation to the school for those missed hours to be considered excused.

## 5 GRADING AND STUDENT EVALUATION

### Grading Scale (Elementary and Middle School)

Commonwealth Connections Academy uses the following grading scale for grades K-8 (See section 6, High School Programs and Policies, for the grading scale for grades 9-12:

Grade	Minimum %	Maximum %	Passing?	Grade Points
A+	97	100	Yes	4
A	94	96	Yes	4
A-	90	93	Yes	3.67
B+	87	89	Yes	3.33
B	84	86	Yes	3
B-	80	83	Yes	2.67
C+	77	79	Yes	2.33
C	74	76	Yes	2
C-	70	73	Yes	1.67
D+	67	69	Yes	1.33
D	64	66	Yes	1
D-	60	63	Yes	0.67
F	0	59	No	0

### Academic Honors: Grades 3-8

In order to acknowledge exemplary academic performance, CCA will award students with either Honor Roll or Distinguished Honor Roll if they meet the following requirements:

Honor Roll	Distinguished Honor Roll
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<b>Honor Roll</b>	<b>Distinguished Honor Roll</b>
All A's and B's in core courses (Language Arts, Science, Social Studies, and Math)	All A's in core courses (Language Arts, Science, Social Studies, and Math)
On-Track Participation	On-Track Participation
Passing grades in all electives (all courses other than core courses listed above)	Passing grades in all electives (all courses other than core courses listed above)

Students in grades K-2 will receive achievement certificates.

### **National Honor Society**

Students in grades 10 through 12, who are in good academic standing, have attended CCA for at least one semester, and meet other eligibility requirements, may be eligible to join the National Honor Society. Please contact your school for more details.

## **6 HIGH SCHOOL PROGRAM AND POLICIES**

### **Promotion**

The following credits are required to be promoted from one grade to the next:

<b>Classification</b>	<b>Grade</b>	<b>Minimum # of Credits</b>
Sophomore	10	5
Junior	11	10
Senior	12	16

At the time of a student's enrollment, school counselors will establish estimated grade levels based on preliminary information about previously earned credits. Student grade levels will be updated twice each year – once in the fall and again at the end of the school year. The automatic adjustments are based on the student's earned and verified credits recorded in the Education Management System.

In certain situations, the counselor, in consultation with the student, Learning Coach, and/or school administrator, may adjust the student's grade to most appropriately match the student's current academic needs.

## Graduation and Diploma Requirements

To be eligible to receive a diploma from Commonwealth Connections Academy, a student must meet **all** of the following requirements:

- Be enrolled at CCA during the semester immediately prior to graduation, and **not** be full-time enrolled in any other school.
- Earn at least 1.5 credits (or 3 courses) in the semester immediately prior to graduation.
- For students graduating in 2017 or later, pass all state-mandated Keystone End of Course exams or Project Based Assessment(s).
- For students graduating prior to 2017, requirements for graduation shall also include completion of a culminating project. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Commonwealth Connections Academy has developed specific procedures and options for the culminating project.
- Meet any other additional graduation requirements required by the school or state.

A student may finish school during the school term in which he turns 21 years old.

At the close of the second semester, the school principal, counselor, and other staff will review each senior's records to ensure that these students have completed all graduation requirements. The principal will then initiate the "withdrawal for graduation" process in Connexus for those students who have completed all requirements.

## Early Graduation

Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the school principal. The principal and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. If the principal grants approval for early graduation, he/she will initiate the "withdrawal for graduation" process. This includes marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in Connections Academy and will not have access to Connexus.

Unofficial transcripts will be available to students via Connexus *as long as the student is enrolled in Commonwealth Connections Academy*, and official transcripts will be available at any time by contacting the school. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by Commonwealth Connections Academy during the Spring following their graduation, but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

### Area and Subject Requirements

Students must earn the following credits in the following areas and subjects, along with 6 credits of electives, in order to graduate:

Area	Subject	# Credits
Language Arts	English	4.0
Mathematics	Algebra	1.0
Mathematics	Geometry	1.0
Mathematics	Any in the Area of Mathematics	1.0
Science	Biology	1.0
Science	Physical Science	1.0



Area	Subject	# Credits
Science	Any in the Area of Science	1.0
Social Studies	U.S. History	1.0
Social Studies	Government	1.0
Social Studies	Any area of Social Studies	1.0
Health and PE	Health	1.0
Health and PE	Physical Education	1.0
Technology	Ed Technology	1.0
Humanities	The Arts and/or World Languages	2.0

Commonwealth Connections Academy uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units).

### Grades and Grade Point Averages

Students are awarded credit only for courses in which they have earned a grade of D- or higher. This applies both to courses taken at CCA and at other schools. Courses required for graduation must be re-taken by the student if a grade of D- or higher is not earned, and re-taking such courses may delay the student's graduation. The school's grading scale is below.

Semester and year-end GPA calculations will follow a four point scale (below). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses and approved college courses are weighted with one (1) extra grade point.

Grade	Grade %	Passing?	Non-Weighted	Weighted (Honors)	Weighted (AP)	Weighted (College Courses)
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Grade	Grade %	Passing?	Non-Weighted	Weighted (Honors)	Weighted (AP)	Weighted (College Courses)
A+	98 -100	Yes	4.00	4.50	5.00	5.00
A	92 - 97	Yes	4.00	4.50	5.00	5.00
A-	90 - 91	Yes	3.67	4.17	4.67	4.67
B+	88 – 89	Yes	3.33	3.83	4.33	4.33
B	82 – 87	Yes	3.00	3.50	4.00	4.00
B-	80 – 81	Yes	2.67	3.17	3.67	3.67
C+	78 – 79	Yes	2.33	2.83	3.33	3.33
C	72 – 77	Yes	2.00	2.50	3.00	3.00
C-	70 – 71	Yes	1.67	2.17	2.67	2.67
D+	68 – 69	Yes	1.33	1.83	2.33	2.33
D	62 – 67	Yes	1.00	1.50	2.00	2.00
D-	60 – 61	Yes	0.67	1.17	1.67	1.67
F	0 – 59	No	0.00	0.00	0.00	0.00

### National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Many of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the [NCAA Eligibility Center](#) for more information.

### Class Rank

Commonwealth Connections Academy will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from Commonwealth Connections Academy will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student's cumulative Grade Point Average (GPA) will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course.

The cumulative GPA is calculated to the thousandth of a point. Students whose class rank rounds off to the same thousandth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level. The class rank is included on the student's official high school transcript.

## Release of High School Educational Records

Commonwealth Connections Academy will provide educational records, including official high school transcripts, class rank, test scores, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only with prior written approval from the student's parent(s)/legal guardian(s), or from the student if he or she is 18 years or older or an emancipated minor.

To ensure that application deadlines are successfully met, the school requires advance notice of at least **10 working days for requests to provide educational records** to students, parents, and/or third parties. We require **30 days' notice for letters of recommendation**. **Note:** Class rank is only calculated twice a year.

Requests for records should be made using *the Authorization for Release of Educational Records Form* available in the Virtual Library under Forms, Colleges and Careers.

## Prerequisites

Students must meet all course prerequisite requirements prior to registering in them.

Prerequisites are listed by each course's overview in the course catalog. Part A and B of a course may not be taken simultaneously. Part A must be completed before beginning Part B.

## Duplicate Coursework: Repeating a Course

Students may repeat a course offered by CCA in order to improve their grade. Only the higher of the two grades will be included in the GPA. Credit will be awarded only once, for the higher of the grades. Both courses and both grades will show on the transcript. **Note:** this policy applies only to courses taken at CCA and not at a different school. . If a student repeats, while at CCA, a course taken at another school, both instances of the grade will be included in the GPA and on the transcript.

## Schedule Changes

Students may request changes to their schedules within the first six weeks of enrollment or within the first six weeks of the semester. To add or drop a course, a parent must make a request to the school counselor.

## **Transcripts**

Students are able to access ongoing information about their courses through their online grade books within Connexus. To request an official copy of a transcript, families must complete a *Transcript Request Form* (located in the Virtual Library) and submit it to the principal for approval and processing. Official transcripts are generated at the school. They have official school signatures, raised seals, and are sent in a sealed envelope. Parents are able to view a copy of the transcript through the Connexus at any time.

## **Credit from other Schools**

As part of the enrollment process, families submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to Commonwealth Connections Academy. The school counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. Official transcripts are required within the first 30 days of school for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official Commonwealth Connections Academy transcript will display both the credits earned at CCA as well as any transfer credits.

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

Students entering mid-year or mid-semester must submit report cards, progress reports and/or teacher notes from their previous school as part of the enrollment process. Commonwealth Connections Academy teachers review the student's work and progress up to that point in the semester, and enter an equivalent grade in to the Commonwealth Connections Academy grade book that represents the student's content mastery. That grade will be averaged with the Commonwealth Connections Academy grades earned in that same semester.

## **Credit for coursework completed in a non-standard school program**

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three options for requesting and being granted credit by Commonwealth Connections Academy for coursework completed in a non-standard school program. These options will be used when making an eligibility determination but are not the final criteria used to determine if credit will be awarded. Students are encouraged to contact the school counselor or administrator to discuss the following options:

1. **Assessment:** the student takes and achieves a passing grade on the Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. Alternatively, the student may take a state-approved standardized test. If the student achieves a score of “Proficient” or higher he or she will be granted credit for that course. The test(s) must be taken in a school-approved proctored setting.
2. **Portfolio:** The student submits a portfolio documenting coursework, which may include:
  - Samples of prior work
  - List of texts used in prior courses
  - Artwork
  - Writing samples
  - Report card from prior school/home school
  - Student Interview
  - Other materials as requested by the school counselor

The portfolio will be reviewed by each relevant content area teacher. The appropriate content area teachers will make final decisions about credit(s) to be granted for the student's prior coursework.

For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and/or French I & II, will be granted credit by the relevant content area teacher for each of the courses documented, and will be placed in Commonwealth Connections Academy at the grade level appropriate for the number of credits granted.

The school counselor and/or principal may review the student's portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient in the specific subject and whether or not credit is to be granted.

3. **Competency:** Based on a portfolio of materials similar to, but perhaps less comprehensive than that listed in #2, the subject area teacher makes a decision about where to place the student. After the student has completed one full semester at Commonwealth Connections Academy, the subject area teacher reviews the student's progress in the CCAs course(s). If the student earns a passing grade in the Connections Academy course that follows a course taken in a non-standard school, the principal may award credit(s) for the course(s) taken in the non-standard school. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.

Students may use any combination of the above-listed methods for requesting credit. For example, a student may choose option #1 for mathematics and science courses, #2 for humanities courses, and #3 for foreign language.

Credits for courses completed in a non-standard school program may be granted as described above, but no grades are assigned. Students receiving credit will be given a grade of "Pass," which is not included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester in Connections Academy.

### High School Courses Taken in Middle School

Students may earn high school credit for high school level courses taken during the middle school years. However, a *middle school* course for which high school credit is granted must cover the same content as the equivalent high school course, and must be approved by the school counselor in advance. Check with the school counselor for more specific information.

### College in High School

College in the High School is available to qualifying 11th and 12th grade students for the purpose of fulfilling High School graduation requirements at Commonwealth Connections Academy. This option may only be used for qualifying students to take courses that CCA does not offer and courses must be taken at qualified institutions of high learning. Any 11th or 12th grade student wishing to earn high school credit for college courses must discuss the program with their school counselor first to obtain written approval for their academic plan of study. The counselor will seek final approval from the principal.

To be considered for the program, the student must:

- Be enrolled in Commonwealth Connections Academy for at least one semester and show acceptable attendance, participation and performance;
- Apply for concurrent enrollment approval no later than March 31st for fall semester, and October 15th for spring semester;
- Meet the minimum prerequisites for the course.

Upon approval, the family will be responsible for enrolling the student in the agreed college course(s). Requested documents from the family and college will be necessary to complete the program acceptance.

Commonwealth Connections Academy will reimburse the tuition cost of the course. All other fees will be the responsibility of the family. Note: Partial reimbursement for books may be available. Consult with your guidance counselor.

In order to receive high school credit for any college course, the student must pass the course with a grade of C- (70%) or higher and present an official transcript to Commonwealth Connections Academy. This passing grade supersedes the grade which a college may consider to be sufficient to pass.

If a student does not receive a grade of C- (70%) or higher in the post-secondary course, the family will be responsible for the tuition cost of the course, however, the course and grade will go on the high school transcript.

## **External College Courses**

In situations where a student, or the course, does not meet the criteria for College in High School reimbursement, students may still take college courses and earn elective credits for them.

Families must consult with the school counselor for permission to earn high school credit for college courses taken while the student is still enrolled in Commonwealth Connections Academy. Students wishing to earn high school credit for college courses must have written approval of the school counselor in advance. Students must be in good standing at CCA to be permitted to enroll in college courses. The school counselor will work with the parent and student to determine the amount of high school credit that a college course could earn. In order to receive high school credit for a college course, the student must pass the course with a grade of C or higher and present an official transcript to Commonwealth Connections Academy.

Students should provide the following to the school counselor in advance of the enrollment:

1. Name of College
2. College Website address
3. College course title
4. College course description
5. Number of Credits offered for course
6. College Course dates (beginning and ending)
7. College paperwork to be filled out by High School (if applicable)

## **Credit for Other Experiences**

Many students are involved in activities outside their school experiences, such as: music, dance, and art lessons, foreign language instruction, and participation on athletic teams. While Commonwealth Connections Academy recognizes the value of these activities, they cannot be used to earn high school credit.

## **Independent Study**

Independent Study is a school-approved, student-centered, alternative method of learning that allows a student to earn regular education course credit while working on a standards-based, curriculum-aligned, independent project. Students work independently under the supervision of a certified teacher following a plan created jointly by the student, the parent, and the teacher. Students who wish to earn credit for an Independent Study project must complete an application and have the approval of the teacher, school counselor, and principal in advance.



## Students Driving To Sanctioned Events

It is recommended that students **not** be permitted to drive unaccompanied to Commonwealth Connections Academy sanctioned events.

However, under certain circumstances students may need or wish to drive to an event without supervision from an adult. In order to be able to drive unaccompanied to a Commonwealth Connections Academy sanctioned event students must meet the following guidelines:

- Must be 18 years of age and possess a valid driver's license.
- Must use a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file
- Obtain school permission to drive unaccompanied to events.

In addition, it is the responsibility of the student who attends an event without a parent, legal guardian, or designated adult to do the following:

- Document parental permission to drive to events for the current school year by submitting a completed and signed *Connections Academy Sanctioned Event Student Driving and Attendance Authorization* to the School (form available from the Virtual Library or the school).
- Document School permission to drive to events by obtaining the Principal's (or designee) signature on the *Connections Academy Sanctioned Event Student Driving and Attendance Authorization*.
- Obey all time schedules
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules and procedures for events

Under no circumstances shall the school be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at events will remain the responsibility of their parents/legal guardians. If a student driving to or from an event is involved in an accident, Commonwealth Connections Academy will not be liable for any injuries or damage; all liability rests with the student, his/her parent/legal guardian and/or any insurance maintained by the parent/legal guardian and/or the student.

Under no circumstances shall students drive other students to an event, or violate any state laws relating to the number of individuals occupying the same vehicle. If a student nevertheless permits another student or students to ride with him/her, Commonwealth Connections Academy shall not be liable for any injuries or damage to any parties. The student, the student's parent/legal guardian, and/or any insurance maintained by the parent/legal guardian and/or the student, will be responsible for any and all injuries and/or any damage that may occur under these, or any other circumstances.

Even if a parent/legal guardian does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an event is a privilege for a student and not a right, and such privileges may be denied or revoked by the school at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow state laws or school rules and/or procedures for events, may have their permission to drive unaccompanied to school events revoked by the school. Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

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

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### **Enrollment Requirements**

At the time of enrollment, all parents who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Plan (IEP) or 504 Plan. It is important that the IEP is current and complete, and that any educational assessments and evaluation reports that support the IEP are also submitted. All documents are reviewed by the special education administrators, and, if necessary, a member of the special education staff will contact the family to discuss specific student needs or to clarify the information. The student's annual review date is noted, and once enrollment is complete the team begins to schedule IEP meetings, as necessary.

### **During the School Year**

At the beginning of the school year, the special education team ensures that teachers have access to the students' IEPs. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations with the Learning Coaches.

### **Conducting IEP Meetings**

The special education team plans for and schedules all meetings related to special education services. Families receive the opportunity to establish mutually beneficial meeting times. Although typically held virtually, the IEP meetings occur in compliance with all state and federal laws.

### **Related Services**

According to their IEPs, some students qualify to receive related services. Due to the virtual nature of the school, the services can either be provided 1) virtually over the Internet with real-time conferencing software, or 2) in person with a local service provider. In either case, the IEP team ensures the service is provided in compliance with the IEP. In cases where a local service provider is utilized, the team locates and secures the provider, and handles all contracting and financial issues.

### **New Referrals**

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and may believe there could be a need for special education assistance. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, he or she will then refer the student to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team. If all the recommended strategies fail, the team (along with the parent) will officially refer the student to the school's special education team. Once the team receives the referral they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services. At any time in this process, parents may formally request that the school evaluate the student for suspected disabilities.

## **Special Education: Child Find**

### **The Child Find Requirement**

Commonwealth Connections Academy (CCA) has established and implemented board adopted procedures to identify, locate and evaluate all children who need special education programs and services. Child Find refers to activities undertaken by CCA to identify, locate, and evaluate enrolled children who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. Examples of the types of disabilities that, if found, may cause a child to need services include:

- autism
- deaf-blindness
- deafness
- emotional disturbance
- hearing impairment
- mental retardation
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability

- speech or language impairment
- traumatic brain injury
- visual impairment including blindness

CCA abides by federal and state policies and guidelines for admission of students and insures that there is no discrimination on the basis of sex, race, religion, national origin, ancestry, creed, marital status, sexual orientation, or physical, mental, emotional, learning disability, or handicapping condition.

In the case of a child that is of preschool age, developmental delay. The Pennsylvania Department of Education is responsible for providing services to preschool age children from ages three through five. Parents who have questions about their child's development may contact the CONNECT Helpline at 1-800-692-7288. The CONNECT Helpline assists families in locating resources and providing information regarding child development for children ages birth to age 5. In addition, CONNECT can assist parents by making a direct link to their county Early Intervention program or local preschool Early Intervention program.

### **Identification Activity**

Identification activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. These activities are sometimes called screening activities. The activities include: review of group test data, conducting hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior, and determining the student's response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated. Regardless of screening activities, parents who think their child is a child with a disability may request, at any time, that an evaluation be conducted to determine if the child is eligible to receive special education services.

### **Screening Students**

CCA conducts systematic screening activities that lead to the identification, location and evaluation of enrolled children with disabilities. Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available.

- Screening is an informal, although organized process, of identifying students who are not meeting or who may not be meeting appropriate educational benchmarks.
- The screening activities include:
  - review of test data including statewide assessment results
  - hearing and vision screening
  - assessment of student's academic functioning
  - observation of the student displaying difficulty in behavior
  - teacher and learning coach observations
  - determining the student's response to attempted remediation
- CCA follows all pertinent federal and state laws regarding Child Find, including collection and review of documents generated by previous school facilities, Evaluation Reports (ERs), Individualized Education Programs (IEPs), Notices of Recommended Educational Placement (NOREP), and other such data.
- Students may take placement tests upon enrolling in CCA, and will participate in annual pre and post tests to monitor growth in reading and math (LEAP Tests) and complete regularly scheduled benchmark exams.
- When screening results indicate a need for intervention strategies the student may be referred to the Student Support Team (SST). The SST is not used to delay processing a referral for consideration of a special education evaluation where immediate action is warranted.

### **Student Support Team**

The SST at CCA is comprised of general and special education staff. The team meets regularly to discuss the progress of students who are demonstrating difficulties with their CCA curriculum. The difficulties have been documented by the student's teacher in the Education Management System (Connexus) and are related to the student's academic performance, progress, participation, and/or attendance.

Teachers follow the SST referral process as they refer students for discussion. The team meets to:

- review student academic and/or behavioral difficulties,
- accommodations and modifications that have been implemented,
- progress or regression noted by the teacher, and
- other relevant information.

After a thorough discussion the SST members will offer suggestions, and will provide the teacher and Learning Coach with varying intervention strategies to implement with the student. An intervention strategy is planned, and systematic efforts by the CCA staff are implemented to resolve the issues. At subsequent follow-up meetings, the team discusses which strategies were implemented by the teacher and Learning Coach, how those strategies worked, how the student is currently performing, and if other strategies need to be explored or implemented.

If the members of the team determine that after multiple strategies were implemented there were no positive results, they will escalate their concerns to their managers and/or the Special Education Team, as appropriate. The SST may also elect to escalate the student's CCA warning status to the next level, thus informing the parent and school administrator of the concerns. When appropriate, the SST will refer the student for an evaluation, and may do so at any point in the process.

## **Evaluation**

A child will be referred for evaluation to determine if the child is eligible to receive special education services, if the child is suspected by teachers to have a disability, or *if requested in writing at any time* by the parents. Prior to evaluation, the parents must provide permission for their child to be evaluated. Input from parents is a valuable source of information for identification. The procedural rights under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) are provided to the parent when the student is referred for a special education evaluation by the parent or the teacher. For timelines and evaluation procedures, refer to the PA Department of Education website.

## **Special Education: Educational Records Confidentiality**

Commonwealth Connections Academy (CCA) recognizes the need to protect the confidentiality of personally identifiable information in the education records of eligible children. The policy has been prepared to ensure the privacy rights to both the parents/guardians and the eligible child in the collection, maintenance, release and destruction of these records. This policy incorporates provisions from the Regulations of the State Board of Education on Pupil Records (PA Code 22, Ch. 12), the Family Educational Rights and Privacy Act of 1974, the Confidentiality Section of P.L. 94-142, and the Confidentiality Section of PA Special Education Regulations and Standards.

Information in this policy will be reviewed and updated as necessary.

**Destruction** – means physical destruction or permanent expungement of personally identifying data from a student's educational record so the information in those records is no longer personally identifiable.

**Directory information** – includes the following information relating to a student: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and heights of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

**Education record/records** – means those records which are directly related to an exceptional student and are maintained by CCA. This includes records for a student who is currently or who in the past received special education and related services from CCA. Records include permission to evaluate, evaluation reports, individual education plan, notice of recommended education placement, progress reports, etc. (Personal notes of instructional, supervisor, or administrative personnel are not considered to be part of education records.)

**Personally identifiable** – includes data or information that identifies the student or family members by name, by address, by information such as telephone or social security numbers, or by a list of characteristics or other information that could make the student's identity easily traceable.

**Release** – the giving of access to or the allowance of inspection, transfer, disclosure, or communication of any portion of a student's education records which includes in it personally identifiable information; the term also means release to any person by any means.

**Student** – means exceptional school age person or preschool pupil (eligible young child) with respect to whom an educational agency maintains education records.

**Parent** – includes a parent, guardian, or a surrogate parent who acts as a parent in the absence of a parent or guardian. Unless there is a state law or court order which provides to the contrary, the Intermediate Unit may presume that the parent has the authority to exercise the right inherent in the Family Educational Rights and Privacy Act of 1974.

**Eligible student** – Means a student who has attained eighteen (18) years of age, or is attending an institution of postsecondary education.



**Authorized school official** – means an administrator, supervisor, or instructor who has a legitimate education interest (as defined by the LEA or APS) in the student's education.

## **Education Records**

An education record shall be maintained for each child receiving special education services from the school at the following locations:

- A special education file shall be maintained in the Student File Room at CCA. This file shall be considered the complete special education file.
- A permanent record shall be maintained for each current child and stored in the Administrative Assistant's Office.
- A health record for each currently enrolled student will be kept in a locked cabinet.
- A copy of the special education file, permanent file, and health file will be stored in the Records Room for students who are no longer enrolled in CCA.

## **Transferring Files to Other Districts**

When files are transferred to other schools, the file will be sent to the requesting district after a copy is made and stored in CCA's Records Room. Records will not be released without signed parental consent.

## **Viewing Files**

A parent/guardian has the right to review the files of their child. The parent may also request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record (the cost of which will not exceed the costs of duplication).
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

## **Student Access Rights**

When a student is eighteen (18) years of age or attending a postsecondary education institution, the right accorded to and consent required of a student's parent/guardian by law will only be accorded to and required of the student.

## **Parental Access Rights**

A parent/guardian, eligible student, or designated representative shall have access to the student's education records within forty-five (45) days of receipt of written request in order to inspect, review or copy education records. CCA may charge a fee for copying education records for parents/guardians.

A parent/guardian also has the right to request and receive the following:

- An explanation of information in the student's education records.
- A copy of all or part of the student's education record. If copies are to be released to anyone other than the parent/guardian, the Consent to Release Information form must be completed by the parent/guardian.
- A list of the types and location of the student's education record collected, maintained, or utilized by the LEA.

### **Accessing Records**

CCA will maintain a record indicating the names of those persons who have obtained access, the date of access, and the purpose of access. Administrators, teachers, instructional aides and the administrative assistant are authorized to have access to personally identifiable information.

The parent/guardian has the right to inspect the access record of their child's records.

### **Maintenance Records**

The Director of Special Education shall be responsible for ensuring that the education records, confidentiality rules, and education records policy for eligible young children are enforced and administered. This official will:

- Annually notify parents/guardians and eligible students of this policy, its procedures, and their rights. The notification shall be in their primary language unless it is not feasible to do so.
- Develop system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, release and destruction.
- Be responsible for ensuring that all CCA faculty and subcontracted agency employees, who collect or use personally identifiable information, receive in-service training regarding the implementation of this policy. In-servicing shall consist of providing, at the least, yearly presentation of the information to staff and subcontractors.

## Destruction

CCA will not destroy any part of an education record or personally identifiable information necessary for the education of a student who is enrolled or has been enrolled in CCA.

## Release of Information

In order to protect the rights of the student and his/her parents/guardians against infringement of privacy, misinterpretation of data, inappropriate use, CCA shall obtain the written consent of the student's parent/guardian or the eligible student prior to disclosing personally identifiable information from the education records of a student, other than directory information, except when prior consent for disclosure is not required by law. Consent shall be obtained using the Consent of Release Information form.

Prior consent for release of such information is not required when disclosure is:

- To authorized school official or subcontracted agencies have a legitimate educational interest (a **legitimate educational interest** for an authorized school official means that this official will have administrative, supervisory, or instructional duties with regard to the student's education program.)
- To officials of another school or school system in which the student is enrolled or intends to enroll; records will not be released without notifying the parents/guardians.
- To authorized representatives of the Comptroller General of the United States, the Secretary, or state and local educational agencies.
- To state and local officials or authorities, if a state statute adopted before November 19, 1974, specifically requires disclosures to those official and authorities.
- To comply with judicial order or lawfully issued subpoena, provided CCA makes a reasonable effort to notify the parent/guardian of the student or the eligible student of the order or subpoena in advance of compliance.
- To organizations conducting studies for, or on behalf of, education agencies or institutions provided such organization have received approval from CCA Board of Directors.
- To a parent/guardian of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954.
- In connection with a health or safety emergency, only if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Written consent will be obtained prior to release of personally identifiable information to any party not mentioned above. Prior to requesting consent, CCA will provide the parent/guardian or eligible student in writing with the following:

- A general description of the information or record to be released.
- The form of the release.
- The reason the release was requested.
- The party or agency to which the information will be released.

Whenever the student's school district of residence, Intermediate Unit, or the Department of Education requests the release of information, a charter school must comply with the request within ten (10) days of receiving the request.

When a school district in which the student is enrolled or intends to enroll requests the release of information, CCA will comply with the request within ten (10) days of receiving the request.

### **Parental Request for the Amendment of Records**

A parent/guardian has the right to request that CCA amend information contained in education records collected, maintained, or used by CCA if she/he believes it to be inaccurate, misleading or in violation of the privacy or other rights of the student.

Subsequent to a request for an amendment, CCA shall decide whether to amend the disputed information within forty-five (45) calendar days after the receipt of the request to amend.

If CCA agrees to amend the disputed information, the parent/guardian or eligible student shall be notified in writing.

If CCA decides not to amend the education record in accordance with the request of the parent/guardian, CCA shall inform the parent/guardian in writing of the refusal, the reason(s) for the refusal, and shall provide further notification of their right to request and receive a records review hearing.

The following procedure will be followed when the opportunity for a hearing is actualized:

- The hearing shall be held at a mutually agreed upon time and place within thirty (30) days after CCA receives the request of a hearing from the parent/guardian.

- CCA shall give written notification to the parent/guardian of the date, place, and time of the hearing not later than five (5) days in advance of the hearing.
- The parent/guardian shall be afforded a full and fair opportunity to present evidence relevant to the specific information and reason(s) for requesting that information be amended, and may be represented at his/her own expense by an individual of his/her choice, including legal counsel.
- The hearing officer shall render a written decision within thirty (30) days of the conclusion of the hearing. This decision shall be based solely on evidence presented at the hearing and include a summary of the evidence and reasons for the decision.
- If the decision rendered is to amend the education records(s), CCA will inform the parent/guardian of this in writing.
- If the decision rendered is not to amend the education records, CCA shall inform the parent/guardian in writing of his/her right to place in the educational records of the student a statement commenting upon the information in the educational records and/or setting forth any reason for disagreeing with the decision of CCA. Parents/guardians will also be informed of their right to request an impartial due process hearing.
  - This response shall be maintained by CCA as part of the educational records of the student as long as the record or contended portion thereof is maintained by CCA.
  - If the educational records of the student or the contested portion thereof is disclosed to any party, the explanation shall also be disclosed to that party.

## Special Education: Independent Educational Evaluation

### **Definition**

An independent educational evaluation (IEE) means one or more individual assessment(s), each completed by a qualified examiner who is not employed by CCA.

### **Right to an IEE**

- A parent has the right to obtain an IEE at public expense if he or she disagrees with an evaluation obtained or conducted by CCA. The parent may be asked (but may not be required) to discuss their objection to the evaluation obtained by CCA, however the parent is entitled to only one IEE at public expense for each district evaluation.
- The parent has the right to an IEE at his or her own expense at any time, and the IEP team must consider the results.

- If a parent requests an IEE at public expense, CCA must without unnecessary delay, either:
  - Initiate a hearing under 34 CFR §300.507 to show that its evaluation is appropriate or,
  - Ensure that an IEE is provided at public expense.

### **Commonwealth Connections Academy and IEE**

CCA administrators and special education teachers are familiar with the provision and procedures for IEE. Any inquiry from a parent requesting an IEE is directed to the Director of Special Education. All evaluation reports, including IEEs obtained by the parent at his or her expense, are discussed and reviewed at a Multi Disciplinary Team (MDT) meeting that includes the parents and all pertinent school personnel. The results of the evaluation are discussed and considered by the MDT and a decision is made as to what role they will play in further educational program planning.

### **Special Education: Surrogate Parents**

The definition of parent (with regard to participation in the IEP team process) was expanded in IDEA 2004 to include the following:

- A natural, adoptive or foster parent of a child;
- A guardian (but not the State if the child is a ward of the state);
- An individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives;
- An individual who is legally responsible for the child's welfare;
- An individual assigned to be a surrogate parent.

A surrogate parent is an individual assigned by CCA to assume the rights and responsibilities of a parent (and protect the rights of the child) under the IDEA 2004 in any of the following circumstances:

- A parent (as defined above) cannot be located for the student;
- The student is a ward of the state; or,
- The student is an unaccompanied homeless youth.

A surrogate parent is assigned not more than 30 days after there is a determination by the agency that the child needs a surrogate. The surrogate is not an employee of a State education agency, or of CCA, or any other agency that is involved in the education or care of the child.

To date, CCA has not been faced with a situation requiring a surrogate parent. It is highly unlikely that the need for a surrogate parent will occur. CCA is a virtual school where children work from home under the direction of an adult learning coach. As part of the enrollment process, the parent/guardian must establish legal authority to act on the child's behalf in making the decision to enroll in a virtual charter school.

If needed, surrogate parents would be recruited from the pool of past and present parents of students with disabilities who have been enrolled in CCA. Surrogate parents are afforded all the same rights as other CCA parents of students with disabilities. By recruiting parents who have participated effectively in the process, CCA ensures surrogate parents have adequate knowledge to serve in this capacity.

## **9.2 Student Conduct: School Expectations and Support Programs**

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### **Bullying and Other Prohibited Behaviors**

Commonwealth Connections Academy is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as sex, sexual orientation, race, color, national origin, marital status, religion, or disability.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

**Harassment** - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.

**Bullying** – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

**Cyber-bullying** – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

**Hazing** – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

**Intimidation** – a course of behavior that instills fear or a sense of inadequacy.



**Violence within a dating relationship** - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

**Sexting** - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above.

**Prohibited behaviors** include all of the above

The school Administration (and School Board, if applicable) will not tolerate any gestures, comments, threats, or actions which

- (i) cause, threaten to cause, or, an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or
- (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, parent or guardian, or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson® sessions, participation in clubs and activities, WebMail messages, text messages, discussions, telephonic communications, and message boards; and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities on school property. This policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Caretaker who believes that student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the school counselor, school principal or assistant principal, or School Director. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator or Board official.

Complaints about prohibited behavior against the school principal should be filed with the CEO of Commonwealth Connections Academy. Complaints about prohibited behavior against the CEO should be filed with the Commonwealth Connections Academy Board President..

Every student is encouraged, and every staff member is **required**, to report any situation that they believe to be prohibited behavior. Reports may be made to those identified above. If a student or other individual believes there has been prohibited behavior, he/she should report it and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not timely make a written report of an incident of prohibited behavior shall be subject to appropriate disciplinary action in accordance with the school's disciplinary process (found in the School-Specific Handbook Supplement).

All complaints about prohibited behavior shall be kept confidential and be promptly investigated. The school principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action, shall be in the report. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for parents, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in the Student Handbook.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s) Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying, and/or dating violence.

If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the school principal or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

**Retaliation** against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

## Complaints

Students and/or their Caretakers may file **written** reports regarding any suspected prohibited behavior by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the Forms section of the Virtual Library, and sending this to the school. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the school principal for review, investigation, and action.

Students and/or their Caretakers may make *informal* complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the Forms section of the Virtual Library. This written report shall be promptly forwarded by the school staff member and/or administrator to the building principal for review, investigation, and appropriate action.

### **Privacy/Confidentiality**

The school will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

### **Bystanders**

Bullying involves not only those who are bullies and their victims, but also the bystanders who are witnesses. CCA recognizes that bystanders may be negatively affected by bullying, but that they also have the potential to play a positive role in responding to it.

Bystanders may be negatively affected in the following or other ways:

- be afraid of being associated with the victim of bullying for fear of becoming a target of the bully themselves

- feel discomfort or fear at witnessing bullying
- feel guilt, helplessness, or loss of control for not standing up to the bully
- be drawn into the bullying behavior by group pressure
- or feel unsafe in the situation.

Conversely, bystanders may be able to help victims of bullying by doing the following:

- Ask for help from a trusted adult such as a teacher, principal, or other school official.
- Help the person being bullied: create a distraction to focus attention on something else; try helping the person who is being bullied leave the scene by telling him/her that you need them to play a game or that an adult needs to see them, etc.
- Don't give bullying an audience: bullies are often encouraged by the attention they receive, so don't support them by watching.
- Set an example: do not bully others; don't encourage bullies; create posters against bullying; join an anti-bullying club; tell a bully that his/her actions are not funny.
- Be a friend to the person being bullied.
- Spend time with the person being bullied: talk to them; listen to them; tell them you think that bullying is bad; tell them to talk to a trusted adult for help.

CCA's expectation is that student bystanders will report bullying to a school official or other appropriate adult in a timely manner. If it comes to the attention of the school leadership or staff that a student bystander did not report bullying, the school will initiate a conversation with the student regarding the school's expectations for bystanders to report bullying. Second and subsequent occurrences of non-reporting of bullying may subject the student to more serious disciplinary action.

Any student who is actively involved in bullying, may be subject to disciplinary action for bullying as described in 9.3 Discipline and Due Process for Students in this School Handbook Supplement.

## **Weapons Policy**

Weapons, replicas of weapons, and other dangerous instruments (as defined under state law and/or school policy) are forbidden in school offices and on school property owned by, leased by, or under control of the Commonwealth Connections Academy. In addition, all such items are forbidden at any school sponsored/related function, regardless of location.

Weapons shall include, but not be limited to, any loaded or unloaded firearm (including pellet guns, BB guns, and look-alike firearms), any kind of explosive device, any kind of knife, or any other tool, instrument, or substance fashioned with the intent to sell or to use to harm, threaten, or harass students, staff members, parents, or any other visitor, guest or patron of the school.

Any student found in possession of a weapon or replica of a weapon, regardless of intent, shall be reported to his/her parent(s) and the police. The student shall be placed on suspension and presented to the Board for a formal hearing in accord with the discipline policy.

In general, a student found in possession of a weapon, weapon look-alike, and/or replica of a weapon will be expelled from school for a period of not less than one year. The Board may, however, modify the expulsion period on a case-by-case basis, at the recommendation of the CEO.

### **Policy Regarding At-Risk Students**

Commonwealth Connections Academy works toward identifying actions and attitudes that can interfere with a student's normal growth and development. These at-risk behaviors may include, but are not limited to, eating disorders, running away, inappropriate sexual behavior, threats, self-destructive behavior, bereavement, etc. Generally, at-risk behaviors do not constitute a crisis and can be delegated to the Students Assistance Program Team or the Student Support Team. When at-risk behavior is identified, the school will take appropriate action by notifying the parent(s) and School staff in order to assess the situation and create a plan of action to help the student.

### **Student Assistance Program (SAP)**

CCA does maintain a Student Assistance Program (SAP) to identify, intervene, refer and monitor students having school related programs because of drug, alcohol, and/or mental health issues, and other barriers to learning.

### **What is Student Assistance Program (SAP)?**

The Student Assistance Program is a voluntary, systematic intervention process for students at risk by a team of trained, professional school personnel and community agency liaisons.

The **mission** of Commonwealth Connections Academy's Student Assistance Program is to identify, intervene, refer, and monitor students having school related problems because of alcohol, drug, and/or mental health issues, and other barriers to learning.

The **primary goal** of the Student Assistance Program is to help students overcome those barriers in order that they may be more successful academically.

The SAP Team is committed to the utmost confidentiality in all aspects of the intervention process. Matters brought before the team will not be shared outside of the team, unless there is a professional/parental need to know. Parent permission is obtained before any student is interviewed by a team member. In situations where the health, safety, or welfare of a child is at risk, the SAP team is obligated to notify proper authorities.

### **Who is involved?**

The **core of the program** is the Student Assistance Team comprised of teachers, administrators, school counselor, school nurse, and outside consultants trained to work with students.

### **How does SAP work?**

The Student Assistance Team receives referrals from parents, students, teachers, administrators, and other concerned school personnel. Referrals are made by contacting any member of the SAP team (see member list below). Students can refer themselves.

### **What happens after a confidential referral?**

After receiving a referral, team members gather information from other staff members who have had contact with the student. An informal team meeting is convened to determine the status of the referral. Parents are then contacted and asked to provide written consent before SAP services are initiated, and if consent is given, parents will be asked to provide similar information on the child. Parents or a student can decline participation in SAP at any time – the program is voluntary.

After compiling all information provided, the SAP team will then determine if recommendations for further services is necessary. The recommendations could be a conference with a SAP member or a request for an assessment provided by a trained specialist from a drug and alcohol or mental health agency. These specialists work with the team members to recommend appropriate action for that individual student. The team monitors and provides support for the student throughout the process.

### **SAP Team Members**

A list of the SAP team members can be obtained by contacting the school.

## **Drug and Alcohol Abuse Policy**

Drugs and alcohol are prohibited at all school sanctioned events and in all CCA owned and leased buildings.

Drug and alcohol abuse among young people is a major problem confronting our society and our community. For this reason a clear policy on drug and alcohol abuse is established for the students of Commonwealth Connections Academy.

It is generally agreed that the most meaningful approaches to drug and alcohol abuse involve cooperative efforts on the part of students, parents, the school, community and social agencies. Furthermore, the best contribution schools can make is to provide positive, meaningful learning and the development of an educational program of value for each individual student.

Students attend school so that they may develop to their fullest potential. Commonwealth Connections Academy recognizes the need to manage and treat the problem of drug and alcohol abuse and plans to take appropriate measures to prevent the problem of such abuse and support the establishment of a Student Assistance Program (SAP). The purpose of the Student Assistance Program is three-fold:(1) to identify students who are having problems because of drug/alcohol use or due to mental health problems, (2) to intervene when appropriate either by personal contact or through support groups, and (3) to refer those students for appropriate help.

The Student Assistance Program (SAP) is not a treatment program. It seeks to improve identification of students who exhibit forms of "at risk" behavior, such as suicidal intent, depression, drug and alcohol use and abuse. It also provides for intervention by making referrals to outside agencies.

### **I. DEFINITIONS**



**Controlled Substances (Drug /Mood altering Substance/Alcohol):** Controlled substances which can include. alcohol, drugs, narcotics, and/or other health endangering compounds which include but are not limited to: alcohol, alcoholic beverages, tranquilizers, amphetamines, synthetic opiates, marijuana, LSD and other hallucinogens, glue solvent-containing substances, anabolic steroids, "look alike" drugs, prescription or over the counter drugs when in possession is unauthorized or such inappropriately used or shared with others, and all controlled substances identified in the following laws: Public Law 91-513 Comprehensive Drug Abuse Prevention and Control Act of 1970 (Federal Law) The Pennsylvania Controlled Substance Drug, Device and Cosmetic Act, Act of April 14, 1972 (P.M. 233, No. 64) as amended. 35 P.S. 780-101 et seq.

**Look-alike Drugs:** Substances manufactured or designed to resemble - 1) drugs; 2) mood-altering substances; 3) narcotics; or 4) other health endangering compounds

**Under the Influence:** A student shall be considered "under the influence" if he or she has consumed a controlled substance within a time period reasonably proximate to his/her presence on school property, on a school designated vehicle, or at a school sponsored function (i.e.: field trips, state testing)

**Student Assistance Program:** A multidisciplinary team that includes teachers, administrators, and counselor. This team is trained to understand and work with adolescent drug/alcohol/mood-altering substance use, abuse, and dependency. The team's primary role is to identify, intervene, and refer for treatment any student who is suspected of engaging in drug/alcohol/mood-altering substance use, abuse, possession, and/or distribution

**Coordinator of Student Assistance Programs and Services:** A certified program specialist with an expertise in the areas of social restoration and student high-risk behaviors.

**Distribution:** To deliver, sell, pass, share, or give to another person, or to assist in distribution of any alcohol, drug, or mood altering illegal substance; actual, constructive, or attempted transfer from one person to another of any alcohol, drug, or mood-altering substance.

**Active Possession:** To possess or hold without attempt to distribute, any alcohol, drug, or mood-altering substance.

**Constructive Possession:** A person's knowing joint control and/or access with other persons to any alcohol, drug, or mood-altering substance.

**Cooperative Behavior:** The student's willingness to reasonably and helpfully work with staff and school personnel, and to comply with Student Assistance Program requests and recommendations.

**Uncooperative Behavior:** The student's resistance or refusal, either verbal, physical, or passive, to comply with reasonable school personnel requests or recommendations. Defiance, assault, deceit, and flight are examples of uncooperative student behavior. Uncooperative behavior includes, but not by way of limitation, refusal to comply with Student Assistance Program requests and recommendations.

**Drug Paraphernalia:** Includes any equipment, utensil or item, which in the school administrator's judgment can be associated with the use of drugs, alcohol, or mood altering substances. Examples include but are not limited to roach clips, pipes and bowls, and includes all items as defined as drug paraphernalia in Section 102 of the Pennsylvania Controlled Substance Drug, Device and Cosmetic Act, 35 P.S. 780-102, as amended.

a. Defined in the Act of April 14, 1972, P.L.64, Section 1, et seq. as amended 35 P. S. Section 780-101, et seq. as amended, known as the Controlled Substance, Drug, Device, and Cosmetic Act of 1972.

b. Defined in the Pennsylvania Liquor Code, Act of April 12, 1951, P. L. 90, Art. 1, Section 101, et seq. ("The Liquor Code").

## **II. VIOLATION OF POLICY**

This policy is violated when any student, visitor, guest or any other person unlawfully manufactures, uses, abuses, possesses, constructively possesses, is under the influence of, distributes, or attempts to distribute drugs, alcohol, or any mood-altering substances, or drug paraphernalia on school premises, or at any school-sponsored activity anywhere, or while traveling to and from school or school-related activities utilizing transportation approved by the CCA, or who conspires, aids, or abets in the use, abuse, active possession, constructive possession, or distribution of drugs, alcohol, or any mood-altering substances.

### **Discipline, Rehabilitation, and Punishment**

Any student who violates this policy shall be subject to the following disciplinary, rehabilitative and punitive actions. CCA reserves the right to use any other lawful measures deemed necessary to control and eliminate the use of drugs, alcohol, and other mood-altering substances even if the same is not provided for specifically in any rule or regulation enumerated herein.

### **Drug and Alcohol Policy**

A student possesses drug-related paraphernalia and/or a student possesses (actively or constructively), uses, or is under the influence of drugs, alcohol, or mood-altering substances.

#### **First Offense:**

1. An administrator shall immediately contact the student's parents.
2. An administrator shall contact the CEO and law enforcement authorities.
3. If necessary, an administrator shall schedule an informal hearing.
4. If after the informal hearing the administrator determines the offense has been committed by the student, the administrator may:
  - a. suspend (suspension as defined in Section 8.1 of the State Specific Handbook) the student for seven (7) days;
  - b. require the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense.
5. Uncooperative behavior will lead to an additional three days of suspension.

#### **Subsequent Offense(s):**

1. The principal shall contact the student's parents and request that they report to the principal's office or conference via telephone if appropriate immediately.
2. The administrator will contact the CEO and law enforcement authorities.
3. The principal may schedule an informal hearing in accordance with the Student Handbook section 8.1 Due Process.
4. If after the informal hearing the principal determines the offense has been committed by the student, the principal may:
  - a. suspend the student for up to ten (10) school days;
  - b. require the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense;

- c. have the option of requesting a formal disciplinary hearing to be scheduled before the Board of School Directors, or a committee of the Board, in accordance with Section 1318 of the Pennsylvania School Code based on the findings of fact.

**If a student distributes a drug, alcohol, or mood-altering substance:**

1. The principal shall contact the student's parents and request that they report to the principal's office or conference via telephone if appropriate immediately.
2. The principal may schedule an informal hearing in accordance with the Student Handbook section 8.1 Due Process.
3. If after the informal hearing the principal determines the offense has been committed by the student, the principal may:
  - a. suspend the student for up to ten (10) days;
  - b. require the student to participate in the SAP process and comply with the SAP recommendations, which may include an assessment from a licensed drug and alcohol facility at the students/family's expense;
  - c. request a formal disciplinary hearing to be scheduled before the Board of School Directors, or Committee of the Board, in accordance with Section 1318 of the Pennsylvania School Code.

### ***9.3 Discipline and Due Process for Students***

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All students enrolled in Commonwealth Connections Academy are expected to conduct themselves in accordance with the rules for the school, and parents are expected to cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this handbook. Students are also guaranteed due process of law as required by the 14th Amendment to the Constitution.

#### **Discipline Measures**

There are three levels of formal disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level and its corresponding disciplinary actions are identified below.

##### **1. Warning**

Students that receive warnings from the school will have a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will continue to have access to Connexus.

Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this handbook.

## **2. Suspension**

When a student is suspended, access to Connexus is temporarily blocked and he/she is not permitted to attend school sponsored programs or activities. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the school principal, a student's permission to log on to and/or use parts of Connexus is restricted. Student access to WebMail, the message boards, online clubs/activities, or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.

- *Unexcused absences:* An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *Illegal absence:* Illegal absences are unexcused absences by a student who is under the age of 17 who are absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations, and truancy.
- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying:* A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
- *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism:* A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- *Repeated violation of any disciplinary policies or codes of conduct.*

### 3. Expulsion

When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others: (possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

### **Due Process for Students**

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

#### **Suspension (no more than 10 days)**

An informal hearing will be convened with the student, parent, school principal and other staff members as appropriate. At this hearing, the student will be provided all due process as required by law. The school principal will inform the student and parent of the charges. If the student does not admit to the charges, he or she will be provided an explanation of the evidence. The student will be provided with an opportunity to present his or her version of the occurrence. If the school principal determines that the occurrence justifies suspension, written notice will be sent to the student and parent.

#### **Suspension of an additional 10 days, or an Expulsion**

If a principal believes that a student has committed an offense that might require expulsion, the principal may suspend the student for more than 10 days pending a board hearing. During this time, the principal will request a board hearing to discuss the possible expulsion of the student. The parent(s) will be notified of due process rights including the right to appear at the board hearing and to present the student's side of the case. The parent(s) will be notified of the date, time, and place of the hearing at least 5 days prior to the hearing.

## **9.4 Academic Honesty**

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### **Plagiarism**

Commonwealth Connections Academy requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting family or friends to help with coursework.

### **First Offense**

The first time a student is determined to have plagiarized the work of other(s), the student will receive a warning. The student's teacher will contact the student to explain to the student the specific reason(s) why the work submitted is considered plagiarism, and will discuss with the student how to avoid plagiarizing again. The student will be required to resubmit the question/assignment with original work. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

### **Second Offense**

The second time a student is caught plagiarizing, he/she will be required to redo the question/assignment, but can only receive up to half credit. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

### **Third Offense**

The third time a student is caught plagiarizing; he/she will receive a zero and will not have the opportunity to redo the question/assignment. Such repeated offenses of plagiarism by a student may result in a recommendation by the principal that the student be determined to be a repeat violator of school policy and a disruption of school discipline. Such recommendation may result in a determination to suspend or expel the student.

## ***9.5 Due Process for Parents***

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The school is committed to ensuring parent satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. The school is responsible for contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

The school will also ensure the family and students adhere to their responsibilities stated in the Parent/Legal Guardian (Caretaker) Acknowledgement (PLCA) and the School Handbook, and when necessary, will discipline, suspend, or expel a student, invoice, refer to collections, or take legal action against the family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory state testing, obtaining property under false pretenses, failure to return materials, or violating the materials and equipment policy such as invoices for computer damage.

### **Parent Remedies**

If a parent has concerns with the school's action or performance on any of the above-defined school responsibilities or disciplinary actions, he or she has the following remedies available (depending on the severity of the issue):

#### **Addressing Issues**

For routine issues or for a first attempt at redress, contact your student's grade level principal.

For more serious issues and/or to address lack of resolution of the issue at a lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts. If a hearing is required for grievance proceedings, the parties will be provided with all due process procedures as required by law.

Where a parent feels that there has been unlawful discrimination on the basis of gender, race, ethnicity, or on the basis of Section 504 of the *Rehabilitation Act* of 1973 that prohibits discrimination on the basis of disability, or when there are allegations of sexual abuse or any other unlawful misconduct on the part of the school or its employees, then the parent must activate the grievance procedures set out below and can directly report the complaint to the CEO, Dr. Maurice Flurie, (Step 4) who is the person designated for the overall implementation of the requirements of Title IX and Section 504.

If charges are brought against a student for a breach of the PLCA, which could result in a suspension of up to ten (10) days or an expulsion, the due process procedures in the *Discipline* section of the handbook are to be followed.

### **Grievance Process**

1. A parent with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate Commonwealth Connections Academy staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance (generally the teacher) must review the issue with his or her supervisor (generally the principal) and respond to the parent within three (3) school days.
3. If the original recipient did not resolve the grievance, the parent should request a meeting with the recipient's supervisor. The supervisor should investigate the matter, and schedule a meeting with the parent, the student, if necessary, and any other staff members within five (5) school days.
4. If either party does not resolve this grievance, the parent should then request a meeting with the CEO, Dr. Maurice "Reese" Flurie. The CEO will investigate the matter, and schedule a meeting within five (5) school days.

If the school has not been able to address the parent's concern through the grievance process set out above, or if there has not been a prompt and equitable resolution of a complaint prohibited by Title IX and Section 504, the parent may contact the school board president for further recourse. The parent may also contact the Pennsylvania Department of Education.

### **10.2.2 Technology Provided by Connections Academy**

Students in CCA are provided with the following:

- One laptop computer per student in grades K-12.
- One printer per household.

### **10.2.4 Use of Personal Equipment and Software**

Commonwealth Connections Academy provides families the necessary equipment and software needed for students and Learning Coaches to do their day-to-day schoolwork. Because of this, there is no technology hardship scholarship program available to families in this school. Families are not required to have additional personal access to equipment and software, but may use their own equipment and software if they meet the minimum requirements detailed in the general portion of the school handbook.

## 10.2.5 Use of the Internet

### Instructional Technology Support Subsidy

Each household receives an instructional technology support (ITS) subsidy paid three times a year to assist with the cost of home Internet costs, printer supplies, or any other supply to support the students' educational programs. The subsidy will be paid out three times during the year through a third party vendor. In order for the household to receive the ITS subsidy, the following information is provided to the third party vendor: name of individual to whom subsidy is being made; mailing address of person to whom subsidy is being made. No other information will be provided to such third party vendor. The ITS will be sent according to the approximate schedule listing below.

### Debit Card Issuing Schedule

Payment Number	Cut Off Date for Disbursement	Month Issued	Months Covered
1	November 15	December	September, October, November
2	February 15	March	December, January, February
3	May 15	June	March, April, May

Families must be enrolled at the time of the disbursement in order to be eligible. Families who were not enrolled for the entire payment period will receive a pro-rated payment. Families are not given a subsidy for the summer months.

*\* The Internet subsidy value is determined annually by the Commonwealth Connections Academy School Board.*

## Internet Safety Policy

It is the policy of CCA (the "School") to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personal identification information
- comply with the Children's Internet Protection Act (CIPA) (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or "Internet filters") shall be made available for all computers accessible by students and placed on the computers located at the School site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the School takes steps to promote the safety and security of users of Connexus when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the School, through its handbook, the Connexus Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of Connexus and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

The School will provide age-appropriate training for students who use Connection Academy's Internet facilities. The training provided will be designed to promote Connection Academy's commitment to the standards and acceptable use of Internet services, as set forth in the School's handbook and the Connexus Terms of Use; and Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

This Internet Safety Policy was adopted by the Board of CCA at a public meeting, following normal public notice, on April 24, 2013.

# **Attachment X**

## **Projected Enrollment Chart**

**CCA Charter Renewal Application**

School Year	Projected Student Enrollment	Projected Teaching Staff *
2015-16 (current)	9,800	362
2016-17	9,900	366
2017-18	10,000	370
2018-19	10,100	374
2019-20	10,200	377

\* Each year's staff size is based on that year's projected enrollment, and calculated given CCA's intention to maintain its current 27:1 student to teacher ratio.

# **Attachment Y**

## **Measurable Outcomes and Goals Chart**

**CCA Charter Renewal Application**



### Goals for Future Planning

	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Local test data goals for all grades tested* <i>Based on value-added model of academic growth, each student will demonstrate a year of academic growth for a year in school for students in grades K-8. Measurement: The school will administer its Longitudinal Evaluation of Academic Progress (LEAP) assessment at the beginning and end of each school year.</i>	Math: 68% Reading: 64%	Math: 70% Reading: 67%	Math: 73% Reading: 70%	Math: 75% Reading: 75%	Math: 77% Reading: 78%	Math: 80% Reading: 80%
PSSA goals for all grades tested**: <b>CCA students will increase performance on the Math and English Language Arts Assessments (grades 3-8) to meet the state average.</b>	Science: 53.5% Reading: 35.2% Math: 13.4%					State Ave not available in time for this report
Increase CCA's School Performance Profile (SPP) score to 70.0*	52.2 (2013-14)^	56.0	58.0	62.0	66.0	70.0
CCA will maintain and increase the number of students who indicate in their High School Feedback Survey that they "believe they were adequately prepared with the skills to make a transition to college or the workforce."	93.14%	95%	At least 95%	At least 95%	At least 95%	At least 95%

CCA will maintain and improve overall parent satisfaction with the program. On the Parent Satisfaction Survey, at least 90% will give the program an “A” or “B”.	91.4%	At least 90%	At least 90%	At least 90%	At least 90%	At least 90%
CCA will increase the 4-year cohort graduation rates to at least the state average.	70.3**					State Data is not available in time for this report

\*CCA will use 70.0 on the SPP as the target since the Secretary of Education has stated in press releases that this was the generally agreed upon indication of “success.”

^We are using 2013-14 SPP score as our baseline year, because 2014-15 SPP scores are not yet calculated.

\*\*Preliminary Data for 2013-14

# **Attachment Z**

## **Signature Page**

**CCA Charter Renewal Application**

# **Cyber Charter School Charter Renewal Application Signature Page**

We, the undersigned, have reviewed and approve the submission of this Cyber Charter School Renewal Application to the Pennsylvania Department of Education.

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Dr. Maurice (Reese) Flurie III  
Chief Executive Officer

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Date

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Mr. Ralph Dyer  
President, Board of Trustees

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Date

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Mr. Kevin Shivers  
Secretary, Board of Trustees

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Date