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Appendix 1: Florida VIP Provider Policies

Florida VIP Approved Provider Status and Requirements

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Anti-Discrimination and Non-Sectarian Policies

Florida Approved Courses

Roles and Responsibilities

Parent/Caretaker Roles and Responsibilities

Advisors

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Pearson Online and Blended Learning Client Support Team

Academic Services Organization and Roles

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<td>Vice President, Academic School Services</td>
<td>Christine Hayes</td>
</tr>
<tr>
<td>Manager of Academic Program Management</td>
<td>Rhae Massey</td>
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### Roles in Pearson Connexus (PCx)

#### Program Manager (PM) Role

Program Managers are the points of contact for the individual designated by the Customer as the Customer-designated Administrator(s) or Program Coordinator. Program Managers shall respond to Customer inquiries and support student achievement in the Education Products through ensuring smooth program start; championing fidelity of implementation; providing consultative support related to effective online program implementation, support schools in implementing best practices for monitoring data and identifying performance trends, and by acting as the Pearson OBL liaison for...
the Customer. The Program Manager will be assigned upon execution of the Statement of Work, Purchase Order or other form of service agreement.

Program Managers work with people who have varying roles in serving the students enrolled in the program. These roles include: the Program Coordinator (PC), which is generally the main Point of Contact for the program, Site Coordinators (SC); who might also be assigned to manage parts of the program and will often communicate directly with the Program Manager as well and Teachers; who may be employed by Pearson or by the district. Program Managers do not work directly with Students or Caretakers. Students and Caretakers should contact their school or School Support for assistance.

**Customer Administrator Role**

There are two types of Customer Administrators: District and School Customer administrators. District Customer Administrators manage the district domain and can manage all school domains. School Customer Administrators manage the single school domain only. The task you wish to perform in Pearson Connexus will dictate the domain you need to access and the administrator type you use. For more information refer to the resources in Pearson Connexus including the Manage User Domain Permissions in Help.

Generally, there is one overall Customer Administrator at the district that serves as the primary point of contact with Academic Program Management. This single point of contact helps streamline communications.

**Teacher Role**

 Teachers may be employed by Pearson or by the district. For detailed information regarding Pearson Online and Blended Learning Teaching Services teacher responsibilities, refer to the Teaching Services section of this document.
Teacher Author Role
This role provides the teacher with a higher level of administrative permissions focusing primarily on the ability to edit courses at the domain level.

Student Role
The Student role is assigned to those participating in courses and completing course content. This is the system default role assigned automatically to any user created.

Observer
Customers may grant the Observer role to caretakers, parents, or other individuals who may need to observe student progress. It is the customer's responsibility to grant this role to its users. More information about the Observer role can be found in Add Observers to an Enrollment.

Custom Roles
Custom roles can be created by customers. Some commonly created roles include mentors, tutors and special education support. To learn more about creating custom roles refer to this article on Roles and Permissions.

School Year Cycle
Please review the Pearson Connexus Customer Administrator School Year Cycle.
Communication Protocols

Program Coordinator/Program Manager Communications
Open and frequent communication are the cornerstones of good partnerships. Clients and Program Managers will decide on the most efficient method to communicate. Program Manager response time: 1 business day/24 hours to respond with status of request. Some troubleshooting may take longer. If a Program Manager is out of the office, they will have a message indicating who to contact with questions.

Teacher Communications
Program Management and Teaching Services work closely together in order to provide the best education to all students. As your primary advocate within the company, requests to communicate with Pearson OBL teachers or their managers should be directed to a Program Manager.

Communication with Sales
Sales identifies and works with clients to identify needs and obtain a contract that outlines the services and products that Pearson Online and Blended Learning (Pearson OBL) will supply over the term of the contract. Sales works closely with Program Management over the course of the contract to ensure those services are being provided appropriately and determine if any adjustments need to be made on either side.
Invoicing

Questions about Pearson Connexus Invoices can be emailed to poblsalesops@pearson.com.

Required Program Information

Customer administrators are required to enter information into the Pearson Connexus platform to ensure that Pearson OBL Teachers can provide the best possible service to our families. Program Managers can assist clients with where to input this information as needed. The partial list below includes the baseline required information to be entered into the system by client when setting up courses.

- **Grading scale:** Please review the Manage Course Settings document to find out which grading scale is used to show student mastery.
- **Automatic zeros:** This can also be found in the Editing Final Grades document, under the Assign Zero Scores Automatically. This is recommended to keep students on track.
- **School Dates:** Please review the Manage Domain Settings document to find out how to enter the first and last day of school, all term start and end dates, and all student vacation dates (blackout dates).

Adding Teachers to Courses

Pearson OBL Teaching Services will add teachers to courses they teach within two business days of students being added into the course.

If you are using your own district teachers, they should be enrolled in courses when students are added to courses.
Advisors

Advisors are provided by Pearson Teaching Services to some programs who enroll full time students in grades 6-12. The Advisor Teacher is an extra support for the students. *This may not apply to all schools. Please check with your Program Manager.

Creating Advisor Section

In order for students to be enrolled with an Advisor the Customer Administrator must create an Advisor Course and enroll students by following these directions. It is recommended that this be completed within two weeks of each students’ start date to allow them access to an Advisor. Teaching Services will assign the Advisor to your Advisor Course.

User Enrollments

To enroll users you have several options:

1. Enroll an individual user
2. Enroll Users in bulk
3. Enroll in batches using a csv file

Refer to Manage Course Enrollments for additional help with enrolling users.

Also, your Program Manager will be able to assist with any additional questions.

Adding Teachers to Courses

Pearson OBL Teaching Services will add teachers to courses within two business days of students being added into the courses when the course type “COT” is selected. MyPearsonTraining has several resources describing course types as well license types.
To view courses without teachers, use the Course Details report in the Other Reports icon within the platform.

**Important Pearson Connexus Information**

**DEMO Accounts**

Customers can set up a demo course(s) and user(s) in their domain. Customer need to include DEMO in both the course and usernames. If a customer would like DEMO users, it is advised to work with the Sales Operations Team to set up a sandbox for clients who want parents and students to test out the platform. This helps avoid confusing demo users and paying customers.

**Setting up and copying Courses within Pearson Connexus**

Below are some helpful resources on MyPearsonTraining (MPT) to assist clients with copying courses. Clients should archive courses at the end of each school year and make new course copies aligning closely to start and end dates of that school year. It is not advised to copy the full course catalog as this can create confusion when it is time to enroll students.

- Copy a course from a School Domain
- Copy a course
- Bulk Copy Courses from the District Domain
- Bulk Copy Courses from the District Domain Import Template
- Course Management Tool

**Enrolling students in Courses within Pearson Connexus**

For resources on enrolling students in courses, please view the links below.

- Enroll Users in Course (Individual and Bulk)
- Enroll Users in Course (Individual and Bulk) Template
● Creating Enrollments Across Child Domains
● License Types for Students

Data and Reporting Services - Reports available to clients within Pearson Connexus

**Gradebook**
This report lists grade information (e.g., scores, failing, passing), time spent, and other summaries related to course activities and categories. Enter the course to specify the scope of the report.
● Learn more about Gradebook Reports.
● Gradebook Reports: Glossary

**Student**
This report lists student performance (i.e., score, learning objective proficiency), self-assessment results (regarding understanding, interest, and effort), time spent, and other important data related to the enrollments. Enter the course or user ID to specify the scope of the report. You can specify multiple dates or a date range to compare historical student data. For example, you might run a report that compares student performance from this week with last month.
NOTE: The performance of this report depends upon the number of enrollments being analyzed and the number of dates selected.
● Learn more about Student Reports.
● Student Reports: Glossary

**Mastery**
This report lists learning objectives and summarizes their mastery for enrollments in the specified entities. Enter the course or domain ID to specify the scope of the report. Provide start- and end-dates if you want results for a specific date range.
● Learn more about Mastery Reports.
● Mastery Reports: Glossary

**User Activity**
This report lists the user logins and time spent in courses for a domain.
● Learn more about User Activity Reports.
Test Analytics
This report shows the item analysis and proficiency details of an assessment.
● Learn more about Test Analytics Reports

Enrollments
The Enrollments Dashboard displays a quick view of student academic performance across all courses. This can be found under the Enrollments icon in the left hand menu. This at a glance view helps guide teachers and administrators in determining next steps by evaluating the data and reaching out to students.

Tabs on the Dashboard
● Performance: Displays an overview of comprehensive scores for all students in courses.
● Pace: Provides an overview of how students are progressing through the course and highlights any students that may be falling behind.
● Objective Mastery: Displays the status of student mastery of course objectives and how students are performing on different lessons. This helps provide teachers and administrators with insight into where students are performing well and where they are struggling.
● Newly Enrolled: Lists students enrolled in courses within the last seven days so teachers can reach out to students who may need help getting started.

Student Enrollment Report
The Student Enrollment Report is on the dashboard and provides a quick snapshot of student courses, start and end dates, student status, teacher, etc. (You must be logged into a specific school domain to pull this report.)

Export as CSV File
Administrators and teachers can use this tool to export student information into Excel including Student Name, Newly Enrolled, Score(%), Last Activity, Course Name, Domain Name, Performance Status, Pace Status, IEP, 504, ELL, NCAA, Other Accommodations, IgnoreTimeLimitOnAssessments, and LimitNumberOnMC.

Course Details Report
This report was created to provide additional course details not visible within the Courses menu, such as public option selection, created date, created by (user ID), modified date, modified by (user ID), etc.
User Details Report

This report was created to provide additional user details not visible within the Users menu, such as date of last password change, first login date, last login date, created date, created by (user ID), modified date, modified by (user ID), and user metadata. The modified information reflects the last change made on the user, not historical changes.

Curriculum

Each course in the curriculum is aligned to state and/or national standards, such as the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), International Association for K–12 Online Learning (iNACOL) standards for online learning, and the International Society for Technology in Education (ISTE). Our assessments follow best practices and are designed to align to many state tests, as well as the next generation assessments that are used to prepare our students for college and careers.

Clients will be provided with a course list in order to set up their program each year. These course lists will vary from client to client depending on their state standards, teacher certification requirements and program requirements. While a client might have been provided with the full catalog, the full catalog all courses might not be available in that state. The Teaching Services team cannot guarantee state certified teachers in all states or for CTE or Sign Language courses in any state.

Review the full Course Catalog for Pearson Connexus in order to see the different types of courses offered. MyPearsonTraining also has guides to further explain the various paths and course codes.

Clients will work with their assigned Program Manager to make sure the correct courses have been imported into their location in Connexus. Pearson Connexus clients will be responsible for copying
their own courses, but the Program Manager will need to guide them to make sure they are choosing the right courses to meet their needs.

**Course Materials**

Students may have materials shipped to them depending on the courses they are enrolled in. The majority of materials are online including most textbooks. **Program Coordinators must include the students' mailing address (not a PO Box) and an email address when enrolling the student or materials will not ship to them.**

Students and Parents can see the list of materials needed for a course by looking in the Course Guide or Course resources at the beginning of each course. Program Coordinators can request a copy of the Materials list with associated ISBNs.

When a student withdraws the fulfillment team will process returns for materials if applicable.

**Course Customization**

Clients have access to customize many aspects of the courses in Pearson Connexus. Pearson OBL is continually incrementally improving courses. If new or existing courses are revised to the point of requiring a new version of the course be copied, that information will be communicated to clients.

In addition, a client should never modify a course or grades for students when a Pearson teacher is the teacher of record for a COT course. The Pearson teacher is responsible for the course and grading the student's work.

If a Program Coordinator would like to modify a course or the grades for students they need to speak to the Program Manager who can review the request with the Teaching Services team.
LiveTutor

LiveTutor provides extra support to students in the four core secondary content areas and elementary students through individual or small group LiveLesson sessions. This service will be listed in the SOW if it has been purchased.

Flyers for LiveTutor are created in each time zone. At the beginning of the school year Program Managers will send the appropriate flyer to their customers.

- 1920 LT Flyer EST.pdf
- 1920 LT Flyer CST.pdf
- 1920 LT Flyer MST.pdf
- 1920 LT Flyer PST.pdf

Third-Party Programs for Instructional Support

Students have access to several programs through the language arts courses including Study Island and Write to Learn. These programs are available to different grade levels and some of them require setup by the Program Manager or a school representative.

Requirements for Students

Hardware and Software Requirements

For the best user experience and highest quality performance, we recommend users access Connexus on a PC or Mac. Connexus is not an approved application for iPads, and the Flash content embedded in some courses makes them incompatible with Chromebooks.
The following supported browsers are recommended for students to record and playback audio:

- Google Chrome (users must enable Flash)
- Mozilla FireFox (users must enable Flash)
- Internet Explorer 11 or newer (most modern browser version strongly recommended)
- Safari (Mac only)

Connexus users should refer to the system requirements for complete software details.

In order to access teacher made Course Resources, students will need to access Google Documents.

**Estimated Time to Complete Lessons**

The amount of time a student spends working in an online course varies by grade level and the number of enrolled courses. Full-time online students in grades K-2 spend approximately 15–30% of their lesson time completing coursework online; middle school students spend about 50–75% of their lesson time online; and, high school students spend about 80–90% of their lesson time working on the computer.

- Time spent working in online courses may vary based on factors outlined in the Statement of Work.
- The availability of printed textbooks varies by state and by course.
- Access to printed versus online texts can greatly impact the amount of time spent online.

**Student Privacy**

Pearson posts the Privacy Policies on the Pearson Connexus Login Page. Each can be viewed by selecting the links.

[Privacy Policy](#)
Family Educational Rights and Privacy Act (FERPA)

Notice Protection of Pupil Rights Amendment (PPRA) Notice

Special Populations

NCAA

Many of Pearson OBL’s high school core and elective courses are approved for meeting NCAA Eligibility Center requirements. Customers may offer its student athletes courses that may be used for NCAA initial eligibility by purchasing a package of services that complies with the requirements for the NCAA Eligibility Center approval of OBL’s courses, and delivering those courses as set forth below.

In order for the Customer to have access to OBL’s NCAA approved courses, the following must be in place:

- The Customer must indicate that the student is NCAA eligible during the enrollment process.
- The courses must be the courses listed on the NCAA website as Connections Learning/OBL approved courses.
- The courses must be delivered through Pearson Connexus by OBL’s Certified Online Teachers.
- NCAA approval of OBL courses is dependent upon both OBL and the Customer abiding by a programmatic structure that adheres to the requirements set forth in the NCAA Guidelines for Pearson Online and Blended Learning Customers.
- If the Customer’s program is not in full compliance with the Requirements, the student’s NCAA eligibility, the Customer’s access to NCAA-approved courses, and OBL’s ability to continue to deliver NCAA-approved courses, may be jeopardized.

OBL takes very seriously both its own and the Customer’s contractual obligations to meet the stated requirements. OBL reserves the right to terminate a contract if it believes that the Customer is violating the terms of this agreement to the degree that it may jeopardize OBL’s NCAA approvals.

In order for OBL to serve a student who is desiring NCAA courses, students must be identified with that designation in the Pearson Connexus platform in their Student Profile.
Customer Notification of IEP/504 Accommodations

Customer Administrators are responsible for noting in each student’s user profile if they have an IEP or Section 504 plan. Details regarding customizations can be entered into the description section for each student. Without this information entered, Pearson OBL cannot and will not provide accommodations. For details regarding how Pearson teachers support designed students see Teaching Services Section of this guide.

Pearson Teaching Services

Mission Statement

The mission of Pearson OBL Academic Services is to actively support customers, schools, and families through listening, assessing, innovative problem-solving and advocacy to achieve their goals and achieve customer satisfaction.

Teaching Services Organization and Roles

Pearson Teacher

Pearson teachers will be assigned the Pearson OBL Certified Online Teacher (COT) - Teacher role within Pearson Connexus courses. Core subject area teachers also staff the LiveTutor program Monday through Friday. This service will be listed in the Statement of Work (SOW) if it has been purchased.
**Pearson Advisor**

Programs enrolling full-time students in grades 6–12 with Pearson teachers will receive an advisor in addition to subject-specific teachers.

Advisors are not state-certified teachers, but collaborate with teachers, students, and caretakers to ensure student success. The Advisor’s role is to:

- Increase student success in courses through an emphasis on quality communications, effective use of data, and accurate documentation of efforts.
- Improve the student and family’s overall online education experience and success through collaboration and coordination with Program Managers and content area teachers.

Advisor responsibilities include:

- Monitoring student participation and performance;
- Helping students navigate the Connexus platform and other Pearson technology; and
- Facilitating communication between the student, and the subject matter teacher(s) as needed.

Full-time students in grades K-5 are not assigned an Advisor, but work closely with their assigned core subject teachers to ensure success.

**Teaching Services Contact Protocol**

Students can contact their assigned teachers within the Pearson Connexus platform using WebMail. Students also have access to teacher phone numbers listed within Connexus. All inquiries to Teaching Services from customer staff or administration should be routed through the program’s assigned Academic Program Manager.

- Pearson OBL Teacher grading of assessments: 2 business days
- Pearson OBL Teacher grading of portfolio items: 5 business days
- Teachers send Welcome WebMail messages within 2-5 business days after the course start date.
- Pearson OBL Teachers and Advisors respond to WebMail messages and phone messages within 1 business day. WebMail messages are logged automatically and Pearson OBL Teachers and Advisors document phone interaction and attempts in the Student Log within Connexus.
- Customers should review the School Year Cycle Timeline before the start of the school year and as important tasks arise.

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<th>Action</th>
<th>Enrollment type</th>
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<td>First 2-5 days of Student Enrollment</td>
<td>Send Welcome WebMail messages</td>
<td>First 7 days of Student Enrollment</td>
<td>Send Welcome WebMail messages</td>
</tr>
<tr>
<td>After 21 Days</td>
<td>Synchronous &amp; asynchronous student support</td>
<td>First 7 days</td>
<td>Welcome Calls - Early student engagement</td>
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<tr>
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<td>Synchronous support focusing on any assessment redos</td>
<td>After 30 days</td>
<td>Synchronous student contact for engagement support</td>
</tr>
<tr>
<td>After 21 Days</td>
<td>Moving student to complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entire Month</td>
<td>Grading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Requirements for having and Advisor
### Teacher Calendar

The table below indicates key dates and holidays during the 2019-2020 school year. Teachers are not available during the holidays and breaks listed below.

**NOTE:** This calendar may not reflect your own Vacation or Holiday calendar.

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day for Teachers</td>
<td>August 1, 2019</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 2, 2019</td>
</tr>
<tr>
<td>Columbus Day</td>
<td>October 11-14, 2019</td>
</tr>
<tr>
<td>Veterans’ Day</td>
<td>November 11, 2019</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 27-29, 2019</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 23, 2019 - January 2, 2020</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>January 20, 2020</td>
</tr>
<tr>
<td>Presidents’ Day</td>
<td>February 14-17, 2020</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Spring Equinox</td>
<td>March 10, 2020</td>
</tr>
<tr>
<td>Spring Break</td>
<td>April 10-13, 2020</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 22-25, 2020</td>
</tr>
<tr>
<td>Last Day for Students</td>
<td>June 19, 2020</td>
</tr>
<tr>
<td>Last Day for Teachers</td>
<td>June 24, 2020</td>
</tr>
</tbody>
</table>

**Key Student Dates**

The table below displays dates to keep in mind when scheduling and enrolling students in courses staffed with Pearson Teachers.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earliest possible start date for students served by a Pearson teacher</td>
<td>August 1, 2019</td>
</tr>
<tr>
<td>Course end date for students who need a final grade or course marked complete prior to winter break (December 23, 2019 - January 2, 2020).</td>
<td>December 13, 2019</td>
</tr>
<tr>
<td>Last possible course end date for a student served by a Pearson teacher for 2019-2020.</td>
<td>June 19, 2020</td>
</tr>
</tbody>
</table>
Pearson Teacher Certification and Course Assignment

Pearson Teacher Certification

When included in a customer’s Statement of Work (SOW), Pearson Teaching Services provides state-specific certified teachers to teach course offerings (excluding Sign Language and Career and Technical Education (CTE) courses) in the states listed below:

Alabama (AL), Arkansas (AR), California (CA) Florida (FL), Georgia (GA), Indiana (IN) Massachusetts (MA), Michigan (MI), Minnesota (MN), Missouri (MO), Mississippi (MS), Ohio (OH), Oklahoma (OK), Oregon (OR), Pennsylvania (PA), South Carolina (SC), Tennessee (TN), Texas (TX), Virginia (VA), Washington (WA), and Wisconsin (WI)

Please communicate your specific program needs to your program manager at the start of each academic school year.

Pearson Teacher Course Assignment

Teaching Services will assign a teacher to courses with active students within two business days of a student being enrolled. Teacher type must be selected to identify the courses that need a Pearson teacher. These settings can be found in the New Semester Procedures in My Pearson Training.

Pearson Teacher Course Assignment Changes

While Teaching Services attempts to minimize any disruptions to students' learning, a need may arise that requires a change to the teacher assigned to a course. If this occurs, Teaching Services will notify a customer’s Pearson Academic Program Manager who will relay the information to the customer. When the new teacher is added or changed within a course, he or she will send a WebMail message to the affected students to introduce himself or herself.
Pearson Teacher Credentialing

Pearson teachers are always licensed to teach the content area they are assigned to, however we cannot always guarantee they are licensed in each state that they have students from. Some clients require teachers to be licensed in their state. It is important that you let your program manager know your requirements regarding teacher licensure.

If your program has specific reporting needs related to teacher licensure, please let your program manager know what information is required and when it is needed. Your program manager will work with Teaching Services and Business Compliance Services to provide this information to you through a secure communication to protect Personally Identifiable Information.

Pearson Teacher Responsibilities

Pearson Teachers are credentialed, state-certified* teachers who implement the Pearson Student Support Model and:

- provide direct instruction that is teacher-initiated or in response to student-initiated questions
- respond to WebMail messages and telephone calls
- moderate course discussions
- grade assignments, provide grading feedback, and assign final grades
- host LiveLesson® sessions and provide recordings
- follow protocols for synchronous communication and support related to student progress monitoring
- are the teacher of record for the course in which they are sectioned

*State-certified teachers are only available in specific states and per the SOW. Contact the Sales team for details.
LiveLesson Sessions

The purpose of LiveLesson sessions is to facilitate learning experiences for students and to provide enrichment beyond the content within our online lessons. LiveLesson sessions are a highly effective way to address a wide range of student intervention and enrichment needs, including but not limited to:

- One-on-one or small group tutoring
- Literature discussions
- Facilitation of cross-curricular connections
- Opportunities to demonstrate mastery in a variety of ways
- Differentiated learning activities for struggling students
- Participation in activities that promote real-world application of skills
- Unit test preparation and review for end-of-course exams
- Collaborative learning experiences with peers
- Language practice opportunities for world language courses
- Building relationships and developing the rapport and study skills needed to foster learning in an online environment

LiveLesson sessions covering specific topics will be scheduled twice each week for core content area courses (Math, Science, Social Studies, and Language Arts), and will be taught by a content area expert who may or may not be the assigned Teacher of Record. This will allow students to have multiple opportunities to attend valuable real-time instruction. Student pacing and course schedules vary for students. For this reason, the standard LiveLesson schedule may not fully synchronize to a student’s course work. Students should consult their teacher if they find themselves out of pace with the LiveLesson topics being offered by their teachers.
The frequency of scheduled LiveLesson sessions for elective courses will vary by course. LiveLesson sessions are not required for students and are not graded, with the exception of Gifted and Talented Literature Study LiveLessons which are required and graded. A LiveLesson® session schedule for each course will be provided.

The LiveLesson model will facilitate learning opportunities for students by providing:

1. Dedicated access to credentialed content area teachers who are focused on creating and delivering high-quality learning experiences.

2. Flexibility for students with multiple opportunities to view the same LL session rather than being limited to a single day and time.

3. Increased interaction and engagement with teachers of record who will continue to support students through the use of WebMail communication, small group sessions, LiveTutor sessions, office hours, and phone calls.

4. More focused opportunities for struggling students to receive differentiated support and instruction on an individual basis, or in small groups.

The LiveLesson delivery model builds on our dedication to providing students with high quality virtual instruction by offering greater flexibility for students, providing individualized support, and continuing to ensure that all students have regular access to a content area expert.

**Student Participation**

**Course Pacing and Participation**

Students enrolled in a course taught by a Pearson OBL teacher must meet all requirements for completing lessons as set forth by their program, school district, or state. It is the responsibility of the program to take action when a student is not in compliance with any mandated attendance or participation requirements. Although there is more flexibility in the Pearson taught courses than in a traditional school setting with regard to instructional time and pace, students are still expected to maintain a pace that will allow them to complete their course by the course end date. All students
should complete assigned lessons as scheduled and submit specified assessments on or before the due dates. If an individual student is granted an extension in a course, it is the Program’s responsibility to notify the student of the extension and advise the student to contact the teacher to make a plan for success.

**Student Pacing Status and Identification**

When programs purchase COT Services, teachers and advisors regularly monitor student pacing of lesson completion. If students fall behind in their work, Pearson Connexus provides real-time student performance and pacing data points to the teacher and/or advisor to trigger an intervention. Pearson Connexus provides a visual indicator for the student, Observer, Pearson Advisor (if assigned), and Pearson teacher to show if the student is at risk of not completing the course successfully in the allotted time frame. Every student is categorized into one of three status levels in Pearson Connexus and displayed on the Dashboard:

1. **On Schedule (Green Circle):** student has submitted all gradable items on time, or less than 10% of the gradable items in the course are past due.

2. **Falling Behind (Yellow Circle):** student has 10% or more gradable items past due in a course.

3. **Behind (Red Circle):** student has 30% or more gradable items past due in a course.

Student performance data is reviewed each week. The Teacher and Advisor Initiated Interventions section of the Student Support Model outlines the steps teachers take to provide students with intervention when needed.

Customers may view student status at any time on their Pearson Connexus Academic Dashboard. It is the responsibility of the customer to take action as permitted and/or required by state law, including referral to appropriate agencies for truancy.
Communication Systems

Connexus contains several secure mechanisms for students and Pearson staff members to communicate with one another. Because Connexus is a closed system, no communication can be sent to a user from an account outside of Connexus.

Synchronous Communication

Support provided through synchronous contact, or real-time interaction, is typically a one-on-one or small group conversation between a teacher and a student accomplished via telephone or LiveLesson session. During these meetings, teachers provide instruction, assessment, or facilitate other learning activities.

Synchronous support must include a two-way, real-time exchange of information, and can also be achieved through small group work. All synchronous support is logged immediately after the interaction within Pearson Connexus and includes details about the interaction. Customers with appropriate permissions are able to reference student Logs at any time within Pearson Connexus.

Communication Expectations for Pearson Teachers

The table below outlines asynchronous and synchronous communication responsibilities for Pearson teachers.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Turnaround Time Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to student or caretaker WebMail messages or phone calls</td>
<td>Within one business day</td>
</tr>
<tr>
<td>Sending Welcome WebMail messages to students</td>
<td>Within two to five business days of course or student start date</td>
</tr>
</tbody>
</table>
Curriculum-Based Assessments (CBAs)
One per semester in designated courses (e.g. core content, foreign language, and AP courses.)

Ongoing Student Contact
Pearson teachers review weekly performance data to prioritize students to contact

Program Communication with Teachers
The Program Manager is the single point of contact with the customer. The Program Manager will relay all information directly to the teachers.

Pearson Assessment Policies
Courses are made up of lessons, which are grouped into units. Within each unit are quizzes and other objective assessments. At the end of each unit, there is an assessment to gauge student understanding of material from the entire unit. At the end of most courses, the last unit test is cumulative over the entire course and serves as a final exam.

Assessment Completion
Students who enroll after the course start date may qualify for having lessons hidden and/or assessments excused when requested by the Program or when the student demonstrates mastery of course concepts synchronously with the Pearson teacher.

Generally, teachers do not excuse more than 20% of the assessments in a course. However, exceptions may be made, by Program or District Coordinators, for students who enroll late, for those enrolled in credit recovery courses, and for special requests made by the program to excuse and hide more than 20% of the course. Requests for modifications from Program/District Coordinators
will be documented in the student's Log and should be relayed to the teacher by the Pearson Academic Program Manager.

Content removed from a course by hiding lessons may still appear on the cumulative assessments.

Providing Alternative/Custom Assessments

If students require additional opportunities to demonstrate mastery of concepts or need to recover assessment grades, teachers may use their discretion to provide alternative or custom assessments that match the original assessment objectives but vary in assessment type or format. Justification for alternative assessments must be provided in the student/section Log and copies of the scored assessments must be sent to the student via WebMail message. Original submissions of work will not be deleted from Pearson Connexus. When teachers update a student’s score in the Gradebook, they will include the date of the update and a brief reason for the change in score.

Assessment Retake Policy

Pearson teachers use the following retake/correction policy, along with their professional discretion, as a guide for helping students learn and achieve success. Students should consult the course information in the Course Resources Folder to view specific policies pertaining to their courses.

Homework, Practice, and Portfolio item assessments can be corrected/resubmitted, after synchronous or asynchronous consultation with a teacher, for a maximum of three attempts per assessment (including original submission). Additional correction opportunities are based on teacher discretion. Students cannot retake tests, quizzes, or quick checks; however, students may work with teachers to earn back additional points. This policy will be followed unless otherwise specified by the Academic Program Management team or noted in the Program Guide.

Strategies to Support Student Mastery

Our shared goal is student mastery of course material. As students move through the course, teachers may employ the following strategies to ensure students have mastered course material and arrive at the end of the course with a passing grade:
1. After receiving constructive feedback, subjective assessments (i.e., portfolio items, essays, short answer questions, lab reports, PE logs) can be re-submitted (when the teacher selects allow retry) for a maximum of two additional attempts to improve the original submission. Teachers should include a note in the grading feedback area.

2. Students who fail a unit test (not applicable for midterms or final exams) may initiate contact with their Pearson teachers to inquire about additional opportunities to demonstrate mastery and earn credit. One option is to complete a concept-driven Curriculum-based Assessment (CBA). Teachers can administer CBAs via LiveLesson or phone call to evaluate student mastery and assign points in an associated assessment item for credit. Another option is for students to review teacher-prompted study materials that address learning gaps, and then complete an alternative assessment. The alternative/custom assessment may be a written assignment or it may be conducted via LiveLesson or phone. CBAs are not, by themselves, graded assessments included in a students gradebook.

3. Teachers generally do not reset objective assessment items. There are three exceptions to this policy:
   a. Confirmed technical issues (parent/student has contacted support and it is reflected in the student Log).
      i. Accommodations listed in a student’s IEP/504 Plan.

   Any assessment resets must be documented in the Log.

4. Unless otherwise notified by the program teachers may excuse and hide up to 20% of course content on an individual student basis, if warranted. However, reduction of course content does not apply to students who are NCAA eligible.

Assessments Within the Curriculum

As they progress through their courses, students will engage in many different types of formal and informal assessments. All assessment types found in courses are described in the Pearson Assessment Types guide, though not all courses or grade levels will contain all of these assessment types. Note also that some assessment types count more heavily towards the student’s final course grade than others. For example, the grade a student earns on a Unit Test or Portfolio has a bigger
impact on the student’s final grade than a Quiz does. Additionally, grade weights vary by course. Students are able to view grade weights as they are posted via course landing page.

**Informal Evaluations through CBAs**

While informal evaluations occur within the curriculum, teachers may also use a number of tools to gauge the student’s mastery of the material. These evaluations provide valuable feedback to teachers and Caretakers/Observers about the student’s areas of strength and areas needing additional support or intervention. Informal evaluations may occur in LiveLesson sessions for students through poll pods, discussion, or other interactive methods.

Curriculum-Based Assessments are the most common informal assessment method teachers use with students. While students are not graded on CBAs, teachers will reach out to students when a CBA is appropriate, and students are expected to respond to teachers. If students fail to respond to a teacher’s effort to complete a CBA, the teacher will have limited knowledge about how to best assist and support the student.

Curriculum-Based Assessments are synchronous, or real-time, communications between the student and the teacher to gather formative information on students’ understanding of concepts. Teachers conduct two types of CBAs: verified curriculum-based assessment (VCBA) and diagnostic curriculum-based assessment (DCBA).

- **VCBAs** are used to confirm student comprehension of concepts previously assessed and graded as successfully completed with scores of B or higher.

- **VCBAs** are informal phone conversations or individual or small group LiveLesson sessions with the student in which the teacher asks a variety of questions about recently completed assignments to verify that the student has 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 solving a set of mathematical 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 phone
calls and LiveLesson and are targeted toward students who receive a C or lower on an assessment or have an overall GPA of less than B.

**Grading**

Students enrolled in Pearson courses will receive a final course grade from their Pearson teacher in Pearson Connexus. The student’s official transcript will be maintained by their school/program. Only the assigned Pearson teacher is permitted to enter the final grade for the student’s course within Pearson Connexus.

Programs may add weighting for Advanced Placement or Honors courses to these grades, based on their own policies, when transferring completed grades into the student’s official transcript outside of the Pearson Connexus platform.

Customers have the ability to customize their grading scale to meet state, district, or program needs. Pearson will use the grading scale established by the program and Pearson teachers will clearly display the grading scale on the course landing page for students to view.

At the end of a session, final grades may be edited to change the weights of items on the final calculation, or to include additional activities in the final grade. At the end of a course enrollment term, teachers will update the enrollment status to complete when all assessments are graded signifying that the student grade is finalized.

**Final Grades in Pearson Connexus**

When a student’s course enrollment reaches its end date, teachers will finalize the student’s grade within five business days of the end date by doing the following:

- complete all grading
- enter zeros for any incomplete assessments
- mark the student’s enrollment “Complete”
Any special requests regarding an expedited turnaround time must be communicated to Academic Program Managers at least 10 days prior to the end date.

Following the last student end date, as shown on the Pearson Teacher Calendar, Pearson teachers will finalize any remaining student grades within five business days. This includes any student, enrolled in a course with a Pearson Teacher, who has a course end date which occurs later than the last student end date.

The Performance Page Gradebook

The Performance allows students and Observers to view a number of performance related data. Users can access student Gradebook from this page. The student Gradebook displays auto-scored assessment items and scored written work (grades posted by teachers after work is evaluated). The Pearson Connexus Performance page is available to Observers and students 24 hours a day, seven days a week (excluding regularly scheduled maintenance) and always reflects the student’s current status in each course in which s/he is enrolled. The Performance page will display the overall grade in each course, grades on assessments within each course, and the number and percentage of assessments and activities the student has completed.

Pearson teachers will provide timely feedback to students on all assessment types. Objective assessments (tests, quizzes) will be graded within two business days of submission. Portfolios, alternate assessments, and assessment resubmissions will be graded within five business days.

Curriculum and Courses

Programs are responsible for setting up courses prior to Pearson assigning teachers. It is essential that courses are setup correctly in order for Pearson to assign a teacher. Customers should use the New Semester Procedures document to ensure that their sections are set up correctly.
Course Modifications

Customers enrolling students in Pearson Teacher courses should not modify or change course content or assessments. The information below provides details on how Pearson teachers may modify courses they teach in Pearson Connexus.

Course Resources

Students have access to Course Resources for each course via the Course Resources folder in the course tree. Teachers regularly update and maintain this folder with links to resources for students. Course Resources documents are housed in Pearson Connexus. Students must have the functionality to open .rtf and .pdf files to access these resources.

Teaching Services Initiated Course Modifications

Pearson teachers may initiate course modifications for the following reasons:

- to implement student accommodations in accordance with program-supplied documentation for students with IEPs or Section 504 Plans
- to satisfy a program request to reduce or adjust course content for late-enrolled students
- to better personalize the academic experience for students who demonstrate mastery of key course objectives or to meet the needs of learners who require modified course/activity objectives

Teacher-initiated course modifications must be documented in the student Log with a detailed and academically-focused explanation. Pearson teachers, who are highly-qualified educators and trained content area experts, may use their discretion to alter lessons and/or assessments to verify student mastery. Course changes can be made for individual students, groups of students, or for the entire course as needed. With the exception of IEP/504 accommodations, students who are eligible for NCAA may not receive individual course modifications, alternative assessments, or instructional resources that are not available for all students in the same course.
Program Initiated Course Modifications

If a program wishes to modify a course taught by a Pearson teacher, a request should be sent to the assigned Pearson Academic Program Manager who will consult with Teaching Services. The consultation with Teaching Services is imperative to ensure accreditation compliance with NCAA, state, and other agencies as well as the integrity of the course itself. All requests will be thoroughly vetted and considered. If a course modification request cannot be granted, Teaching Services will provide the rationale. Only Pearson teachers will be permitted to make the approved modification to the course.

Exceptional Students

Pearson teachers are equipped to implement virtual modifications and accommodations to students. Specifically, Pearson teachers are able to modify or adapt assessments, instructional approach, and/or lesson presentation to meet students’ IEP/504 plans supplied by the Customer as is reasonably afforded within Pearson Connexus. Modification requirements and accommodations must be included in the student’s profile prior to any implementation from Teaching Services. It is recommended that the student’s IEP be uploaded into Pearson Connexus for the Pearson teacher to review. The most common accommodations and modifications include the following:

- Assessment retakes after reteach with the Pearson teacher
- Assessment corrections
- Reduction of Academic Task Size
- Extended Time on Assignments
- One-on-One Instruction
- Modification or Alternative Versions of Academic Tasks
- Assessment Modifications
- Compatibility with Text-to-Speech Software
Pearson Teacher Participation in the IEP Process

Requests for Teacher Input on IEP or 504 Plans

Programs often need content area teachers to provide information about student progress as documented in the student's IEP. Programs must send requests for any progress update information to their assigned Pearson Academic Program Manager. The Pearson Academic Program Manager will then communicate with Teaching Services.

Programs can expect responses to be returned after five business days of Teaching Services receiving the request. Unless otherwise arranged, Teaching Services will provide responses to the questions listed on the Teacher Feedback Form for Exceptional Students.

Participation in IEP or 504 Meetings

When Pearson teachers are approved to attend IEP or 504 meetings, they will be prepared to contribute to the discussion. There will be a Program Manager or Teacher Manager present when teachers participate in IEP meetings. Participation in IEP and 504 meetings will be documented immediately by the Pearson teacher after the meeting ends.

Academic Integrity

When enrolled in a course with a Pearson teacher, students are expected to adhere to the Pearson Student Honor Code. The customer and Pearson are responsible for supplying the Pearson Student Honor Code to students. If a student violates the Pearson Student Honor Code, Pearson teachers will consult the appropriate Academic Dishonesty Policy (i.e. a district or program policy, or the Pearson policy). As outlined under Required Program Information, programs or districts must provide a copy of their academic integrity policy if they choose for Pearson to implement that policy.
Pearson Honor Code Infractions and Procedures

Demonstrating academic integrity and upholding the Honor Code is an expectation of every student. Pearson teachers are encouraged to use plagiarism detection software for written responses such as essays, portfolios, and discussions when plagiarism and/or cheating are suspected. If a Pearson teacher detects a violation of the Honor Code on an assessment (i.e. test, quiz, discussion, lab, essay, or any other portfolio assignment), he or she will notify the student and caretaker by WebMail. All instances of cheating will be documented and shared with the Program Manager, and WebMail messages will be documented in the Pearson Connexus Student Activity Tracker. It is the responsibility of the program or district to take any disciplinary action in addition to what is listed below, once notified by Pearson. Repeated offenses could result in additional disciplinary action taken by the student’s local program or district, and could result in removal from the course if determined by the program or district.

A student forfeits the opportunity to regain full or partial credit on any Honor Code violations if the course has ended. The client may consult the Program Manager to discuss opportunities for extensions.

First Offense

The first time a student is determined to have plagiarized or cheated, the student will receive a grade of zero for the assessment temporarily, and a WebMail message from the teacher outlining the offense and the steps the student can take next to regain credit. Once the student shows understanding of plagiarism, cheating, and the subject matter, the student may regain up to full credit by resubmitting the assessment or equivalent. If a student’s first Honor Code violation occurs on a final exam, the student will receive a zero for the questions related to the violation and not be able to revise any of the work that had the violation.

Second Offense

The second time a student is determined to have plagiarized or cheated, he/she will receive a grade of zero for the entire assessment and a WebMail message from the teacher outlining the offense, and steps that the student can take to regain credit. The student must arrange a time to meet with
the teacher synchronously to review and show understanding of the Honor Code and subject matter. Once the student demonstrates understanding, the student may regain partial credit, up to 50% of the assignment’s total score. If a student’s second Honor Code violation occurs on a final exam, the student will receive a 50% reduction of their total test score and not be able to revise any of the work that had the violation. For example, if the student earned 80% on the final, including a zero for the question(s) in concern, the student receives a score of 40% for the final.

**Third and Subsequent Offenses**

The third time a student is determined to have plagiarized or cheated, he/she will receive a zero and will not have the opportunity to redo the question/assignment. If a student’s third or subsequent Honor Code violation occurs on a final exam, the student will receive a zero for the full test and not be able to revise any of the work that had the violation. Such repeated offenses of academic dishonesty by a student may result in a recommendation by Pearson that the student be considered a repeat violator of program or district policy. The program or district will be responsible for addressing this violation.

**Conflict Resolution**

Pearson Teaching Services strives to provide exceptional customer service by ensuring that students, parents, and the customer have a clear path to follow when challenges arise with a Pearson teacher. If a customer receives a complaint about a Pearson teacher from either a student or parent, the customer should notify their Pearson Academic Program Manager. The Pearson Academic Program Manager will work with Pearson Teaching Services to investigate the complaint and find a resolution.

**Student Conduct**

*Note: Any reference to “bullying” includes cyberbullying, whether or not specifically stated.*

It is the policy of Pearson Teaching Services that all students and employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. The policy below
reflects Pearson’s standard policy and expectations. However, this policy may be amended as needed to reflect specific program or district partner policies.

Definitions

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.

Bullying (includes cyberbullying) – systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation; and may involve but is not limited to:

1. Teasing
2. Social Exclusion
3. Threat
4. Intimidation
5. Stalking
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public or private humiliation
10. Destruction of property

Cyberbullying – bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or
the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Harassment – any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits; or
3. Has the effect of substantially disrupting the orderly operation of a school.

Bullying and harassment also encompasses:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
   a. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system
   b. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment

Cyberstalking – to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
Hazing – the use of rituals 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.

Pearson expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and staff, the educational purpose underlying all Pearson activities.

Pearson believes that standards for student behavior must be set cooperatively through interaction among the students, caretakers, staff, and program or district members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for Pearson on the part of students, and staff. Because students learn by example, Pearson staff, and program or district administration, will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.

Pearson upholds that bullying or harassment of any student or Pearson employee is prohibited:

A. During any education program or activity conducted by a public K-12 educational institution;
B. During any school-related or school-sponsored program or activity;
C. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 education institution within the scope of the school, meaning regardless of ownership, any computer, computer system, or
computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or

D. Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school, if the bullying substantially interferes with or limits the victim’s ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or the orderly operation of a school.

E. The above section (D) does not require a school to staff or monitor any non-school-related activity, function, or program.

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action. Pearson will notify programs or districts of any violation. Consequences for any infraction are the responsibility of the program or district. Pearson expects that districts and programs will take appropriate remedial action for students who commit acts of bullying or harassment.

Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment may be disciplined in accordance Pearson policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator’s state issued certificate.

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).

Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral
interventions up to and including suspension or expulsion, as outlined in this Supplement. Consequences and appropriate remedial action for a school employee found to have wrongfully and intentionally accused another as a means of bullying or harassment may be disciplined in accordance with Pearson policies, procedures, and agreements. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Complaints

The Director of Teaching Services or a designee is responsible for receiving complaints alleging violations of this policy. All Pearson staff are required to report alleged violations of this policy to the Director of Teaching Services or designee. Students and caretakers, are encouraged to report any act that may be a violation of this policy to a Pearson staff member or program or district representative.

Pearson will report all reported incidents to the program or district coordinator through the Pearson Academic Program Manager. Likewise program or district coordinators should communicate concerns of any violation involving Pearson staff through the Academic Program Manager. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter’s future employment, grades, learning or working environment, or work assignments.

Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s). Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Student Discipline

All students enrolled in Pearson courses are expected to conduct themselves in accordance with the policies set by their school and the Pearson codes of conduct set forth in this Handbook. Caretakers are expected to cooperate with school staff in reinforcing this conduct with their students. When
student conduct expectations are violated, Pearson will work with the customer to implement the disciplinary measures reflected in this document. Pearson students are also guaranteed due process as required by the 14th Amendment to the United States Constitution.

**Discipline Measures**

There are three levels of disciplinary measures used by Pearson in the absence of a clear disciplinary process provided by the customer: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

1. **Warning**

Students who receive warnings from Pearson have documented communication with their Caretaker(s) and a Pearson staff member. The incident is formally documented in writing and becomes part of the student’s Pearson record. Students do not have a disruption in schooling and are not removed from any course.

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 recommended to the customer for suspension, he or she will be temporarily restricted from accessing Pearson Connexus once the approval is given by the customer. The length of a suspension is determined by the customer and the Pearson Director of Teaching Services or their representative (up to 10 days at a time). A suspension is documented in writing and becomes part of a student’s permanent Pearson record.

During a period of suspension as defined by the customer and Pearson Director, a student’s permission to log on to and/or use parts of Pearson Connexus is restricted. Student access to course content, assessments, WebMail, the landing pages, and/or all of Pearson Connexus may be revoked. In such cases where the student’s access is completely revoked, the Caretaker is
responsible for logging on to Pearson 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 a recommendation for 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, transmitting 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.

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 Pearson’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 Pearson 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 Pearson of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the Pearson would 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 recommendations for disciplinary action, including suspension. Repeated violation of any disciplinary issues.

3. Expulsion

When a student is expelled, he or she is separated from Pearson for an extended period of time, or permanently, for disciplinary reasons. An expulsion is documented in writing and becomes part of a student’s Pearson permanent record.

Violations that may lead to recommendations for 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. Recommendations for suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

Grievance Policy

Pearson is committed to ensuring customer satisfaction, and takes its responsibilities for the provision of educational services to each student very seriously.

These responsibilities are set forth in the customer Scope of Work and the Pearson Handbook. Pearson Teaching Services will also ensure students adhere to their responsibilities stated in this
Handbook, and when necessary, recommend disciplinary action to the customer.

Caretaker Grievance and Resolution

If a Caretaker has concerns with Pearson’s action or performance on any of the above-defined responsibilities or disciplinary actions, he or she has the following recourse options available:

For routine issues or for a first attempt at redress, call or send a WebMail message to the student’s teacher.

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.

Grievance Process

1. A Caretaker with the grievance must report the dissatisfaction in writing, and submit it to the student’s teacher or the customer, (or other appropriate Pearson staff member, as necessary). If the grievance is submitted to the customer, the Academic Program Manager will provide it to Teaching Services. All parties involved must be appropriately defined, and the concern must be clearly outlined.

2. The recipient of the grievance must review the concern with his or her supervisor and respond to the Caretaker within three (3) school days.

3. If the original recipient did not resolve the grievance, the Caretaker should request a meeting with the customer and the recipient’s supervisor and notify the customer. The supervisor should investigate the matter, and schedule a meeting with the Caretaker, the student, if necessary, and any other staff member, the customer, if necessary, within five (5) school days.

4. If the school has not been able to address the Caretaker’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 Caretaker can contact the Customer for further recourse.
Training and Internal Support

Program Managers must work successfully with many internal teams to deliver clients with the support and services they need to be successful. Below is a list of a few of the teams Program Managers work with most frequently and how you work collaboratively on common tasks.

If a client needs extra assistance from an Academic Program Manager or anyone with Pearson OBL, other than a trainer who is set up at the time of purchasing training services, the customer administrator will be responsible for creating that individual in their domain and granting the appropriate role. Customer administrators are responsible for inactivating all users they create.

**ATSS (Academic Training and Support Services) Training**

Training specialist and Education specialist from ATSS work to provide internal and external teams with training and support for Connexus and Pearson Connexus. Program Managers work closely with the Education specialist to communicate and meet client training needs.

- Coordinating client training for Pearson Connexus: Michelle Freda
- Internal training for Pearson Connexus: Augie Maldonado

**School Support Help Desk**

The School Support Help Desk provides efficient and comprehensive support for the Pearson Connexus platform, for Teachers, Administrators and Staff. This should be the first point of contact for questions related to Pearson Connexus.
The Help Desk staff is available by calling 844-597-3224, weekdays, from 8am to 8pm EST.

The Help Desk can assist with the following:

- Curriculum
- Functionality
- General How-Tos
- LiveLesson® accounts
- Permissions/Roles
- Reports
- Creating and Managing Courses

**Student Support Help Desk**

The Student Support Help Desk is available to students and caretakers to provide them with technical support.

The Student Support Help Desk staff is available by calling 844-597-3224, weekdays, from 9am to 9pm EST.

**My Pearson Training (MPT)**

Every administrator and teacher in your district will have access to My Pearson Training, a one-stop training site to help you make the most of our versatile Connexus® EMS platform. You’ll find dozens of resources including tutorials, webinars, user guides, and training materials. Access to MPT for Pearson Connexus can be found through the briefcase icon from the main toolbar. Access to MPT for Connexus can be found from the Links section on your Teacher Home Page.
Pearson Connexus Help

Students, clients, EMs/Program Managers, and Pearson OBL staff have access to Pearson Connexus Help within the platform to view additional information tailored to their level of access. To access help click on the “?” icon on the platform. The search feature allows you to research a particular issue or you can select one of the bullet points on each page.

- Pearson Connexus Help
- Pearson Connexus Help for Teachers and Administrators

Agilix

Agilix Help Center houses technical help resources that can help you understand how features and reports work in the Agilix platform which is the basis for our Pearson Connexus. These are for internal use only and should not be shared with clients.

Technical Support

Staff, students and caretakers have access to technical assistance via a toll free phone number and email address. Connexus users can find the contact information via Help within Connexus and Pearson Connexus.

Family Support

Students and Observers do not need advanced computer skills to be successful in Pearson courses. Programs can grant caretakers and parents the Observer role, which provides access to the Pearson Family 411 program. On this family resource center, caretakers will find helpful learning tools, such as the following:

- Orientations
- Interactive tutorials
- How-to guides
Technical support is available to all users via toll-free phone, email pcxsupport@pearson.com, and a searchable online help system within the Pearson Connexus platform.

The Technical Support team is available from 9:00 a.m. to 6:00 p.m. Eastern Time at 1-844-597-3224. Outside of those hours, users can leave a voicemail and will receive a return phone call.

**Customer Staff Support**

In addition to the resources above, teachers and administrators can access training guides and how-to videos through a secure site called My Pearson Training (MPT), also linked within the Pearson Connexus platform.

**Student Privacy**

Pearson’s Privacy Policy, Family Educational Rights and Privacy Act (FERPA) Notice, and Protection of Pupil Rights Amendment (PPRA) Notice are found by clicking the applicable links found on the Pearson Connexus login page.

**Appendix 1: Florida VIP Provider Policies**

**Florida VIP Approved Provider Status and Requirements**

Connections Education of Florida, LLC (“CE of FL”), a division of the global learning company Pearson, is an approved Virtual Instruction Program (VIP) provider in Florida. The Florida state statute governing virtual providers lists the legal requirements for all providers. As an approved provider, Connections Education of Florida, LLC complies with these requirements, including but not limited to maintaining a website listing the required Disclosures.
This appendix to the Pearson Customer Handbook for Teaching Services serves to document the Florida-specific requirements for CE of FL’s District VIP partnerships. If any policy in the main portion of this Handbook appears to conflict with any of the Florida policies in this Appendix, the policy in the Appendix shall be considered the effective policy for Florida.

In addition to the expectations outlined in the Handbook and this Appendix, Florida customers may request to have special programmatic requests included in their SOW or contract. The Florida Academic Program Manager will work closely with District VIP partners to ensure that all contractual and compliance obligations are met.

**Contact Information**

**Connections Education of Florida, LLC District VIP Provider Administrator:**

April Greeson  
april.greeson@pearson.com  
Phone: 561-444-8048

**Mailing Address:**

2145 Metrocenter Blvd.  
Suite 400  
Orlando, FL 32835

Contact information for tech support, teachers, etc. is found in the main portion of this Handbook.

**Anti-Discrimination and Non-Sectarian Policies**

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 Pearson 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 partner school or program operates.

This 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 Americans with Disabilities Act of 1990, as amended (ADA), the Age Discrimination Act of 1975, and the Individuals with Disabilities Education Act of 2004 (IDEA).

Both Pearson and Connections Education of Florida, LLC are non-sectarian, are not affiliated with any religious or political groups, and comply with Section 1000.05 Florida statues.

Customers should file all complaint and concerns regarding employee performance and potential issues regarding discrimination with their assigned CE of FL Academic Program Manager.

**Florida Approved Courses**

CE of FL will only offer courses currently approved in Florida, either through the provider approval application renewal submitted every three years to the Florida Department of Education, or as added by CE of FL under the Provider Assurances. All courses offered comply with the Florida Assurances, including alignment to Florida’s currently adopted state standards under s. 1003.41 and conformance to level A of WCAG 2.0.

A list of courses currently available for the next school year will be provided annually to District VIP partners by the last business day in October. **This October list is subject to change**; while CE of FL hopes to add to the list most years, some currently approved courses may need to be removed from the list prior to the start of the next school year. Therefore, at least one (1) month prior to the start of the new school year, District VIP partners should confirm with their CE of FL Academic Program Manager what approved courses are available for the upcoming school year.

**Roles and Responsibilities**

Student and Teacher roles and responsibilities are provided in the main portion of this Handbook.
Parent/Caretaker Roles and Responsibilities

CE of FL uses the term “Caretaker” to refer to the student’s parent(s) and/or legal guardian(s). The Caretaker has full and final responsibility for the child’s education and educational decision-making, and therefore must be available to both the District VIP partner and the CE of FL teacher(s) as needed (generally during regular school hours) for discussions related to the student’s educational and other program-related needs. At minimum, the Caretaker must be available for the monthly phone contact with their student’s teacher(s). All Caretakers are automatically given Caretaker access in CE of FL’s proprietary education management system (Connexus) so they can provide oversight and assistance to their student(s) as appropriate, and to see their student’s work and grades in Connexus.

Advisors

CE of FL’s District VIP partners may elect to have an Advisor assigned to their program(s) in addition to teachers. Advisor roles and responsibilities are described in the main portion of this Handbook (See “Pearson Advisor”).

ESOL-Endorsed Teachers

CE of FL will provide the District VIP partner an ESOL-endorsed teacher for students requiring ESOL education, if those students are identified by the district and the need for an ESOL-endorsed teacher is communicated in writing to CE of FL.

Additional Staff Provided by Connections Education of Florida

CE of FL will not provide additional human resources beyond the ESOL-endorsed Teacher, Administrator, and Advisor roles described in this Handbook and Appendix unless clearly and separately specified in the SOW or contract between CE of FL and the District VIP partner.
**Student, Parent, and Teacher Contact Requirements**

Students will have regular, ongoing contact with their CE of FL teacher through a combination of phone calls, WebMail messages, LiveLesson sessions, assessment feedback via the Grade Book, and other communications tools. At minimum, each CE of FL instructor in each course will conduct one contact via phone with the student and his/her Caretaker/parent each month.

**Teacher, Administrator, and Staff Certification Requirements and Documentation**

All CE of FL instructional staff will be qualified as required by federal and state law and hold valid Florida teaching certificates under provisions of Chapter 1012, Florida Statutes. Administrators will hold valid Florida administrator credentials and be located in the state of Florida.

All CE of FL employees undergo background screenings as required by s. 1012.32, using state and national criminal history records.

CE of FL will provide a list of instructional employees to the District VIP partner for verification of compliance and will submit a teacher demographics spreadsheet to the District VIP partner prior to the start of school or the first of September, whichever comes first.

In addition, all CE of FL staff and their credentials will be listed as required on the Disclosures page.

**Enrollment Requirements**

Per Florida Statute 1002.455, all students, including home education and private school students, are eligible to participate in the following virtual instruction program options offered by Connections Education of Florida, LLC:

1. District VIP part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45(1)(b) (covered in this Appendix and the Customer Handbook for Teaching Services Connexus).
2. Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school district or to students in other school districts throughout the state pursuant to s. 1002.31. (For information on full-time virtual charter schools partnering with Connections
Education of Florida, see the Connections Education of Florida, LLC Approved Provider web page.

Florida law mandates that students meet the following requirements in order to participate in VIP partnerships offered by CE of FL:

- Students must reside in the state of Florida; AND
- Meet the age requirements according to Florida statutes including s. 1003.21.

CE of FL provides varying levels of support for enrolling students in District VIP partnerships, based on the agreement (Scope of Work/SOW) with each district. For more details on the specific enrollment requirements and processes for your District VIP partnership with CE of FL, please contact your District VIP administrator.

**Maximum Age to Enroll**

In Florida, the maximum age to enroll is twenty-one (21) years of age at the date of enrollment. Maximum age limits also apply to students who choose to re-enroll.

**Attendance**

All District VIP partner students must comply with the compulsory attendance requirements of s.1003.21. Student attendance must be verified by the school district.

The following Recommended Hours Per Week and Required Hours Per Year are provided to help students, their families, and their teachers ensure students both meet Florida hours of attendance requirements and remain on pace to complete their coursework on time.

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Recommended Hours per Week</th>
<th>Required Hours per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K – 3</td>
<td>20</td>
<td>720</td>
</tr>
<tr>
<td>4 – 12</td>
<td>25</td>
<td>900</td>
</tr>
</tbody>
</table>
Placement in Courses

Student placement into courses is based upon academic appropriateness as determined by the student, parent, District Liaison, school counselor, and/or school administrator, as appropriate for the program in which the student is enrolled. Students may be placed in courses to meet graduation requirements, need for acceleration, and/or need for remediation.

Students must meet all course prerequisite requirements prior to being enrolled in a course that requires a prerequisite. Semesters A and B of a course cannot be taken concurrently (during the same semester).

Students identified by the customer as needing reading and/or math intervention may be enrolled in intensive reading and math Supplemental Instructional Support Programs to support the student in these subject areas. However, District VIP partners should be aware that at this time CE of FL does not offer CPALMS-aligned Intensive Reading and Intensive Math courses in Florida. The District VIP partner is responsible for implementing a CPALMS-aligned RTI model.

Third Grade Portfolio

Mid-year, CE of FL will ask District VIP partners if they have third grade students for whom the District wishes the CE of FL teachers to build a portfolio as described in s. 1008.25(6)(b)(4), FS. For those identified students, CE of FL teachers will begin tracking and building portfolios on January 1, and will provide the portfolios to the District VIP partner. The District VIP partner may then use those portfolios to decide if students who did not pass the third grade FSA should be promoted to fourth grade.

Grading and Student Evaluation

The standard Grading Scale is provided in the main portion of this handbook; District VIP partners may request a custom Grading Scale be used instead.
CE of FL teachers grade student assessments and assignments throughout the course. At the end of the course, CE of FL provides student final grades to the students’ district of residence, and the student’s district of residence issues the official grade for the student.

**Curricular Assessment Modifications**

As described in the main portion of this Handbook, CE of FL teachers may provide modifications and adaptations of curricular assessments as appropriate to personalize the course for individual students. All curricular modifications will ensure the course remains aligned to Florida standards and complies with all Florida requirements and Assurances.

**Grades K-8 Promotion**

Final decisions regarding promotion and retention will be made by the student’s district liaison.

**Grades K-5:** In order to receive credit for a course, the student must pass the course (achieve a final grade of 60% or greater) and complete all of the assigned assessments. Promotion into the next grade level is dependent on a final passing score in core classes Language Arts and Math.

**Grades 6-8:** In order to receive credit for a course and be promoted to the next course or level, the student must pass each of their four core courses (Language Arts, Math, Science, and Social Studies) by completing all assigned assessments and achieving a final grade of 60% or greater.

**High School Promotion**

In Florida, the following credits are required to be promoted to the next grade:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Grade</th>
<th>Minimum # of Credits</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>10</td>
<td>5</td>
<td>One full school year</td>
</tr>
<tr>
<td>Junior</td>
<td>11</td>
<td>11</td>
<td>Two full school years</td>
</tr>
</tbody>
</table>
Senior 12 17

Three full school years, including 8 credits in English, Mathematics, Science, and Social Studies

**High School Graduation Requirements**

Students taking CE of FL District VIP courses will receive high school diplomas from their district of residence. Florida High School Diploma requirements are as follows:

1. Earn a total of 24 credits (in specific areas and subjects as outlined below);
2. Pass all state-mandated tests required for graduation;
3. Meet any other district-mandated requirements

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics (Algebra 1, Geometry 1, Algebra II with Trigonometry, or equivalent courses)</td>
<td>4.0</td>
</tr>
<tr>
<td>Science (Biology 1, Physical Science)</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Studies (World History, United States History, United States History II, United States Government, Economics)</td>
<td>3.0</td>
</tr>
<tr>
<td>Fine or Performing Arts, Speech and Debate, or Practical Arts</td>
<td>1.0</td>
</tr>
<tr>
<td>Physical Education with Health integrated</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Electives
For elective credit details for Bright Futures Scholarships:
www.floridastudentfinancialaid.org

_CE of FL uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units)._}

## Test Prep Courses

All Florida students will be provided with the appropriate Test Prep courses. Whether these courses are provided by CE of FL or the District VIP partner will be agreed upon between CE of FL and the District VIP partner and documented in the SOW or contract.

## Florida State Assessment Requirements

All students participating in District VIP partnerships must take statewide assessments pursuant to s. 1008.22 and in the state’s education performance accountability system under s. 1008.31. Connections will work closely with all District VIP partners to communicate this requirement to students and their Caretakers.

Statewide assessments may be administered within the school district in which such student resides, or as specified in the District’s contract with CE of FL, in accordance with s. 1008.24 (3). If requested by either CE of FL the District VIP partner, the district of residence must provide the student with access to the district’s testing facilities.

## State Accountability Data

Preliminary survey data will be provided by CE of FL to the District VIP partner by the last day of the preliminary survey week. For survey periods 2 and 3, data will be provided at least one (1) week prior to the corresponding survey due date. Survey due dates are determined by the Florida Department of Education. This data includes but is not limited to Student ID’s, Course Titles, Course Numbers, and Provider Codes.