



Pearson

Florida Customer Handbook for Pearson Teacher Courses in Connexus®

Fall 2018

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Introduction

This handbook outlines the the roles and responsibilities of Pearson, which provides instructional services for online courses offered in Connexus®. All policies in this handbook apply to students in grades K–12 unless otherwise noted.

Mission Statement

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

Program Responsibilities

Required Program Information

Pearson Teaching Services requires program-specific information to effectively serve students and provide the best possible service to our families. The list below includes the minimum required information to prepare Pearson teachers to support your students.

This information should be provided to your Person Academic Program Manager or added to Connexus, as outlined in the [Student Enrollment and Placement Guide](#) and the [Enrolling Students tutorial](#), prior to the start of the program school year. The Pearson Academic Program Manager will then provide this information to Teaching Services. If you have questions about when or how this information should be provided, consult your Program Manager.

- **Grading scale:** What grading scale is used to show student mastery?
- **Required completion rate:** What is the minimum required amount (percentage) of course content that a student must complete to receive course credit?
- **Minimum passing score for a course**
- **First and last day of school**
- **All term start and end dates**
- **All student vacation dates**
- **Student phone number and name(s) of approved adult contacts** at the time of student enrollment. Instructions about where to provide this information are outlined in the [Student Enrollment and Placement Guide](#).
- **Copies of IEP/504 or other documentation of required accommodations:** this information must be added to the Connections Learning Course Placement Data View for

each student in Connexus. More details can be found in the [Student Enrollment and Placement Guide](#).

- **Academic Dishonesty, Assessment Retake Policy, or any other policy** you would like to put in place instead of Pearson Policies outlined below. If no policies are provided, Pearson will adhere to the policies outlined in this Handbook.
- **Temporary Zeros:** Let your Program Manager know if your program will participate or opt out of Pearson Teacher Temporary Zero Policy. If enacting the policy, advise your Program Manager if it will apply to students with IEP and 504 plans.

Technology Requirements for Students

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.

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.

Family Support

Students and other users do not need advanced computer skills to be successful in Pearson courses. Programs can grant caretakers and parents the Caretaker 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: 1-844-597-3224 from 9:00 a.m. to 6:00 p.m. Eastern Time. Outside of those hours, users can leave a voicemail and will receive a return phone call.
- Email support@connexus.com
- [Searchable online help system](#) within the Connexus platform



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 Connexus platform.

Student Privacy

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

[Privacy Policy](#)

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

[Protection of Pupil Rights Amendment \(PPRA\) Notice](#)

Teaching Services Organization and Roles

Teaching Services Leadership

Vice President of Student Academic Services	Susan Shubert
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Director of Teaching Services	David Potts
Senior Teacher Managers	Cindy Carbajal, Elizabeth Britt, Brooke Crump
Teacher Managers	Heather Goveia, LeAnna Wilson, Susan Faulk

Teaching Services Contact Protocol

Students can contact their assigned teachers within the 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 Pearson Academic Program Manager or their designee.

Teacher Calendar

The table below indicates key dates and holidays during the 2018-2019 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.

Key Dates	Date
First Day for Teachers	August 1, 2018
Labor Day	September 3, 2018
Columbus Day	October 5-8, 2018
Veterans' Day	November 12, 2018
Thanksgiving Break	November 21-23, 2018
Winter Break	December 21, 2018 - January 2, 2019
Martin Luther King, Jr. Day	January 21, 2019
Presidents' Day	February 15-18, 2019
Spring Equinox	March 11, 2019
Spring Break	April 19-22, 2019
Memorial Day	May 24-27, 2019
Last Day for Students	June 21, 2019
Last Day for Teachers	June 26, 2019

Key Student Dates

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

<i>Event</i>	<i>Date</i>
Earliest possible start date for students served by a Pearson teacher	August 1, 2018
Course end date for students who need a final grade or course marked complete prior to winter break (December 21, 2018 - January 2, 2019).	December 14, 2018
Last possible course end date for a student served by a Pearson teacher for 2018-2019.	June 21, 2019

Connexus Roles

Pearson Teacher

Pearson teachers will be assigned the Teacher role within Connexus courses. Core subject area teachers also staff the [LiveTutor program](#) Monday through Friday.

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 Academic 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.

Caretaker

The Caretaker role is assigned to a parent, guardian, or other responsible adult who is focused on guiding the student's learning experience, assisting with lesson work, checking for comprehension, keeping the student on track, and encouraging the student to communicate regularly with his or her teachers.

The adult assigned to this role is identified during the student enrollment process and will have separate login credentials from the student. The Caretaker is able to view student course performance and progress at any time during enrollment.

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 American 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).

Pearson Teacher Course Assignment

Teaching Services will assign a teacher to courses with active students within two business days of a student being enrolled.

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 OBL 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 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 Statement of Work (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 sessions. Student pacing and course schedules vary for students. For this reason, the standard LiveLesson schedule may not fully synchronize to a students' 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 which are required and graded. A LiveLesson session schedule for each course will be provided to students enrolled in the course.

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 to attend one of several LiveLesson sessions 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 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.

When Connexus Planners are in use, all students should complete assigned lessons as scheduled and submit specified assessments on or before the due dates.

Student Performance, Participation, and Escalation

Teachers and advisors regularly monitor student pacing of lesson completion. If students fall behind in their work, Connexus provides performance and pacing data points to the teacher and/or advisor to trigger an intervention. This escalation system is an indicator to the student, caretaker, Pearson advisor (if assigned), and Pearson teacher that the student is at risk of not completing the course successfully in the allotted time frame.

Student data is updated in Connexus three times a week to calculate the student's performance and participation for active sections. Two key metrics are used to track student progress:

1. Performance Metric = overall score of each course
2. Participation Metric = the student's lesson completion rate relative to the student's section start/finish dates for active sections

Every student is categorized into one of three status levels for Performance and Participation in Connexus. This is displayed on the user's homepage using one of the face codes shown in the picture below. The escalation thresholds are displayed in the chart below.



<i>Metric</i>	<i>On-Track</i>	<i>Approaching Alarm</i>	<i>Alarm</i>
Performance (score)	Greater than 70%	At or below 70%	At or below 60%
Participation (lesson pace)	Greater than 70%	At or below 70%	At or below 60%

Support for Students in Escalation

Program Coordinators work with the Program Manager to provide administrative and academic support on behalf of students (exact duties are defined by the school district). In general, Program Coordinators monitor and motivate student learning, provide organizational and instructional support on an individual basis, and continually assess their students' progress.

Student performance data is reviewed by Teaching Services staff each week. The Teacher and Advisor Initiated Interventions section of the [Student Support Model](#) outlines the steps teachers and advisors take to provide students with interventions when needed.

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.

Asynchronous Communication

Support through asynchronous contact includes any communication between students and teachers that does not occur simultaneously. Established asynchronous support methods include: grading feedback, WebMail interactions which are automatically added to the student Log in Connexus, text messaging (SMS), and assessment grading and feedback.

Text Messaging (SMS)

While Connexus is the model for communications between students and teachers, the use of other technology such as SMS texting, has become more acceptable within the general education landscape.

The use of SMS communications should not replace conversation, official documentation and logging of important information but may be used for facilitating short, informational messaging or communication. It should be used as a last option in making contact with a student and/or family. Also, please note that SMS texting is not acceptable for curriculum-based assessments (CBA) and is considered an asynchronous contact.

Connexus is the primary communication tool for communications between students, their families and Pearson staff. Pearson staff will use Connexus when communicating with students and families on matters related to official education and school business.

Teachers and students are only permitted to use texting as a form of communication when the customer has provided **written consent** to the Academic Program Manager. Once consent has been provided, the following requirements apply:

- Teachers and students may send or respond to text messages during normal office hours, no earlier than 8AM and no later than 9PM within the time zone the student lives.
- All conversations will be recorded within the Student Log
- Approved numbers with which to text students must be added to the student's account in Connexus

Assessment Grading and Feedback

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.

Synchronous Communication

Support provided through synchronous contact, or real-time interaction, is typically a one-on-one or small group meeting 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 Connexus and includes details about the interaction. Customers with appropriate permissions are able to reference student Logs at any time within Connexus.

Communication Expectations for Pearson Teachers

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

Responsibility	Turnaround Time Expectation
Responding to student or caretaker WebMail messages or phone calls	Within one business day
Sending Welcome WebMail messages to students	Within five business days of course or student start date
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 Academic Program Manager (PM) is the single point of contact with the customer. The PM will relay all information directly to the teachers.

Connexus Courses

Courses at Pearson 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 serves as a final exam and is cumulative to cover the entire course.

NCAA

Many of Pearson's high school core and elective courses are approved for meeting NCAA Eligibility Center requirements. Customers may view these courses on [NCAA Approved Course List](#). Customers should review the full [NCAA Guidelines for Pearson Teacher Customers](#) document to fully understand NCAA requirements. Additionally, in order for the Customer to have access to Pearson's NCAA approved courses, the following must be in place:

- The courses must be the courses listed on the NCAA website as Pearson approved courses.
- The courses must be delivered through Connexus by Pearson's Certified Teachers.
- NCAA approval of Pearson courses is dependent upon both Pearson and the Customer abiding by a programmatic structure that adheres to the requirements set forth in the NCAA Guidelines for Connections Learning (Pearson Online & 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 Pearson's ability to continue to deliver NCAA-approved courses, may be jeopardized.

Pearson takes very seriously both its own and the Customer's contractual obligations to meet the stated requirements. Pearson 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 Pearson's NCAA approvals.

Pearson Teacher Assessment Policies

Assessment Completion

Students who enroll after the course start date may qualify for having lessons skipped when requested by the Program or when the student demonstrates mastery of course concepts as documented in a CBA.

Generally, teachers do not drop 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 drop 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.

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 Connexus. When teachers update a student's score in the Grade Book, 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 Section Message Boards to view specific policies that pertain to their courses.

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 via WebMail message for a maximum of two additional attempts to improve the original submission. Credit can be awarded directly in the original assessment item and 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 student's Grade Book.

3. Teachers generally do not reset objective assessment items. There are two exceptions to this policy:
 - a. Confirmed technical issues (parent/student has contacted support and it is reflected in the student Log).
 - b. 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 (see [required program information](#)) teachers may drop 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 Pearson 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 displayed within the student course grade book.

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 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 (CBAs) 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).

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

- VCBA's are informal phone conversations or individual 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.
- DCBA's are targeted toward students who receive a C or lower on an assessment or have an overall GPA of less than B.
 - DCBA's are used to identify specific skill gaps 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 via phone call and/or LiveLesson

Grading

Students in Pearson courses will receive a final course grade from their Pearson teacher in 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 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 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 (see required program information). This information must be provided to the Academic Program Manager in order to be incorporated within Connexus.

At the end of a course, a student's score may be edited by Pearson teachers to change the weight of assessments on the final grade calculation, or to include additional activities in the final grade calculation. Pearson Teachers will update the section status to Complete when all assessments are graded signifying that the student grade is finalized.

The Grade Book

The Grade Book allows students, Caretakers, and Program Coordinators to view auto-scored assessment items and scored written work (grades posted by teachers after work is evaluated). The Connexus Grade Book is available 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 Grade Book 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.

Temporary Zeros

Temporary zeros will be added to the Connexus Grade Book for students who have skipped assessments, are behind in pace, or are within one week of their course end date as described in the table below. Temporary zeros are added to the Grade Book of students who have been enrolled in their courses for at least three weeks and whose program has elected to allow temporary zeros for their students. Temporary zeros will not be added to the gradebooks for students with an IEP or 504 Plan unless otherwise specified by the program.

What is the impact of a temporary zero?

- prevents students from being able to move on in the course until they have submitted the missing assignment
- allows a student to submit the assignment at a future date for full credit
- lowers the student's overall grade in the course
- shows students what their actual grade would be if they never submitted the missing assessments

Temporary Zero Circumstance	Timing of temporary zero entry	Applied to	Next Action for Student
Skipped Assessments	Within one week of when a student submits the final assessment of a unit	Any assessments not completed prior to the most recently completed unit assessment	Complete overdue assessments and contact teachers for assistance.
Pacing	Bi-Monthly (2nd and 4th Mondays of each month)	Assessments that have become overdue, or have been scheduled on the planner but not completed. Temporary zeros will be added until the course grade drops to 50% or below.	
End of Year	During the last five (5) business days of a course enrollment	All assessments which are not completed within a course	

Skipped Assessments

If a student skips over an assessment, teachers will add temporary zeros to the student gradebook, unless the student has an IEP or 504 Plan. The temporary zeros will be added once the final assessment in the unit has been submitted. Teachers will send a webmail notification to students when adding the Temporary Zeros.

Example: A student does not complete discussion for Unit 2 Lesson 4. The student then continues through the unit and submits the Unit Test for Unit Lesson 10, and moves on to Unit 3. The teacher will send a webmail and add a TZ for the discussion.

Example: A student submits a blank document for a portfolio in Unit 4 or a note saying they will finish it at a later date/requests an extension. They then finish the rest of the work for the Unit 4 and start on Unit 5. The teacher will send a webmail and add a TZ for the portfolio.

Frequency of Temporary Zero Entry

Temporary zeros will be updated by Close of Business Monday (or the first day of the week) during the second and fourth week of each month. Students must be enrolled for at least three weeks prior to entering temporary zeros. Teachers or Advisors will send a WebMail message to students the Thursday before adding temporary zeros.

The decision to add temporary zeros for individual students is based on their actual rate of completion in comparison to their expected rate of completion. When students are behind and not on pace to finish the course by the end date, teachers will add temporary zeros to ensure student Grade Books are reflective of student performance. Programs may choose to opt out of using this policy.

End of Course Temporary Zeros will be updated for all students five days prior to their course end date. Any assessment that has not been completed will receive a temporary zero.

Unique Situations with Temporary Zeros

Temporary zeros are not designed to discourage students from completing their work. If a student's overall course grade is less than 50% due to performance or temporary zeros previously entered, teachers will stop adding additional temporary zeros for that student. Examples:

- Johnny has 20 overdue lessons. Mrs. Smith will enter temporary zeros for 5 assignments and the overall score drops to 49%. Mrs. Smith stopped entering temporary zeros when the grade dropped to this threshold (below 50%). Johnny completes those 5 assignments on a Monday. Mrs. Smith will enter temporary zeros again at the next interval, but until that time, the student is now passing and showing no temporary zeros despite still having overdue lessons.

- Nicole has been struggling due to health issues all semester and struggled stay on track. She contacted her teacher to work out a plan to get back on track. She has been working regularly but is still more than 25 lessons behind. Mrs. Smith will not add temporary zeros during the two-week interval because it may adversely impact Nicole’s progress and confidence. Mrs. Smith adds a Log note explaining why she did not add temporary zeros for Nicole during the temporary zero Interval. She will reassess during the week 4 temporary zero interval.

Final Grades in Connexus

When a student’s section stage transitions to “Pending Complete”, teachers will finalize the student’s grade within **five business days** of the section stage change by doing the following:

- complete all grading
- enter temporary zeros for any incomplete assessments
- confirm lesson completion is accurate
- set the student’s section stage to “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.

Curriculum and Courses

Course Modifications

The information below provides details on how Pearson teachers may modify courses they teach in Connexus.

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.

Course Resources

Students have access to a Course Resources document for each course. The Course Resource document can be accessed via the Section Message Boards and is introduced through the Welcome WebMail message. Teachers regularly update and maintain this document with links to resources for students. Course Resources documents are housed on individual teacher Pearson Educator Google Drives. Students must have the functionality to navigate to Google documents to have access to these resources.

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 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 Connexus for the Pearson teacher to review. The most common accommodations and modifications include the following:

- Assessment Retakes
- 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

Pearson teachers will provide written progress updates for any student with an IEP or 504 when requested. If the need arises to have a Pearson teacher in attendance at an IEP or Section 504 plan meeting to share information regarding student performance, Programs should communicate requests with their Pearson Academic Program Managers. A Pearson Online & Blended Learning administrator (Pearson Academic Program Manager or Pearson Teacher Manager) will be required to attend the meeting with the teacher.

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 logged immediately by the Pearson Teacher after the meeting ends.

Academic Honesty

When enrolled in a course with a Pearson teacher, students are expected to adhere to the Pearson Honor Code. The customer and Pearson are responsible for supplying this document 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 Academic Dishonesty Policy, or the Pearson policy). As outlined under [Required Program Information](#), programs or districts must provide a copy of their Academic Dishonesty policy if they choose for Pearson to implement that policy.

Pearson Student Honor Code Infractions and Procedures

Demonstrating academic integrity is an expectation of every student. Pearson teachers are encouraged to use plagiarism detection software (Unicheck is included in Connexus) for written responses such as essays, portfolios, and discussions when plagiarism and/or cheating are suspected. If an infraction occurs, Pearson teachers notify the student and caretaker by WebMail. All instances of cheating will be documented in the Discipline Data View. **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.

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 re-submitting the assessment.

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.

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. 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:
3. Incitement or coercion
 - 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 ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship – any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting – Knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above.

Prohibited behaviors include all of the above.

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 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 Academic Program Manager. Likewise program or district coordinators should communicate concerns should communication 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 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 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 Connexus is restricted. Student access to course content, assessments, WebMail, Message Boards, and/or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Caretaker is responsible for logging on to 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:

Addressing Issues

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

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.

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 statutes.

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.

Grade Band	Recommended Hours per Week	Required Hours per Year
K – 3	20	720

4 – 12	25	900
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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:

Classification	Grade	Minimum # of Credits	Other Requirements
Sophomore	10	5	One full school year
Junior	11	11	Two full school years
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

Subject Area	Number of Credits
English	4.0

Mathematics (Algebra 1, Geometry 1, Algebra II with Trigonometry, or equivalent courses)	4.0
Science (Biology 1, Physical Science)	3.0
Social Studies (World History, United States History, United States History II, United States Government, Economics)	3.0
Fine or Performing Arts, Speech and Debate, or Practical Arts	1.0
Physical Education with Health integrated	1.0
Electives For elective credit details for Bright Futures Scholarships: www.floridastudentfinancialaid.org	8.0

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.