



Pearson

Pearson Online & Blended Learning Connexus (Cx) Customer Handbook

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Pearson Online and Blended Learning Client Support Team



Academic Services Organization and Roles

General Manager, District Partnerships	Nik Osborne
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Manager of Academic Program Management	Rhae Massey
Specialist Program Manager	Richard Bailey
Senior Program Manager	Valerie Roquemore
Program Manager	Abby Shirallie
Program Manager	Kayla Wolfe
Program Manager	Mark Miller
Program Manager	Phylla Andress
Program Manager	Stacie Hood

Roles in Connexus (CxV2)

Program Manager (PM) Role

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

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

Program Coordinator (PC) Role

Program Coordinators act as the primary point of contact between Academic Program Management and clients. Also, the resources listed in Connexus including this [FAQ for Program Coordinators](#) are an excellent first step in resolving any issues. Clients will want to make sure to review this document with any individual on your team, as appropriate.

Site Coordinator Role

Site Coordinators may act as the primary point of contact at a school or program level. All Site Coordinator requests are fielded through their program/district's Program Coordinator(s) to their Program Manager at Pearson OBL. In some cases, Site Coordinators may work directly with the Program Manager.

Teacher Role

Teachers may be employed by Pearson or by the district. For detailed information regarding Pearson Online and Blended Learning Teaching Services teacher responsibilities, refer to the [Teaching Services](#) section of this document.

Caretaker Role

Caretakers are adults with direct responsibility over students. Caretakers are generally a parent or legal guardian assigned to the student household. If caretaker and associated student information is provided, they are created as users in Connexus and provided with a login and password. Two separate communications with username and password are provided to email associated with caretakers for security. A wealth of resources for caretakers are available on Pearson OBL's [Family 411](#) site. Caretakers can access a link to this resource from their home page in Connexus.

Caretaker responsibilities include: 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.

Student Role

The Student role provides access to courses, gradebook and other resources. Two separate communications with username and password are provided to the email associated with the student upon user creation for security.

A-La-Carte (ALC) Roles

A-La-Carte roles, also known as ALC roles, are additional permission sets that can be assigned to Partner Program Staff and families and can be customized by location to meet the customer's needs. ALC roles are "function" roles that embody a single aspect of the user experience. However, some functions are only available for certain packages. ALC roles can be customized for the following user types:

- Students
- Caretakers
- Site Staff (household)
- Site Coordinator (household)
- Partner Teacher/District Teacher
- Program Coordinator
- Program Assistant

School Year Cycle

Program Managers will typically follow a common School Year Cycle (SYC) of events to facilitate optimal student experiences. These are events such as reviewing escalation procedures, gathering district calendar dates, providing reports to clients, and other events that must occur at specific times throughout the school year. The [School Year Cycle](#) tasks may vary depending on the client's needs.

School Calendar

Clients need to provide a link or copy of their school year calendar, inclusive of any dates students are not in schools and/or expected to attend school and/or complete work by June 15 of each year.

All school holidays, teacher in-service, state testing, start, and end dates must be identified. Program Management is responsible for updating the client's school calendar in Connexus. Any changes to the school calendar that affect creating course sections with correct start and end dates as well as how lessons are distributed to students' planners need to go through the Program Manager. If the client's state requires students not take attendance on days not in session, that should be conveyed to the Program Manager.

Start and End Dates, Term Dates, and Section Creation

It is the client's responsibility to convey specific information and dates for:

- a) Semesters, trimesters, quarters, or yearlong courses
- b) Section start and end dates
- c) Semester start and end dates (if different from section dates)
- d) K-8 elective start date
- e) Graduating senior last day
- f) Date final grades are needed *If outside the 5 days after end date window
- g) Teacher last day

If correct dates are not provided by June 15th of each year for all categories, it may result in delayed set-up for the new school year.

Communication Protocols

Program Coordinator/Program Manager Communications - Issue Aware (IA)

Communication IA

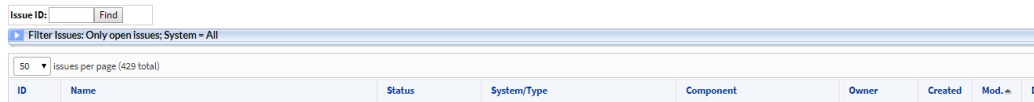
A Program Coordinator Communication Issue Aware (IA) is created to provide a central location for the Program Coordinator and the Program Manager to share information. This is a secure medium to share student data including FERPA protected information (like escalation and performance reports).

To locate the communication IA from the Connexus HomePage, select the link called "Issue Aware" from the box labeled "Miscellaneous Tools" on the right side.



A new page will open that is captioned "My Issues." Select "My Communications" to locate the PC Communication IA as the image below illustrates.

My Communications



Issue ID: Find

Filter Issues: Only open issues; System = All

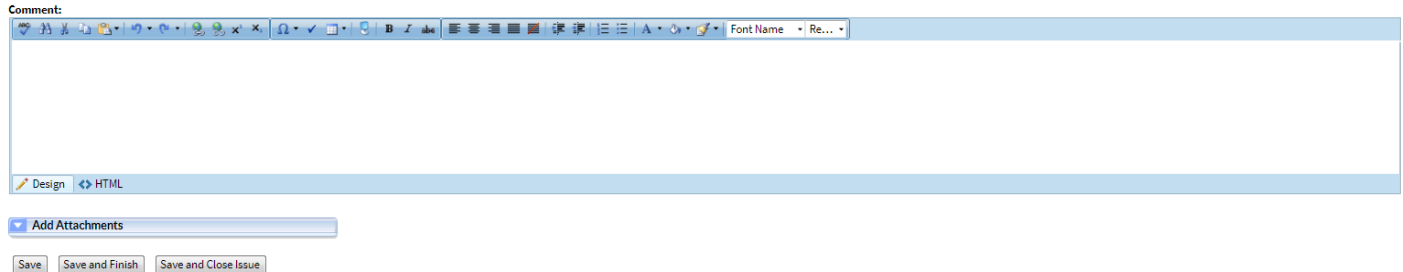
50 issues per page (429 total)

ID	Name	Status	System/Type	Component	Owner	Created	Mod.	Du
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An example of a communication IA subject is [IA 1860866: BOCES - Broome-Delaware-Tioga - Communications 18/19 \(NY\)](#).

Select the IA title to be taken into the communications IA.

Use the description box to type a note or message and select "save" or "save and finish" to send the communication.



Comment:

Design HTML

Add Attachments

Save Save and Finish Save and Close Issue

Email

Program Managers will respond to email communications within 24 hours/one business day. If Program Managers are out of the office, they will have a message indicating who on the Academic Program Management team to contact with questions. Email exchanges may also be documented in IAs.

Communicating With Teachers and Teaching Services

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

Required Program Information

Customer Administrators are required to provide the Program Managers with this specific information to effectively serve students. The partial list below includes the baseline required information to begin setting up courses and preparing teachers to support students. Providing this information ensures Pearson OBL Teachers can provide the best possible service to our families. Program Managers are responsible for gathering this information from clients:

- Start and end dates, term dates, and section creation (as stated in the School Year Cycle section of this document)
- Grading scale: What grading scale is used to show mastery for students?
- Required completion rate: What is the minimum required amount of course content that a student must complete in order to receive credit for the course?
- Minimum passing score for a course
- All student vacation dates
- Use of temporary zeros

Adding Teachers to Courses

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

Clients using their own teachers (district teachers) must communicate the following information to the Program Manager:

- Teachers' names as they should display for students and on transcripts
- Addresses, emails and phone numbers
- Associated courses and terms taught by which teachers

If there is a new teacher, this teacher's information will be sent to enrollment. Enrollment will add the teacher to Connexus within two business days.

After all the above information is provided, Program Managers will section the district teachers into courses, within one business day of students being enrolled in that course.

Intervention Protocol

The Academic Program Management team works closely with Teaching Services and clients to monitor and encourage student success. Through monitoring and sharing of data with both clients and Teaching Services, Program Managers note students and areas where additional academic

support may be needed. Client requests for specific student interventions are sent to Program Managers.

Communications with Sales

The Sales team identifies and works with clients to identify needs and obtain a contract that outlines the services and products that we will supply over the term of the contract. Sales works closely with Program Management over the course of the contract to ensure those services are being provided appropriately and determine if any adjustments need to be made on either side.

Invoicing

Customers are invoiced on the 1st or 15th of each month. The Program Manager or Sales representative can be contacted regarding invoice and billing questions.

Communications with Enrollment

Program Managers work closely with the Pearson OBL Enrollment team to make sure students are enrolled, sectioned, scheduled, and withdrawn properly.

For more information on how to complete these tasks please refer to these trainings/resources:

- a. [Enrolling Students: Using the Bulk Enrollment Spreadsheet](#)
- b. [Enrollment and Course Placement](#)
- c. For any placement changes, please discuss this process with your Program Manager.

Important Connexus Information

Demo Accounts

- For partner staff, the MyCLi Demo accounts referenced in the [MyCLi Connexus Demo User Accounts](#) can be used for testing and troubleshooting. These DEMO accounts should NOT be shared with students and caretakers.

Data and Reporting Services

- The primary report shared with Pearson OBL clients is the STAR report. This report will be sent to you through the Communication IA by your Program Manager.
- There are also numerous reports available directly to clients, on the [Reports](#) page in Connexus. These are available based on permissions.

Student Planners and Running the Scheduler

- The Planner is a calendar that students and staff can use throughout the year. Users can indicate appointment times, LiveLesson schedules, vacations, etc.
- The scheduler distributes student courses on the Planner. User-scheduled lessons provide the student with the flexibility to adjust the lesson schedule.
- The following roles have permission to run the scheduler:
 - Site Staff
 - Site Coordinator
 - Partner Teachers
 - Program Assistants
 - Program Coordinators
 - District Administrators
 - Program Managers
 - Depending on the site setup, the following users may also be able to run the scheduler:
 - Student (can run scheduler for him or herself)
 - Caretakers
- For more detailed information on the planner and scheduler, view the [How to Run the Scheduler](#) (may need to enable Flash to view) tutorial for some great tips.

Curriculum

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

Clients will be provided with a course list in order to set up their program each year. These course lists will vary from client to client depending on their state standards, teacher certification requirements, and program requirements. Course availability may vary per state from the full catalog

of all courses. The Teaching Services team cannot guarantee state certified teachers in all states or for CTE or Sign Language courses in any state. Your Program Manager will provide you with a course list.

Course Materials

Students may have materials shipped to them depending on the courses in which they are enrolled. The majority of materials are online, including most textbooks. Review the [Materials list](#) in order to see what digital and/or physical materials are associated with courses. The client must include the students mailing address (not a PO Box) and an email address when enrolling the student or materials will not ship to them.

Students and caretakers can access the list of materials needed for a course through the Course Guide or Course resources at the beginning of each course.

Time to Talk

Time to Talk is a portion of the World Language curriculum in Connexus providing students with an opportunity to interact with a native speaker and their classmates throughout their language curriculum.

Included in:

- Elementary and MS Spanish I and II
- HS Spanish I and II
- Elementary and MS Chinese I and II

LiveTutor

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

At the beginning of the school year, Program Managers will send the appropriate flyer to their customers. Flyers will also be available in MPT.

- [1920 LT Flyer EST.pdf](#)
- [1920 LT Flyer CST.pdf](#)
- [1920 LT Flyer MST.pdf](#)

- [1920 LT Flyer PST.pdf](#)

Third-Party Programs for Instructional Support

Students have access to several programs through the language arts courses including 6-Trait Power Write, Study Island, and Write to Learn. These programs are available to different grade levels and some of them require setup by the Program Manager or a representative.

Requirements for Students

Hardware and Software Requirements

For the best user experience and highest quality performance, we recommend users access Connexus on a PC or Mac. Connexus is not an approved application for iPads, and the Flash content embedded in some courses makes them incompatible with Chromebooks.

The following supported browsers are recommended for students to record and playback audio:

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

Connexus users should refer to the [system requirements](#) for complete software details.

In order to access teacher made [Course Resources](#), students will need to access Google Documents.

Estimated Time to Complete Lessons

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

- Time spent working in online courses may vary based on factors outlined in the SOW.

- The availability of printed textbooks varies by state and by course.
- Access to printed versus online texts can greatly impact the amount of time spent online.

Student Information

Student Privacy

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

[Privacy Policy](#)

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

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

Special Populations

NCAA

Many of Pearson OBL's high school core and elective courses are approved for meeting NCAA Eligibility Center requirements. Customers may offer student athletes courses which may be used for NCAA initial eligibility by purchasing a package of services that complies with the requirements for the NCAA Eligibility Center's approval of Pearson OBL's courses.

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

- The Customer must indicate that the student is NCAA eligible during the enrollment process.
- The courses must be the courses listed on the NCAA website as Pearson OBL approved courses.

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

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

Pearson Teaching Services

Mission Statement

The mission of the Pearson OBL 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.

Teaching Services Organization and 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. This service will be listed in the Statement of Work (SOW) if it has been purchased.

Pearson Advisor

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

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

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

Advisor responsibilities include:

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

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

Teaching Services Contact Protocol

Students can contact their assigned teachers within the 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 assigned Program Manager.

Teacher Calendar

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

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

Key Dates	Date
First Day for Teachers	August 1, 2019
Labor Day	September 2, 2019

Columbus Day	October 11-14, 2019
Veterans' Day	November 11, 2019
Thanksgiving Break	November 27-29, 2019
Winter Break	December 23, 2019 - January 2, 2020
Martin Luther King, Jr. Day	January 20, 2020
Presidents' Day	February 14-17, 2020
Spring Equinox	March 10, 2020
Spring Break	April 10-13, 2020
Memorial Day	May 22-25, 2020
Last Day for Students	June 19, 2020
Last Day for Teachers	June 24, 2020

Key Student Dates

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

Event	Date
Earliest possible start date for students served by a Pearson OBL teacher	August 1, 2019
Course end date for students who need a final grade or course marked complete prior to winter break (December 23, 2019 - January 2, 2020).	December 13, 2019
Last possible course end date for a student served by a Pearson OBL teacher for 2019-2020.	June 19, 2020

Pearson Teacher Certification and Course Assignment

Pearson Teacher Certification

When included in a customer's SOW, Pearson OBL 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).

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

Pearson Teacher Course Assignment

Pearson OBL 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 Pearson OBL 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 Program Manager who will relay the information to the customer. When the new teacher is added or changed within a course, he or she will send a WebMail message to the affected students to introduce himself or herself.

Pearson Teacher Credentialing

If your program has specific reporting needs related to teacher licensure, please let your program manager know what information is required and when it is needed. Your Program Manager will work with Pearson OBL's Teaching Services and Business Compliance Services teams to provide this information to you through a secure communication to protect Personally Identifiable Information (PII). The standard turnaround time for credentialing requests is two weeks.

Pearson Teacher Responsibilities

Pearson OBL Teachers are credentialed, state-certified* teachers who implement the [Pearson Student Support Model](#) and:

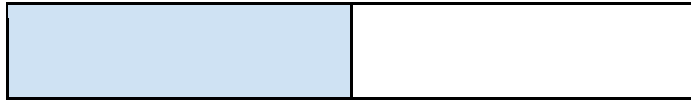
- provide direct instruction that is teacher-initiated or in response to student-initiated questions
- respond to WebMail messages and telephone calls
- moderate course discussions
- grade assignments, provide grading feedback, and assign final grades
- host LiveLesson® sessions and provide recordings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

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

- Pearson OBL Teacher grading of assessments: 2 business days
- Pearson OBL Teacher grading of portfolio items: 5 business days

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

Pearson OBL Teachers		Pearson OBL Advisors	
		Note: Requirements for having an Advisor	
Enrollment type	Action	Enrollment type	Action
First 2-5 days of Student Enrollment	Send Welcome WebMail messages	First 7 days of Student Enrollment	Send Welcome WebMail messages
After 21 Days	Synchronous & asynchronous student support	First 7 days	Welcome Calls - Early student engagement
After 21 Days	Synchronous support focusing on any assessment redos	After 30 days	Synchronous student contact for engagement support
After 21 Days	Moving student to complete		
Entire Month	Grading		
Month End	Curriculum-Based Assessments		



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, developing 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. If an individual student is granted an extension in a course, it is the Program's responsibility to notify the student of the extension and advise the student to contact the teacher to make a plan for success.

Student 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 OBL staff members to communicate with one another. Because Connexus is a closed system, no communication can be sent to a user from an account outside of Connexus.

Synchronous Communication

Support provided through synchronous contact, or real-time interaction, is typically a one-on-one or small group 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 two to 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
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Program Communication with Teachers

The Program Manager (PM) is the single point of contact with the customer. The Program Manager will relay all information directly to the teachers.

Pearson Teacher Assessment Policies

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.

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 synchronously with the Pearson teacher.

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 OBL Program Manager.

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

Providing Alternative/Custom Assessments

If students require additional opportunities to demonstrate mastery of concepts or need to recover assessment grades, teachers may use their discretion to provide alternative or custom assessments that match the original assessment objectives but vary in assessment type or format. Justification for alternative assessments must be provided in the student/section Log and copies of the scored

assessments must be sent to the student via WebMail message. Original submissions of work will not be deleted from 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.

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

Strategies to Support Student Mastery

Our shared goal is student mastery of course material. As students move through the course, teachers may employ the following strategies to ensure students have mastered course material and arrive at the end of the course with a passing grade:

1. After receiving constructive feedback, subjective assessments (i.e., portfolio items, essays, short answer questions, lab reports, PE logs) can be re-submitted 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 . 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 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.

CBAs are synchronous, or real-time, communications between the student and the teacher to gather formative information on students' understanding of concepts. They 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.

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.
- DCBAs are targeted toward students who receive a C or lower on an assessment or have an overall GPA of less than B.
 - DCBAs 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 conversations occur via phone call and/or LiveLesson

Grading

Students in Pearson OBL courses will receive a final course grade from their Pearson OBL teacher in Connexus. The student’s official transcript will be maintained by their school/program. Only the assigned Pearson OBL 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 OBL will use the grading scale established by the program (see required program information). This information must be provided to the Program Manager in order to be incorporated within Connexus.

At the end of a course, a student’s score may be edited by Pearson OBL teachers to change the weight of assessments on the final grade calculation, or to include additional activities in the final grade calculation. Pearson OBL 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	
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Skipped Assessments

If a student skips 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 within five business days of the 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 to 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 student's end date 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 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 course resources for each course. The course resources can be accessed via the Section Message Boards and are introduced through the Welcome WebMail message. Teachers regularly update and maintain the resources with links 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 after reteach with the Pearson teacher
- Assessment corrections
- Reduction of academic task size
- Extended time on assignments
- One-on-one instruction
- Modification or alternative versions of academic tasks
- Assessment modifications
- Compatibility with text-to-speech software

Pearson Teacher Participation in the IEP Process

Requests for Teacher Input on IEP or 504 Plans

Programs often need content area teachers to provide information about student progress as documented in the student's IEP. Programs must send requests for any progress update information to their assigned Pearson OBL Program Manager. The Pearson OBL 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 Integrity

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 the Pearson Student Honor Code to students. If a student violates the [Pearson Student Honor Code](#), Pearson teachers will consult the appropriate Academic Integrity Policy (i.e. a district or program policy, or the Pearson policy). As outlined under [Required Program Information](#), programs or districts must provide a copy of their academic integrity policy if they choose for Pearson to implement that policy.

Pearson Student Honor Code Infractions and Procedures

Demonstrating academic integrity and upholding the Honor Code is an expectation of every student. Pearson teachers are encouraged to use plagiarism detection software (Unicheck is included in Connexus) for written responses such as essays, portfolios, and discussions when plagiarism and/or cheating are suspected. If a Pearson teacher detects a violation of the Honor Code on an assessment (i.e. test, quiz, discussion, lab, essay, or any other portfolio assignment), he or she will notify the student and caretaker by WebMail. All instances of Honor Code violations 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.

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

First Offense

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

Second Offense

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

Third and Subsequent Offenses

The third time a student is determined to have plagiarized or cheated, he/she will receive a zero and will not have the opportunity to redo the question/assignment. If a student's third or subsequent Honor Code violation occurs on a final exam, the student will receive a zero for the full test and not be able to revise any of the work that had the violation. Such repeated offenses of academic dishonesty by a student may result in a recommendation by Pearson OBL 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 OBL Program Manager. The Program Manager will work with Pearson OBL 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 OBL 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 OBL'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 (including 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 rituals and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

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

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

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

Prohibited behaviors include all of the above.

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

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

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

- A. During any education program or activity conducted by a public K-12 educational institution;
- B. During any school-related or school-sponsored program or activity;
- C. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 education institution within the scope of the school, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
- D. Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or the orderly operation of a school.
- E. The above section (D) does not require a school to staff or monitor any non-school-related activity, function, or program.

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

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

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

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

Complaints

The Director of Teaching Services or a designee is responsible for receiving complaints alleging violations of this policy. All Pearson OBL 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 OBL staff member or program or district representative.

Pearson OBL will report all reported incidents to the program or district coordinator through the Program Manager. Likewise program or district coordinators should communicate concerns of any violation involving Pearson OBL staff through the 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 OBL codes of conduct set forth in this Handbook. Caretakers are expected to cooperate with school staff in reinforcing this conduct with their students. When student conduct expectations are violated, Pearson will work with the customer to implement the disciplinary measures reflected in this document. Pearson students are also guaranteed due process as required by the 14th Amendment to the United States Constitution.

Discipline Measures

There are three levels of disciplinary measures used by Pearson OBL 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 OBL have documented communication with their Caretaker(s) and a Pearson OBL staff member. The incident is formally documented in writing and becomes part of the student's Pearson OBL 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 OBL 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 OBL record.

During a period of suspension as defined by the customer and Pearson OBL Director of Teaching Services, 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 OBL 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 OBL 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 OBL Handbook. Pearson OBL 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 OBL'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 OBL staff member, as necessary). If the grievance is submitted to the customer, the Program Manager will provide it to Pearson OBL Teaching Services. All parties involved must be appropriately defined, and the concern must be clearly outlined.
2. The recipient of the grievance must review the concern with his or her supervisor and respond to the Caretaker within three (3) school days.
3. If the original recipient did not resolve the grievance, the Caretaker should request a meeting with the customer and the recipient's supervisor and notify the customer. The supervisor should investigate the matter, and schedule a meeting with the Caretaker, the student, if necessary, and any other staff member, the customer, if necessary, within five (5) school days.
4. If the school has not been able to address the Caretaker's concern through the grievance process set out above, or if there has not been a prompt and equitable resolution of a complaint prohibited by Title IX and Section 504, the Caretaker can contact the Customer for further recourse.

Training and Internal Support

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

Configuration Management Team

The Configuration Management team works closely with the Program Manager team to create and manage processes in Connexus V2. These include creating sections, creating enrollment forms and managing escalation.

Escalation

Escalation is a tool in Connexus used to notify teachers, students and Program Coordinators if there are concerns regarding a student's participation in their course.

On an established schedule student data will be imported and calculated, by the Configuration Management team, to compare the student's performance and participation level in each course to a designated set of criteria. Generally this occurs each Monday, Wednesday and Friday of a week

during the Pearson OBL academic school year. WebMail messages will be sent to caretakers on Mondays and Wednesdays to notify them of any performance concerns.

Review the [Escalation Criteria](#) in MyPearsonTraining. Clients report to Program Managers if they want to use escalation and agree to the criteria and process.

Academic Training and Support Service (ATSS) Training

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

School Support Help Desk

The Help Desk provides efficient and comprehensive support, troubleshooting, information, and guidance for teachers, administrators and staff. . The School Support Help Desk should be your first point of contact for questions related to Connexus functionality, LiveLesson® accounts, curriculum inquiries, questions and general how-tos.

The Help Desk staff is available by calling 844-597-3224, weekdays, from 8 am to 8 Program Manager ET.

- For Teachers, Administrators, Staff, and Program Managers, select option 1.
- For Students and Caretakers, select option 2.

The School Support Help Desk can assist teachers, administrators and staff with the following:

- Acclimating to the Virtual World
- Classroom Management
- Curriculum
- Contact with Caretakers and Students
- Functionality
- General How-Tos
- How to Respond to Students
- LiveLesson accounts
- Monitoring Student Performance
- Permissions
- Questions about Improving Student Performance

- Reports
- Sectioning Questions

Student Support Help Desk

The Student Support Help Desk is available to students and caretakers to provide them with technical support. They can be reached at 844-597-3224 (toll free) Monday through Friday from 9am to 9 pm EST.

My Pearson Training (MPT)

Anyone with a Connexus login will have access to My Pearson Training, a one-stop training site. You'll find dozens of resources including tutorials, webinars, user guides, and training materials.

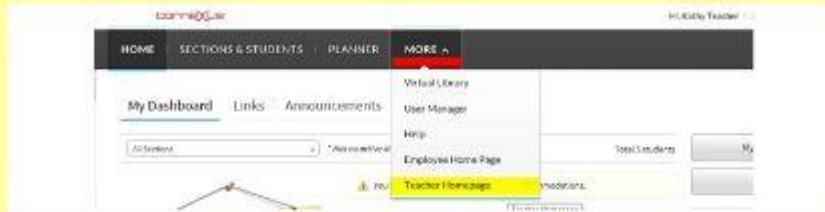
My Pearson Training

More Connexus training resources are available at any time through Pearson's My Pearson Training website. Resources include video tutorials, recorded professional development sessions, and guides.

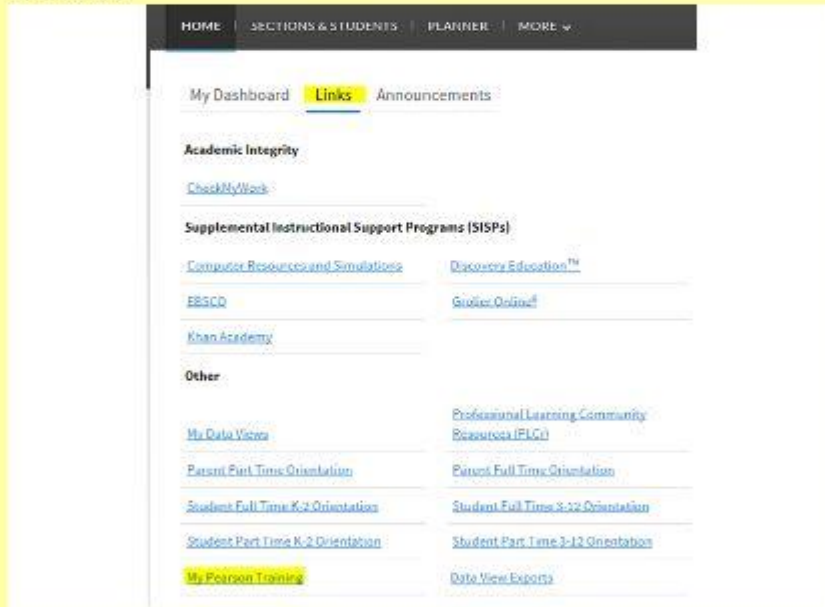
Learn how to set your default home page in Connexus by visiting My Pearson Training and accessing the "CL Setting the Default Home Page" video found under the Quick Tips tab.

You can access My Pearson Training from a link in Connexus. Follow the instructions outlined below.

1. Log in to Connexus and select More from the Connexus header. Select Teacher Home Page from the drop-down menu.



2. You are now on the Teacher Home Page in Connexus. Select the Links tab. Under the Other heading, select the link titled My Pearson Training.



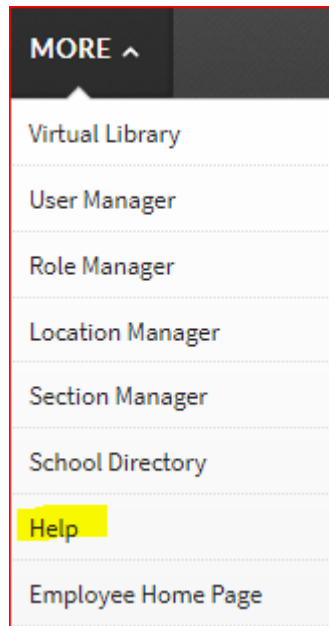
3. This will open a new window and take you directly to the Connections Learning page on Pearson's My Pearson Training website. Notice you are automatically signed in to the site. Select the On-Demand Training, Guides & Resources, or Quick Tips tab to view available training resources.



To view a recording of how to access My Pearson Training visit <http://mytrainingconnection.com/assets/files/episodes/c73eb2e135e51d7d92966b0f9ee20bb0/index.htm?standAlone=1>.

Connexus Help

Every Connexus user has access to role based Connexus Help through the Help option listed under More in the Connexus header toolbar. Connexus Help is a wonderful resource for on demand information related to Connexus functionality as appropriate for each role.



Technical Support

Staff, students and caretakers have access to technical assistance via a 800-382-6010 number and support@connectionsacaemy.com. Connexus users can find this contact information via Help within Connexus and Pearson Connexus.

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: 1-888-679-7740 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.