

CHRISTA MCAULIFFE ACADEMY



SCHOOL OF ARTS AND SCIENCES

TOUCH THE FUTURE >>>



PARENT STUDENT HANDBOOK

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School Information

Calendar

 CHRISTA MCAULIFFE SCHOOL OF ARTS AND SCIENCES TOUCH THE FUTURE >>>		2019-2020 School Calendar	
<i>Christa McAuliffe Academy School of Arts & Sciences ~ (888) 832-9437</i>			
	JULY 2019 S M T W Th F S	AUGUST 2019 S M T W Th F S	SEPTEMBER 2019 S M T W Th F
FIRST Day of School	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 8 9 10 11 12 13 15 16 17 18 19 20 22 23 24 25 26 27 29 30
July 16, 2019			
LAST Day of School			
June 30, 2020			
BREAKS			
☀ Summer ☀ July 1 - July 15, 2019 🍂 Fall 🍂 Nov. 23 - Dec. 1, 2019 ❄ Winter ❄ Dec. 14 - Jan. 5, 2019-20 🌸 Spring 🌸 April 1 - April 15, 2020			
JANUARY 2020 S M T W Th F S			
FEBRUARY 2020 S M T W Th F S			
MARCH 2020 S M T W Th F			
HOLIDAYS			
Labor Day: September 2, 2019			
Veterans' Day: November 11, 2019			
MLK Jr. Day: January 20, 2020			
Presidents' Day: February 17, 2020			
Memorial Day: May 25, 2020			
JUNE 2020 S M T W Th F			
APRIL 2020 S M T W Th F S			
MAY 2020 S M T W Th F S			
JUNE 2020 S M T W Th F			
NHS Ceremony & GRADUATION: The weekend of June 5-7, 2020 in San Diego, California			

About Christa McAuliffe Academy School of Arts and Sciences

Christa McAuliffe Academy of Arts and Sciences (CMASAS) is a K-12 private school. CMASAS emphasizes Personalized Education/Learning and offers a plethora of electives in the fields of arts and science, as well as other electives, which use computer courseware delivered over the Internet. Student success is measured by demonstrating competence at 80% or above for each course objective. Each student determines his/her own pace and learning style, but mastery of each course objective is required to progress.

Every full-time student at the Platinum and Gold tuition plan are assigned a Personalized Education Coach (PEC). PECs provide academic assistance, counseling, guidance, encouragement, assessment, and caring support to students. An essential aspect of this system is that students stay with their same PEC from year to year. As a result, close professional relationships are formed.

CMASAS Course instructors (CIs) and PECs use digital homeroom class for group discussion and interaction with students. The digital homeroom is an advanced technology system, which we use to conduct scheduled weekly online meetings for all full-time (Gold and Platinum) students. Homeroom class provides ample opportunity for the students to learn and exchange ideas, to practice communication skills, and to get to know each other and their Personalized Education Coach in real time. It also provides opportunities for students to share passion projects and take part in meaningful discourse with other students.

A fourth essential component of the CMASAS Model is the concept of parent involvement in the learning process. We expect a commitment from students and parents to accept responsibility for learning outcomes. Students are empowered to learn at their own pace, so they must take responsibility for setting and maintaining appropriate study habits and schedules. Parents must take an active part, monitoring daily progress and giving encouragement and support when needed.

Every year the school offers an optional, extra cost program called CMASAS ADVENTURES, where students travel to important historical sites and exotic locations around the world. This program is designed to develop student awareness of cultural diversity and to introduce real-life experiences into the curriculum. Our website and PECs can provide additional information about these travel experiences from year to year.

Our ultimate goal is to produce generations of excellent leaders, grounded in traditional skills, knowledge, and values, but also highly capable in the use of advanced technology to help set the pace in the ever-changing society of the future.

History

CMASAS was founded in 2009 and has grown from its rather humble beginnings into a thriving worldwide organization headquartered in the Pacific Northwest. CMASAS operates under Personalized Education Group, Inc., an educational management organization. Our knowledgeable, experienced and passionate team of administrators, office staff, and teacher/Personalized Education Coaches foster a sense of community and an atmosphere of harmony where new ideas can take root and grow more easily, and where innovation is welcomed and applauded.

CMASAS is named in honor of the late Christa McAuliffe. Inspired by her pioneering spirit, CMASAS views Christa as a role model for those promoting innovations in education to prepare students for the dynamic world of the 21st Century.



Accreditation

CMASAS is accredited by AdvancED and is registered with The Oregon State Board of Education. Accreditation is a voluntary process which ensures schools provide high-quality learning opportunities and clearly demonstrate continual self-improvement. An accredited school is based on meeting specific criteria set forth by the Northwest Accreditation Commission.

As a world-wide school, CMASAS is both regionally and internationally accredited by the International and Trans-regional Division of the Northwest Accreditation Commission. The Northwest Accreditation Commission is one of six regional accreditation agencies for Kindergarten-12th grade and is part of AdvancEd.

CMASAS courses are also approved and accepted by the NCAA Eligibility Center for Student Athletes wishing to be eligible for and participate in Collegiate Sports.

Although accredited, students of online schools may find their credits questioned when transferring to other schools due to the type of program (online). This is fairly common with institutions who have not heard of a particular school before. Features included in our student information system (Genius) addresses the issues causing such situations. Students are still receiving a personalized education, but it is being documented in a way that supports the transfer of those credits and the respect of potential colleges and universities.

Student Academic Team

Certificated Teachers

All teachers are highly qualified serving in their areas of specialization as deemed through certification, degree(s), and/or occupational experience. The two types of teachers are Personalized Education Coaches (PECs) and Course Instructors (CIs).

Personalized Education Coaches (PECs)

The Personalized Education Coaches or “Mentors” are qualified teachers who take care of the “whole child” and can serve students K-12. PECs provide guidance and instruction, establish (with the parent and student) a “plan” for each student for the year, document student learning, provide weekly online homeroom (plus additional sessions as needed by appointment), connect with students each week regarding progress, and communicate with parents regarding student progress, among other duties.

Course Instructors (CIs)

Course Instructors (CIs) are teachers who are highly qualified in their subject areas. They provide assistance to students working through a course. Instructors also coordinate with PECs to modify courses or even create custom courses designed specifically for students’ learning styles and interests. Course Instructors are available by appointment in their virtual classroom. CIs can also offer help via email, Microsoft Teams, and phone. Students have access to highly qualified teachers in addition to their PEC, increasing student success.

Parent Involvement

The CMASAS Academic Concept requires the active participation and supervision of a parent or other responsible adult for optimum achievement. Our experience shows that students REALLY NEED interaction and encouragement from caring adults in the home. In the elementary program, parent involvement is especially critical because the parent takes on the role of day to day instructor to the student while the Personalized Education Coach provides the academic support as needed for both parent and student.

School Counselor

The Director of Counseling oversees the school’s Comprehensive Guidance Program (CGP) & assures that all staff & faculty are adequately trained to assure the student success. The School Counselor will ensure that the CGP is being implemented in all aspects of learning at CMASAS. The main four components of the CGP are: guidance curriculum, individual planning, responsive services, & system support. Thus, the school counselor will ensure that ALL students at CMASAS have support for all

aspects of the students' (& families') academic & personal life. This may include such things as: course planning, college prep & planning, standardized test prep & planning, support for learning disabilities, support for personal issues, helping find local support services (if needed), job/career planning/guidance, & much more. In short: by utilizing leadership, advocacy, and collaboration, the school counselor will promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program (CGP) that addresses academic, career, and personal/social development for all students.

Student Life

PEC Weekly Homeroom

Homeroom is a weekly, online, interactive session. The main purpose of homeroom is to provide the student a sense of belonging and a way to socialize and collaborate with peers and their Personalized Education Coach. In these sessions, the Personalized Education Coach answers questions about CMASAS in general and share a discussion or project experience with students. This is also an opportunity for CMASAS to touch base with families and for families to touch base with each other. Attendance during a homeroom session is not mandatory but is encouraged. PECs will email/call students who do not attend to connect and share information that was given in homeroom.

During these session PECs will present school announcements. The rest of the homeroom is meant for student socializing, sharing, and interactions. This is also a time where students can, through the private message option, connect with their PEC regarding their progress.

Homeroom & CI/PEC Appointment Rules

While each instructor has specific rules and guidelines for their homeroom/office visits, the following is expected in every homeroom/appointment at CMASAS:

- If the CMASAS student comes late to homeroom, the student is welcome to join in the remainder of the session, but the PEC will not stay afterwards to review what was missed.
- The CMASAS student should strive to be on time for all appointments. If the student comes late to a CI/PEC meeting, the student will lose the time that he/she came late. For example, if a student is 10 minutes late to an appointment, the time spent with the CI/PEC will be reduced by 10 minutes. If a student arrives to an appointment more than 10 minutes late, the CI/PEC may opt to reschedule the appointment.
- In the event that a student is unable to keep an appointment with a CI/PEC, the student should communicate that to the CI/PEC before the session begins.
- If a student cancels an appointment with a CI twice in the same week, the student will need to wait until the following week to schedule another appointment.

- No foul, profane, obscene language and/or insinuations, put downs, insults, disruptive behaviors. They are not acceptable and will not be tolerated in homeroom/appointments or CMASAS events.
- The CMASAS student is expected to conduct himself/herself in a respectful, responsible manner.
- Exercising self-control, thinking before speaking, and finding value in the opinions of others
- CMASAS requires that all comments made and opposing viewpoints expressed be done in non-confrontational and respectful manner.

Consequences for Inappropriate Behavior

- A verbal or written warning and/or
- Immediate ejection from office hour session without prior warning.
- The Executive Director can also be contacted, at the teacher's discretion, should further action be deemed warranted.

Clubs

Clubs at CMASAS are a great way for students to connect with other students who share similar interests. Like the PEC Homeroom meetings, club meetings are scheduled in advance and held in Microsoft Teams. For a full, current list of clubs currently offered, please check with your PEC or contact our main office.

CMASAS Adventures

CMASAS Adventures provide students with an exhilarating travel experience for all students and parents! During this experiential learning experience, students complete several assignments based on the topic of the adventure. Students have an opportunity to meet other students, go to remarkable destinations, travel, eat, sightsee, and have a great time in a new land, exploring the culture, and people. Please check with your PEC for more information if you are interested. This travel experience can also be used for elective credit.

Regional Gatherings

A few times each year, CMASAS will organize gatherings around the U.S. with staff, students, and families from a local area. Past gatherings have included museum trips, bike rides, and even mushroom foraging! Any students who live locally or within a 2-3-hour trip to the destination city will be notified of the gathering.

Technology & Systems

Learning Management System (Buzz)

Online system where students access course content, receive and turn in assignments, view their grade book, and communicate with course instructors. Parents are given an observer account to Buzz which allows them to see all course content, assignments, and grades for their student(s).

Student Information System (Genius)

Database used for managing student information and enrollments. PECs use Genius to generate Student Course Plans (annual), Progress Reports (monthly), adjust course dates, and communicate with parents and students. Genius receives grade information from Buzz on a regular basis. Course Instructors finalize course grades through Genius which houses student transcripts.

Epiphany Learning (Platinum and Gold Tuition Plans)

This assessment is a multi-step and ongoing process that helps students get to know themselves as learners and start the process of giving them a voice in their education. The steps include:

- SMART goal setting.
- Identifying strengths, struggles, and learning style preferences.
- Determining a path forward, with an emphasis on learner choice.
- Assessment is ongoing, so evidence is compiled to capture learner progress.
- Decide where to go next after reflecting on plan and growth as a student.

Students are guided through the Epiphany process by their PEC and it is used throughout their enrollment to guide planning and collaboration regarding student learning.

LearningStyles.net (Silver Tuition Plan)

Students complete an online learning styles assessment during their Foundations in Personalized Learning course, which helps determine students' preferred style of learning: visual, aural (auditory), read/write, kinesthetic, or any combination thereof.

Diagnostic Skills Assessment (EdPerformance)

Used for both formative and summative assessments for students in grades 2-11. Students can be assessed in reading, language arts, and mathematics.

Virtual Classroom

Virtual classroom is used for weekly homeroom meetings, office hours, and individual student tutoring. Includes whiteboard, voiceover IP, video, text chat, screenshare, and other interactive features.

Technology Requirements

Sufficient technology and Internet access is required to complete online classes with CMASAS. The following list will help verify that you are adequately equipped.

NOTES: Specific curricula for college courses may require additional software purchases. Any additional software requirements will be provided in the syllabi for your courses.

Computer specifications are reviewed and revised annually to accommodate changes in technology. Every attempt is made to ensure that these specifications satisfy all curricular needs for students completing courses

While **tablets, smartphones** and other **mobile devices** may allow for some completion of coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows or Mac based computer available to complete coursework.

Minimum Hardware Requirements:

- 3 GHz or Faster Processor
- 4 GB Ram
- 250 GB Ram
- At least 16 GB available hard drive space

Browser Requirements:

- Google Chrome or Mozilla Firefox 3 (browser)
- Adobe Acrobat Reader

Minimum Internet Requirements:

- DSL or Cable Highly Recommended
- 1.5 mb/s Internet Connection or Faster

Office Software (one of the following):

- Microsoft Office 2000 or Higher (CMASAS Provides Online Office 365 Access for students)
- OpenOffice 3 or Higher

Operating System Requirements:

- Microsoft Windows 2000 or Higher
- Macintosh OS X or Higher

SPAM Disclaimer: We do not promote or encourage the use of SPAM E-Mail, Banner Ads, or Pop-Up Advertisements within our products.

Student Learning & Planning Tools

A student's progress will be documented each month via the Grade Reports (progress reports) emailed at the end of each month through the Genius – Student Information System. The PEC or CI can then look at areas where a student may need additional help in completing assignments and/or modify existing assignments to meet the needs of the student.

We use a set of forms to keep students, parents and staff members informed on the annual goals and progress of each full-time student. If you have any questions, please contact your Personalized Education Coach directly regarding a student's progress. The forms can be saved in PDF format and emailed to families each month, or when changes have been made.

4-Year Course Plan

The student 4-Year Plan is created at the time of initial enrollment or upon entering the 9th grade and is reviewed on an annual basis to make any changes or updates as necessary. A 4-Year Plan covers either 20 or 24 credits dependent on the diploma type selected, along with the number of years planned to complete those credits. A conventional 4-Year Plan would cover 24 credits over a 4-year period, that being 6 credits earned each year.

Annual Course Plan

The student Annual Course Plan (ACP) is created once per year and is stored in Genius. It is used to plan out what courses a student intends on taking over the duration of the school year (tuition/enrollment year—personalized to each student) and it is part of a method of documenting student progress. The ACP will list all the courses a student plans to take over the course of the school(tuition/enrollment) year.

For students on a Platinum or Gold Tuition plan these are “living” documents in that they can be changed repeatedly throughout the year by the Personalized Education Coach. If a student decides not to take a class, it is deleted. If a student decides to add a class, it is added. The ACP can only include up to the total amount of credits/courses that can be taken in any given tuition/enrollment year (i.e., 12 semester courses on a yearlong plan or 6 semester courses on a semester plan).

The Student Course Plans are not required to be signed.

Parent Observer Access

Parents are provided with a Parent account to both Genius and Buzz to stay apprised of student progress on a continual basis. Within Genius parents can view an academic snapshot for each course, the student gradebook, student activity (time spent in Buzz), and contact information for the student's

Course Instructors and Personalized Education Coach. Within Buzz parents can view all course content, assignments, assessments, gradebook, and pacing guides for each course.

System Pacing Guides

Genius provides a real time log of activity that allows students, parents, and PECs to determine if the student is logging sufficient time to reach their progress goals in each course. An academic snapshot located on the student/parent dash of Genius gives students and parents a graphic account of current progress. PECs and students discuss student goals in terms of course completion timelines, and PECs use these goals to establish a course end date entered in Genius.

Buzz uses the end date in Genius to populate an assignment "to do" list. This list provides assignment "deadlines" based on the number of assignments in the course and the desired end date. These deadlines are simply a mode of communicating the end date goal, and they should not be considered as hard and fast. They are merely guides. Buzz also provides a monthly calendar view of the "to do" list that allows students to see an overall monthly view of their assignments. Dates are also listed next to each assignment in the gradebook section of Buzz.

Both Genius and Buzz pacing and progress guides are visible through student and parent access.

Grade Reports

Grade Reports are automatically generated and emailed to students and parents each month. Grade Reports provide a monthly snapshot of progress for all courses and include the current grade in each course, number of completed assignments in each course, and number of minutes logged into coursework.

Course Progress Reports

Progress Reports are sent bi-weekly for each individual course in which the student is enrolled. Progress Reports include the course start date, number of assignments currently completed, number of total assignments in the course, and current end date of the course. Progress Reports are a tool used in conjunction with Grade Reports and give students and parents a more frequent measure of formal progress.

Communications

There are several ways of communicating with your Personalized Education Coach and Course Instructors.

Email

This is the primary way to communicate with your Personalized Education Coach and Course Instructors. For that reason, it is imperative that you have a reliable, working email address. An email address that is checked daily and not allowed to “fill-up.” It is a good idea to have an email address designated specifically for CMASAS/school communications. CMASAS provides students the opportunity to request a school email account. This request can be completed during the Foundations in Personalized Learning course.

Note: Your Personalized Education Coach will require two email addresses: one for the student and a separate one for the parents. Please be sure to provide both of these to your Personalized Education Coach.

Telephone

Please be considerate of your Personalized Education Coach and Course Instructors regarding phone calls. Remember that everyone does not live in the same time zone. Find out when it is a good time for your Personalized Education Coach or Course Instructors to receive calls. S/he will be delighted to talk with you. Any of our staff members can be reached through the following phone number: (503) 226-7374 or (888) 832--9437.

Microsoft Teams

Another way to have a real-time conversation with your Personalized Education Coach is to download Microsoft Teams. Teams provides one location for chat, homerooms, and virtual live meetings. Try to be patient when contacting your Personalized Education Coach. He/she may be holding a homeroom, meeting with an individual student, or having a parent conference, etc. Leave a message and your Personalized Education Coach/Course Instructor will get back to you as soon as possible, and within 1 business day.

Getting Started at CMASAS

Enrollment Requirements

Completing an online Registration Form allows for our staff to initially place/enroll a student, based on the personal information provided. The following is required before placement in courses and is part of the enrollment process.

- Acceptance of Payment and Refund Terms (completed upon checkout).
- CMASAS requires a Birth Certificate or equivalent to match the Online Registration Form data and provides acceptable proof of age.
- Student Transcripts, if applicable (full-time, 8th – 12th grades,) are also requested at time of enrollment for proper placement of the student.
- Release of Student Records Form (full-time enrollments only).
- Signed agreement from the Parent/Student Handbook Agreement.
- Signed Parent Consent Level Form (permissions).

Upon Enrollment

A Personalized Education Coach will be chosen by our administrative team based on the enrollment application data and comments provided on the Registration Form if you have not previously indicated a preference for a specific PEC.

- Student details will be populated into Genius SIS and Buzz LMS.
- Student will be enrolled in our Foundations in Personalized Learning course
- An email will be sent providing login information and contact information for your Personalized Education Coach

The PEC is notified, by Administration, of his/her new student. Your Personalized Education Coach will contact you within 1 business day of your enrollment start. If s/he does not, please call the office to verify that your enrollment is complete.

First Week of Enrollment

Student will receive a welcome from their assigned PEC in the form of an email outlining specific details needed for starting the Foundations in Personalized Learning course.

PECs will connect with the student/family through phone, or Teams, to personally welcome you to the CMASAS family, start building personal connections, and discuss courses of interest this year. Student will start Foundations in Personalized Learning course.

Foundations in Personalized Learning

This course is an introduction to our systems and prepares students to be successful learners in the online setting. High school students have the option to take this course for credit. Middle and high school students within the United States and Guam will receive a copy of *The 7 Habits of Highly Effective Teens* book written by Sean Covey. Elementary students will receive *The 7 Habits of Happy Kids* book written by Sean Covey. Students will use these texts throughout the Foundations course to help build goal setting skills and establish good habits. Due to shipping restraints, international students will need to obtain their own copy of this book:

Middle & High School (6-12)

The 7 Habits of Highly Effective Teens

ISBN#: 978--6-84-85-609-4

Elementary (K-5)

The 7 Habits of Happy Kids

ISBN#: 978-1-4169-5776-8

As an alternative, international students can request the Kindle edition by providing us with gifting information (usually an email address) for the desired Kindle account. Students who have read and implemented the recommendations from these books have done extremely well in their educational and life pursuits. If you would like to receive a Kindle edition, please contact one of our Enrollment Counselors with your gifting information.

During the Foundations in Personalized Learning course student will determine their own unique learning style and complete the diagnostics assessment. Once the student has completed the learning styles and diagnostic assessments, the PEC will go over the results with the student and parents. This can be done through the live online classroom, via email, teleconference, or Teams.

In addition, students will complete their 4-year, and annual course. Students will explore the online learning environment and become familiar with the tools available to foster and promote successful learning. Student will discover how to set goals and schedule their time through the use of the *7 Habits of Highly Effective Teens* book. In addition, students will learn about CMASAS' policies and procedures, and how to resolve technical issues.

Second Week and Beyond

During the Foundations in Personalized Learning Course students and parents work with their PEC to create an Annual Course Plan. They then work together over the enrollment year to determine the sequence of courses to be taken throughout the year. The PEC requests courses several days and up to a week prior to student needing an additional course.

The PEC continues weekly contact with student and keeps a weekly log of these contacts. PECs must have 2-way regular contact regarding student progress to ensure that student needs are being met and to effectively mentor and advocate for each student.

Top 10 Tips for Success

Top 10 Tips for Success

(for CMASAS students, by CMASAS students)

1 Get really comfortable with your computer and your e-mail/Skype, emoticons and various word processing software.



2 Make sure you have the right equipment. High-speed Internet access is helpful. Get a microphone for homeroom, etc.

3 Get really comfortable with your computer and your e-mail/Skype, emoticons and various word processing software.



4 Be friendly and open in homeroom and in e-mails with your Personalized Education Coach and other CMASAS students.

5 Don't be afraid to ask questions.

6 Don't be afraid to express your opinion to your Personalized Education Coach and in homeroom as long as you are polite and not argumentative.

7 Develop a tolerance for technology. Sometimes the software gets a glitch when you are doing online work, so don't get frustrated.

8 Consider joining a club or offering a suggestion for a club.



9 Learn to set a schedule and prioritize your work.

10 Work closely with your parents, which is a big part of CMASAS's philosophy.

Student Coursework and Grading Policies

Student Coursework

Using student input, most recent grade level, available transcripts, and diagnostic/placement testing, the Personalized Education Coach assigns one to two core subjects to the student as an initial assignment. Core subjects include math, language arts (reading, writing, speaking and listening), social studies, and science. **It is recommended that a student spend approximately three to four hours per day on academic coursework, with additional time for non-academic, elective activities such as art, music, PE, and occupational Education. At this pace, each subject should take about 8 weeks to complete.**

CMASAS requires all students to obtain at least 80% mastery of all course objectives.

It is recommended that students who receive below an 80% in their online coursework redo any lessons necessary to obtain an 80% score on all course objectives. As a result, students become confident of success, learn to excel, and most students complete high school early, well-prepared for post high school endeavors.

Adequate Student Progress

Although CMASAS does not work on a "time-based" system and no absolute time limit is placed on completion of courses, **there is still a strong expectation that students will complete the equivalent of one semester course each month.** PEC and parent communication is vital. PECs need to ensure that parents are able to track student progress, and it is suggested that parents keep open communication with PECs informing their PEC when students will be working at a slower pace for whatever reason (vacation, athletic competitions, health issues, artistic performances, etc.). Personalized Education Coaches may set deadlines for assignments where appropriate and are encouraged to work with parents and students to set realistic goals and learning plans to help students stay on track for making steady progress. Students may progress from kindergarten through grade twelve as quickly as their ability, desire, and motivation allows.

Awards

The selection of valedictorian and salutatorian is determined by a committee that reviews student grades and other criteria. Along with GPA, the committee is looking for candidates with the following qualifications:

- Students must be within 2 credits of graduating by the end of April to be considered.
- All core academics completed through 12th grade.

- Students must be recommended by their Personalized Education Coach as having exemplary attendance and participation.
- Compilation, by student, documenting his/her role in community support projects, volunteer efforts, leadership, or any activity that shows outstanding effort and community or family involvement.

Students may also be considered for special awards to be given at graduation. Information will be sent out in the spring regarding graduation.

Grading Scale

Grades are determined on the standard CMASAS scale:

A	95--100%	4.0
A--	90--94%	3.7
B+	87--89%	3.3
B	83--86%	3.0
B--	80--82%	2.7
NC	Below 80%	No Credit

Grading Policies

The Personalized Education Coach is required to send a Grade Report (progress report) to the student and parent on a monthly basis (including the actual grade) during the year to keep the student apprised of the grade he/she is earning.

The ability to make up given section/assignment is up to the individual instructor. However, all make-up work must be done within the time the student is working on the course credit.

A course grade is given when ALL work is completed, and the objectives of the course have been mastered (80% or above).

Remember that 80% is the lowest grade a CMASAS student can receive for a course. Anything below that will not receive a course grade. Students have ample opportunity to review lessons and to improve their scores, and students may retake courses to earn improved grades.

Note: Grades awarded for Honors courses, Advanced Placement, and International Baccalaureate courses are weighted the same as other courses on the CMASAS transcript.

Parent Involvement

The CMASAS Academic Concept requires the active participation and supervision of a parent or other responsible adult for optimum achievement. Our experience shows that students REALLY NEED interaction and encouragement from caring adults in the home. In the elementary program, parent involvement is especially critical because the parent takes on the role of day to day instructor to the student while the Personalized Education Coach provides the academic support as needed for both parent and student. Here are some ideas to help parents as they support their student(s).

Five Step Teaching Model

This is the model many teachers use in the traditional classroom. Personalize it to meet your own needs.

1. Set Up the Learning
 - a. Focus your child
 - b. State what will be learned (the objective)
 - c. Establish purpose
 - d. Establish transfer from past learning (if appropriate)
 - e. Pretest (if desired) to show what your child already knows
2. Provide the Instruction
 - a. Provide the information
 - b. Model
 - c. Check for understanding
3. Guided Practice
 - a. Practice with your child
 - b. Elicit overt responses that demonstrates the learning outcome in the objective
 - c. Provide specific knowledge of results- "You've got it!" or "Let's review this."
4. Reinforcement
 - a. Make final assessment to determine if your child met the objective
 - b. Have each child demonstrate learning on his/her own
5. Independent Practice
 - a. Continue to monitor as your child practices independently
 - b. Provide immediate knowledge of results
 - c. Expectations for Online School Parents

Often, parents ask, “How does someone do this?” While online learning isn’t for everyone, it works for many families. Here are some useful tips for integrating online learning into your home learning environment.

Parent Strategies

1) Assertive online school parents

- Provide relevant information to PECs and course instructors that will help the child maximize his/her educational experience.
- Respond to the PEC's and course instructors' communications in a manner to meet the child's needs.
- Check their email account at least once per day to view communications between PECs/course instructors and their students as well as bimonthly individual course progress reports and monthly progress reports.
- Create a consistent learning environment for the student.
- Clearly and firmly communicate how the child should behave and what he/she should do.
- Ensure that children meet learning goals for each day and week.
- Back up words with actions.
- Communicate expectations to the child both verbally and visually. Post rules and consequences.

2) Positive Reinforcement

- Effective reinforcement of appropriate behavior is the key to dealing assertively with your child’s behaviors.

3) Verbal reinforcement guidelines

- Give directions to your child for expectations.
- Praise when he/she complies or is listening.
- Positive notes are great on papers, on post-its, and on the bathroom mirror even!

4) Ideas for positive rewards

- Certificates of Achievement
- Positive notes
- “Free” time
- Grab bag of goodies (Keep giveaways and \$1 store treats in a central location).
- Set up a point system for a larger long-term reward.

- Give tickets that can be saved towards the “purchase” of treats and prizes.
- Star or sticker on a chart (works great with younger children).
- Lunch or special time just with you (works well when you have more than 1 child).
- Go to the park or special play place.
- Make up a coupon system.
- Have a special visitor during “school” time- like a class guest in a “regular” class.
- Plan a party!

5) Setting YOUR limits

Discipline needs to be applied consistently. These suggestions may help you set your limits:

- Use consequences you are comfortable using. Think before stating a consequence-. Can you follow through with it?
- Provide your child with a choice (make sure all options are OK with you).
- Provide consequences as soon as possible after the child chooses to disregard your request.
- Use a calm firm voice.
- Never punish your child severely.
- Behavioral changes take time and consistency on your part. Behaviors aren’t developed in a day and it will take longer for a learned habit to be changed.

Remember, negative behavior can come from:

- Frustration (Were you clear with your directions, did you check for understanding? Have you given enough praise?)
- Boredom (Are you “mixing it up” and making it fun whenever possible while still meeting your objectives? Is the work too easy? If you find there is not enough variety in your activities, check with your PEC.)
- Lack of success (Is the learning too difficult? Have you called your PEC for suggestions? Is this objective appropriate for where your child is academically? Does the work need to be modified?)
- Personal problems (Is there something unresolved in the family or with friends that needs to be discussed/worked out so your child can concentrate on learning?) Spend the time when you need too- you will be happier if you do.

6) Suggestions for negative consequences

- Loss of free time

- Removal from activity (make sure he/she goes to a place that is not stimulating)
- Letter of apology to you
- Child states 5 reasons why the behavior wasn't acceptable
- Isolation- time out area
- Loss of privileges

7) Changing Behaviors

Behavior can be changed through the strategies we use in formal and informal instruction including the following:

- Know when to react or not to react to what your child says or does. Choose your battles wisely!
- Vary the use and sequence of materials and activities you use in home education.
- Increase the rate or improve the quality of a positive behavior the child already possesses.
- Support the child's effort to behave well.
- Support your rules and reasons behind them.
- Ensure that your child perceives you care and love them - it's the behavior that needs to be changed.
- Your child needs to understand that you are concerned about their growth.
- Your child should understand that you have their best interest at heart.

8) When your child tests your boundaries

- Support and follow your rules and routines.
- Do not become an element of the inappropriate behavior.
- You are the major factor in your environment. If YOU need a break, take it, your schooling environment will be stronger for it.

9) KEY Points for Successful Discipline

- Firm but compassionate concern is the foundation for positive relationship with your child while completing school at home.
- A positive relationship is much easier to develop with your child if your behavior is consistent.
- You must not "play favorites" with your children if you are working with more than one. Each child is an individual with a unique personality to celebrate.
- Ignoring inappropriate behaviors is sometimes the best way to decrease them watch though, every child is different. Sometimes ignoring is an invitation to form a habit. You must know which response works best with your child.

Transcripts, Testing, & Graduation

Graduation Requirements

24 Credits are required for earning the College Prep Diploma. 20 Credits are needed to earn the Standard Diploma. A Student must complete a minimum 25% of the minimum required credits with CMASAS to be eligible for a CMASAS diploma—thus, at least 5 credits from CMASAS to earn the Standard Diploma & a minimum of 6 CMASAS credits for the College Prep Diploma. A graduation ceremony is held each year.

Students planning on participating in the graduation ceremony need to be within 2 credits of earning his/her diploma by mid-May, should have requested their final coursework, and must RSVP their attendance by the required date (usually mid-May).

Graduation Checklist

The Graduation Checklist provides a guide to graduation requirements. It also serves as a tracking tool for monitoring and reporting progress. This checklist allows for addressing individual academic needs and individual choices. Our PEC's have this checklist available for their students to use & help with planning all courses needed for earning the student's diploma with CMASAS.

Early Graduation

Since CMASAS's programs are mastery based and self-paced, it is possible to complete high school in less than 4 years. The amount of time that it takes to complete the required courses for graduation depends on several factors, all of which rest on the student and his/her approach to completing their work. The student's personal motivation and willingness to accept the primary responsibility for his/her academic achievements are key components. Other considerations that may affect the amount of time it takes to complete all of the courses needed for graduation are: the pace at which an individual student works, his abilities, personal interests, choice and difficulty levels of electives, health and family issues, use of organizational and time management skills, etc.

Each semester course is designed to take approximately 90 hours of work to complete. It is expected that students maintain a consistent school schedule by working on assignments between 20--25 hours each week.

Transcripts & Progress Reports

Parents can track student progress, request progress reports and unofficial transcripts from their PEC, and enjoy other benefits of a professional student information system. Parents can request official transcripts through Parchment. Please ask your PEC for a link to Parchment.

College Entrance Exams – SAT, ACT, PSAT

Check with the College Board website for test dates and where to locate information in your local area. Additional information on tests will be sent to all students throughout the school year from the Counseling Department. Further information can be obtained by emailing the Director of Counseling. If your student needs accommodations for any standardized testing, please plan ahead at least 3-6 months before the actual exam. You MUST contact the Director of Counseling to proceed with getting approval for testing accommodations related to disabilities, IEP's, 504 plans, etc.

CMASAS school code is: 380581

Tuition

Our Personalized Education Coaches do not handle tuition information in any way and will refer you to CMASAS's School Office. If you have questions regarding tuition, please contact the office directly.

Plan	High School		Middle School		Elementary School	
	Year	Semester	Year	Semester	Year	Semester
Registration	\$250	\$150	\$250	\$150	\$250	\$150
Platinum	\$8,795	N/A	\$6,995	N/A	\$6,495	N/A
Gold	\$6,495	\$3,995	\$5,495	\$3,495	\$4,795	\$2,995
Silver	\$5,495	\$3,495	\$3,995	\$2,995	\$3,795	\$2,495
Graduation	\$425 (Senior year)		N/A		N/A	

Monthly Tuition

The monthly tuition starts on the first day of enrollment and is due on that date of each month. CMASAS does not send out monthly statements.

Payment by Check

Make checks payable to Personalized Education Group, Inc.

Send payments to:

Personalized Education Group, Inc.

5200 SW Meadows, Suite 150

Lake Oswego, OR 97035

Payment by Credit Card

Parents may also choose to pay the monthly tuition by credit card or bank wire. Please contact the main office with any questions regarding these tuition payment options.

Supplemental Materials

Most courses do not require textbooks or additional software; however, there are several that do require additional materials. For example, AP classes will often require the purchase of a specific textbook, some science classes might require lab supplies, and some technology courses require software. Families may request documentation of academic standing to qualify for educational discounts. CMASAS has also assisted families by purchasing materials and shipping them directly to the student; in these cases, an additional charge is made to the student's billing information, and one must allow 2-4 weeks for processing and delivery of materials. Material sources to consider include the public library, the Internet, and Amazon.com, which have many new and used textbooks available for purchase.

Parents may also opt to supplement CMASAS curriculum options through curriculum they have purchased or engage in learning opportunities such as visits to science museums, zoos, historical sites, or other similar locations. Families are encouraged to work closely with their PECs and Instructors in using these other curriculum and instruction options.

CMASAS Policies

Academic Integrity Policy

Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity. Each member of the academic community must stand accountable for his or her actions. As a result, a community develops in which students learn the responsibilities of citizenship and how to contribute honorably to their professions.

If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated. Members of the SAS community are expected to foster in their own work the spirit of academic honesty and not to tolerate its abuse by others.

First responsibility for academic integrity lies with individual students and faculty members of this community. A violation of academic integrity is an act harmful to all other students, faculty and, ultimately, the school.

Students are expected to practice responsible and honest behavior. Acts of academic dishonesty will not be tolerated at CMA School for Arts and Sciences and typical offenses are listed below:

- Cheating on tests, homework, or grading of assignments.
- Fabrication (intentional falsification or invention of date, citation, or other authority in an academic exercise).
- Unauthorized collaboration.
- Plagiarism (stealing and passing off as one's own the words or ideas of another).
- Theft or alteration of materials.

Violation of this policy in any course will have the following results up to and including:

First Offense: The student will be issued a warning in regard to the specific violation that was committed. Student will be allowed to resubmit the assignment with no loss of score due to the offence. However, the offence will be documented for future reference. Student will also need to complete a Plagiarism review course prior to completing any additional work or resubmitting the assignment. At the end of the Plagiarism review course, student will sign an acknowledgement form indicating they understand what plagiarism is and are familiar with the Academic Integrity Policy and agree to abide by the policy.

Second Offense: An official letter is sent home to explain the severity of the offence and to further explain what will occur upon a third offense. Student will be required to redo the assignment where the violation occurred. Parent or Guardian will need to sign off stating they have discussed the issue with their child and agree to the consequences of a third occurrence.

Third Offense: Student will be placed on Academic Probation incurring an added tuition of \$100.00 per month for 3 months and the offense being documented in the student's permanent academic records.

Fourth Offense: Student will have tuition permanently adjusted by \$150/month for the additional oversight of the principle/counselor to monitor and to have all assignments reviewed for plagiarism. All exams will need to be proctored.

Alcohol/Drug Policy

Use of and/or possession of tobacco products, drugs, drug paraphernalia are not permitted on the CMASAS Campus or at CMASAS sponsored events.

Harassment and Discrimination Policy

Expectations of Student, Parent and Staff Respect for Diversity. CMASAS is committed to equal opportunity for all individuals in education. CMASAS programs and activities will be free from

discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability, or any other unlawful consideration.

Harassment: Definition: Harassment is unwanted and unwelcome behavior from other students, parents or staff members that interferes with another individual's life. When it is sexual in nature, it is "sexual harassment". When it is racial in nature it is "hate-motivated behavior" or sometimes, a "hate crime".

Discrimination: Definition: Discrimination is negative or unfair treatment that brings discriminatory attention toward an individual based on race, ethnicity, sexual orientation, religion or gender.

Failure to comply with this policy may result in dismissal from CMASAS.

Payment and Refund Policy

Registration Fee: CMASAS requires payment of a non-refundable registration fee for full-time enrollments.

Tuition: CMASAS requires payment of tuition

- 1) in full, or
- 2) down payment plus monthly payment plan. Tuition and all outstanding fees must be paid in full in order to receive a Transcript or Diploma from CMASAS.

Tuition and all outstanding fees must be paid in full in order to receive a diploma from CMASAS. Transcripts are issued based on the tuition applied to courses taken. Courses are added to a student's official transcript once the course is fully completed and the student account is in good standing.

All Platinum Level courses must be completed within a 365-day continuous enrollment period from date of enrollment. Any courses not completed within 365 continuous days will count toward the student renewal enrollment option regardless of percentage of the course completed.

Individual Course Drop and Withdrawal - Refund Policy:

ALL SALES MADE OUTSIDE OF THE UNITED STATES ARE FINAL AND NO REFUNDS SHALL BE MADE.

The following refund terms apply ONLY to sales made INSIDE the United States:

Refund Policy: Refunds are ONLY available for tuition that has been paid in full. In order to be eligible for a refund, a parent or guardian must provide written notification to CMASAS Administration, requesting to drop a course or withdraw the student from the school. It is also recommended that the Director of Education is contacted to discuss the reason for the course drop or program withdrawal.

Refunds are calculated based on the “Withdrawal Date” which is the postmark and/or electronic imprint date and time on the written notification. Any written notification with imprint time after 5 P.M. Pacific Time will be considered as received on the next business day. Specific information on maximum percentages available for refund is outlined below:

Type	Enrollment Type	Payment Type	Prior to Start of Course Enrollment	Day 1-30 of Course Enrollment	Beyond 30 Days of Course Enrollment
Course Drop	Individual Course	Paid in Full	100%	See 30 Day Money Back Guarantee	0%
Course Drop	Full-Time	Paid in Full/ Payment Plan	Does not count toward total # of Credits on Enrollment Plan	Counts toward total # of Credits on Enrollment Plan	Counts toward total # of Credits on Enrollment Plan

Full-time Student Withdrawal:

Suspension of Payment Plan: Students withdrawing who are on a payment plan with CMASAS may be eligible to have future payment obligations cancelled. In order to be eligible, a parent or guardian must provide written notification to Personalized Education Group, Inc., requesting to withdraw the student from the school. It is also recommended that the school’s Director of Education is contacted to discuss the reason for the program withdrawal. ***Future payment obligations are calculated based on the table below or at the discretion of Personalized Education Group, Inc. may be calculated based on the number of courses completed and “Withdrawal Date” which is the postmark and/or electronic imprint date and time on the written notification.** Any written notification with imprint time after 5 P.M. Pacific Time will be considered as received on the next business day. Specific information on minimum # of payments required or maximum refund available is outlined below:

Type	Enrollment Type	Payment Type	Prior to Start of Enrollment	Day 1 - Day 30 of Enrollment	Day 31 - Day 90	Beyond 90 Days of Enrollment
Program Withdrawal	Full Time	Payment Plan	All Monthly Payments Due Are Cancelled	See 30 Day Money Back Guarantee	A minimum of 5 Monthly Payments Are Due – All Additional Monthly Payments May Be Cancelled*	A minimum of 10 Monthly Payments Are Due - All Additional Monthly Payments May Be Cancelled*
Program Withdrawal	Full-Time	Paid in Full	100% (Materials NOT Shipped) 75% (Materials shipped)	See 30 Day Money Back Guarantee	50% Refund	0%

THERE ARE NO REFUNDS ON MATERIALS PURCHASED AND ON ANY APPLICABLE SHIPPING CHARGES IF MATERIALS HAVE BEEN SHIPPED. Personalized Education Group, Inc. HAS NO OBLIGATION TO PROVIDE A REFUND IF YOU OR YOUR CHILD VIOLATES A SCHOOL POLICY OR OTHERWISE FAILS TO COMPLY WITH ANY MATERIAL TERM OR CONDITION APPLICABLE TO YOUR ENROLLMENT.

Suspension and Termination: Personalized Education Group, Inc. may suspend course access to CMASAS students without notice, if the student is on a payment plan, and we have not received payment for service or payment has been declined. In addition, Personalized Education Group, Inc. may terminate any enrollment if student and/or guardian breach or otherwise fail to perform any material obligation and do not cure the breach within 30 days after Personalized Education Group, Inc. has notified affected parties of breach. A reinstatement fee of \$40, in addition to past due tuition, will apply to any student whose account has been suspended. Any terminated account must complete a new enrollment registration at current tuition rates in addition to paying tuition which is past due. Registration fees apply to all enrollment registrations.

Collection Costs and Attorney Fees. If any unpaid registration fees or tuition are sent to collections, or if an arbitration, suit, or action is instituted to interpret or enforce the provisions of this Agreement, to rescind this Agreement, or otherwise with respect to the subject matter of this Agreement, the party prevailing on an issue will be entitled to recover with respect to such issue, in addition to all collection costs, reasonable attorney fees incurred in the preparation, prosecution, or defense of such arbitration, suit, or action as determined by the arbitrator or trial court, and, if any appeal is taken from such decision, reasonable attorney fees as determined on appeal.

Arbitration. Any dispute, controversy, or claim arising out of or relating to this Agreement will be settled by arbitration. The exclusive arbitration forum, and venue for any disputes, will be the Arbitration Service of Portland, Inc. in Portland, Oregon. Judgment on the award rendered by the arbitrator may be entered in the circuit court in the county in which the arbitration occurs, and the resolution of the disputed matter as determined by the arbitrator will be binding on the parties.

Governing Law. This Agreement will be governed by and construed in accordance with the laws of the state of Oregon, without regard to conflict-of-laws principles.

Course Change Policy

Students are responsible for discussing and reviewing course choices with their parents, PEC (if currently enrolled), or an enrollment counselor prior to selecting enrollment into any course. Under terms of our accreditation, we are required to provide an accurate transcript for all courses a student has attempted, therefore it is critical that students understand that CMASAS is required to place their current course on their transcript and thus will count toward their tuition plan. The only exception to this policy is outlined below.

Course Changes

A course change can be made with approval of a Lead Director of Education within the first 15 days of enrollment and completion of less than 25% of the course.

If approved, the following Course Change Fee will apply: \$250.00

In the case of a Platinum tuition enrollment option, a course change fee will apply for any courses which appear as an Incomplete or Withdrawal on the student transcript.

Course Withdrawal Policy

A student may be withdrawn from a course as follows:

A student must complete at least one assignment within the first 30 days of being enrolled in the course or s/he will automatically be withdrawn.

If there are 30 days or more of in-activity within a course after a student has started the course the student may be withdrawn from that course.

Once a student has been placed in a course, the course must be placed on the student transcript. In the case that a student is withdrawn or does not complete a course the following will apply:

A "W" will be issued for the course if the student requests to be dropped from the course.

An "I" will be issued for the course in the case the student does not complete the course prior to withdrawing from the school.

The course will count toward their enrollment plan selected (# of Credits attempted).

30 Day Money Back Guarantee

At Christa McAuliffe Academy School of Arts and Sciences (CMASAS) we get education. We understand that not all students learn the same way, at the same pace, and at the same time and back up our personalized and affordable education with a money back guarantee!

If for any reason you are not completely satisfied with our program, just notify us within 30 days of your enrollment, and we will issue a refund*. Email enroll@cmasas.org to request a refund and/or withdrawal student from CMASAS.

***Christa McAuliffe Money Back Guarantee Program Official Details**

Program is for new CMASAS students who have not previously enrolled in CMASAS. Student or parent must notify CMASAS of their intent to withdraw and request the Money Back Guarantee within 30 days from the date of their enrollment to qualify. Money back guarantee does not include registration fees.

Individual Course Enrollments

- Full refund if student has contacted the instructor and submitted one assignment or less within the first 10 days of enrollment.
- Full refund less \$200 if student has completed 25% or less of a semester course credit within the first 15 days of enrollment.

- Full refund less \$300 if the student has completed less than 50% of a semester course credit within the first 30 days of enrollment.
- No refund available for any course that is more than 50% completed.

Full-Time Enrollments

- Full tuition refund if student is enrolled in only Foundations in Personalized Learning course and has submitted two or less assignments within their first 10 days of enrollment.
- Full tuition refund less \$100 for each course enrolled if student has contacted their instructor and has submitted one assignment or less per course within the first 15 days of enrollment.
- Full tuition refund less \$200 for each course enrolled if student has completed 25% or less of assignments per semester course credit within the first 15 days of enrollment.
- Full Tuition refund less \$300 per semester course if the student has completed 50% of assignments or less per semester course credit within the first 30 days of enrollment.
- Full Tuition refund less Individual Course Pricing for all courses enrolled, including Foundations in Online Learning if any course is more than 50% completed within first 30 days of enrollment.
- Upon completion of initial course, regardless of number of days, the 30-day money back guarantee will no longer apply.

We base the enrollment start date on parent/student desired start date of a course. An enrollment date is the date a course is processed and available for student activity, regardless of the date a student actually logs in to begin.

No transcripts or grades will be issued on tuition refunds, unless a course is over 25% complete and/or over 15 days of enrollment regardless of completion level - CMASAS is required to issue a transcript and note the course with a "W" for withdrawal and no credit.

PLEASE FILL OUT, DETACH AND RETURN TO SCHOOL

**Acknowledgment and Receipt of
Parent/Student Handbook 2019-2020**

I have received a copy of the Christa McAuliffe School of Arts and Sciences Parent/Student Handbook. I have read and understand the contents therein. By signing this document, I am agreeing to comply with the rules, policies and regulations set forth by Christa McAuliffe School of Arts and Sciences.

Print PARENT Name: _____

PARENT Signature: _____

Date: _____

Print STUDENT Name: _____

STUDENT Signature: _____

Date: _____