COLEGIATE PREPARATORY ACADEMY

STUDENT / PARENT HANDBOOK
2024-2025

MISSION STATEMENT

The mission of Colegiate Preparatory Academy is to produce self-directed and responsible life-long learners through the delivery of a high-quality public digital learning program emphasizing communication processes, technologies, and techniques that will prepare students for the demands of the 21ˢᵗ century workforce.

STATEMENT OF PURPOSE

Colegiate Preparatory Academy promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed lifelong learners in a safe and enriching environment.

The Mission, Vision, and Purpose Statements of Colegiate Preparatory Academy are reviewed and updated periodically by the Governing Board and stakeholders periodically upon the completion of each strategic planning cycle.

GOVERNING BOARD

For the most current list of Board of Directors, and Board Meeting Dates, please visit our school website.

For information on how to address our Board of Directors, please visit our school website.

ADMISSIONS AND ENROLLMENT POLICIES AND PROCEDURES

Colegiate Preparatory Academy, hereinafter referred to as "CPA," has instituted admissions and enrollment policies and procedures. The purpose of CPA's program is to make instruction available to students using online and distance learning technology in the nontraditional classroom. The program shall provide full-time virtual instruction to students in grades 6 through 12.

STUDENT ELIGIBILITY REQUIREMENTS

In order to ensure students are eligible to participate in the Colegiate Preparatory Academy Instruction Program, the following criteria must be met. The school's registrar will ensure that students are eligible upon receiving enrollment applications.

Student eligibility for K-12 virtual instruction.—All students, including home education and private school students, are eligible to participate in any of the following virtual instruction options:

(1)   School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45(1)(b).

(2)   Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school district or to students in other school districts throughout the state pursuant to s. 1002.31.

(3)   Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.

(4)   Florida Virtual School instructional services authorized under s. 1002.37.

STUDENT ENROLLMENT/LOTTERY

Students will be admitted to **Colegiate Preparatory Academy** regardless of race, gender religion or ethnic origin and our admission and dismissal procedures will be equitable for all students. All **Colegiate Preparatory Academy, Inc. s**chools will implement the following enrollment/lottery policy:

1.   Effective immediately, **Colegiate Preparatory Academy** will set and advertise a registration / lottery date.

2.   The following groups of students will not have to participate in the lottery and will gain automatic admission/re-admission assuming they complete the "Intent to Return" form prior to the lottery date.

      i.   Current students enrolled at **Colegiate Preparatory Academy**
      ii.   Siblings of enrolled or accepted students at **Colegiate Preparatory Academy**
      iii. Children of teachers at **Colegiate Preparatory Academy**
      iv.   Children of governing board members, however, for Federal Grant Recipient Schools, preference will only be given to children of founding board members of the grant recipient school, **Colegiate Preparatory Academy,** while the school is in the grant period. Any governing board members which are nominated and/or elected to the governing board after the founding of the school shall not be eligible for any enrollment preference while the school is in the grant period.
      v.   Children of an active-duty member of any branch of the United States Armed Forces. *(Not applicable to Federal Grant Recipient Schools)*

For Federal Grant Recipient Schools, sibling and children of teacher exemptions only apply to children of the grant recipient school. An exemption cannot be granted if the child does not have a sibling in the Federal Grant Recipient School and/or the teacher is not employed at the Federal Grant Recipient School.

3.   If the number of applicants is less than or equal to the number of available slots each qualified applicant will be accepted and enrolled.

4.   If the number of applicants meeting the established criteria of the charter exceeds the stated capacity of the school, or individual classroom or program, each child will be placed in a random lottery (the "Lottery").

5.   Each application will be given a number, and all numbers for each classroom/program will be placed in a database. Numbers will be drawn on a random basis and all slots available per grade will be filled based on the rank order of their drawing. The remaining numbers will be used to create the waiting list (the list will be developed based on the rank order in which the remaining assigned lottery numbers are randomly drawn).

6. There will be at least one school administrator plus a member of the board and/or a representative from an independent auditing firm present at the Lottery.

7. After the Lottery is completed, students will be contacted in the rank order in which names were randomly drawn and established on the waiting list.

8. As openings arise throughout the year, the next child on the waiting list for that particular classroom will be offered the "space". If the school accepts applications during the school year and already has a waiting list from a previous lottery, the school may either re-draw all names to date (less those accepted/withdrawn/removed by request) or conduct periodic subsequent lotteries and add the names in the rank order drawn to the initial list created via a random lottery.

9. The parent has 48 hours to accept/refuse the space and complete all required documentation for admission into program. If the parent is not able to do so, the space will go to the next child on the waiting list. Applicant names for parents who do not respond within 48 hours or who do not accept the available space will be removed from the list and requested to reapply in the future if they would like to be considered at a later date.

10. If there are more spaces than applications, the school may accept all students after the registration period has ended. If the school continues to accept applications after the initial registration period, the school will:

   A) Conduct subsequent registration periods with advertised due dates and determine whether a lottery is necessary at the end of that period; or,
   B) Conduct a "rolling" registration weekly. At the end of each week, determine whether or not a lottery is necessary.
      1. If the school receives more applications that week than the available seats, the school will:
         a) Conduct a lottery;
         b) Notify families that received available spaces, and
         c) Put remaining applications on a waiting list in the rank order their numbers are randomly drawn OR let families know they will be included in the next lottery when spaces become available.
      2. If no lottery is necessary at the end of the week because the school has more space than applications received, all applicants may be accepted.
      3. Repeat steps a and b above at the end of each week or as long as the school continues to accept applications for each school year.

11. The school may choose the option of maintaining a waiting list application pool rather than a rank ordered waiting list. When the school chooses this option, it will conduct the lottery from all available applications received to date and stop when all available spaces have been filled. Each time the school has available space, it will conduct a new lottery.

ENROLLMENT PERIODS AND ELIGIBIITY

Colegiate Preparatory Academy (CPA) is one of many Choice Options available to all students. Parents and students may apply to this program at any time. Parents can access the Colegiate Preparatory Academy (CPA) website to review eligibility criteria and enrollment process throughout the year. Students applying during the application period are notified by email or phone regarding their applicant status to CPA during the school's open enrollment period.

PARENT/LEGAL GUARDIAN IDENTIFICATION

Parent/legal guardian identification must be confirmed when student information is discussed. The parent/legal guardian must be present and produce identification for activities involving enrollment, withdrawals, and change of address and/or phone numbers. Only the parent/ guardian who enrolled the student may withdraw or transfer the student.

ELIGIBILITY

All students entering into grades 6 through 12 including home education and private school students, are eligible to participate in the program.

ADMISSIONS

Applicant Status:

1. Parents must apply online.
2. Information submitted online is verified and reviewed for eligibility according to the State and District rules and regulations. In addition, staff will review the District's online Integrated Student Information System (ISIS) to review the student's educational records. ESOL students will be considered at CPA if it is the appropriate placement. Students with an individual educational plan (IEP) will be considered based on whether the IEP can be implemented in a virtual program. Students that fail to meet the initial criteria will receive a letter of ineligibility. Eligible candidates will be notified regarding the orientation meeting.
3. Parents and students will sign a contract, fill out registration forms, and officially register their student into the school.
4. Parent and student must participate in an orientation course offered by CPA and the curriculum provider to ensure they understand the program.   The training will cover the Learning Coach's role, the provider's registration process, Parent's and Student's responsibilities in a virtual school, and successful monitoring skills.

Enrolled Status:
After students are officially registered at the school, their courses are scheduled.   Students are photographed for a picture identification card to be used at testing facilities and various meetings.

GENERAL ATTENDANCE AND PARTICIPATION POLICIES

CPA monitors student attendance, participation, and performance to ensure that students meet compulsory attendance requirements and are making progress toward successful completion of the course or program as specified in the program's attendance policies.

Virtual students are expected to attend and participate in their online education courses as they would attend and participate in a traditional classroom course.

If there is no activity or login from a student in one week, the teacher may contact the student and/or parent. Unless prior communications have been received from the student, parent, or home school regarding the student's absence, a student who fails to log in and participate in his/her online course for twenty (15) days may be dropped from the course. **If a student does not log in to course for seven (7) consecutive days for any reason, it is his or her responsibility to notify the teacher.**

Attendance is measured by time logged in, contributions made through communication via discussion threads, e-mails, Drop Box, chat sessions, video conferences, and/or through the submission of assignments, projects, and tests. Each time a student enters a course, participation is automatically recorded and the length of time in each area is noted. A student is expected to complete a formal activity, assignment, or assessment in order to be marked present in that class.

ATTENDANCE

Colegiate Preparatory Academy follows the Miami Dade County Public School's policy on attendance. A Colegiate Preparatory student who is of school age is required to attend school regularly during the entire school term according to Compulsory School Attendance F.S. 1003.21. Student attendance must be verified by the school district; therefore, students are expected to login every school day and complete the appropriate work for each class.

Attendance record keeping is provided to Colegiate Preparatory Academy by the provider, who must maintain an auditable management system that records the student participation in the virtual instruction. Attendance may be recorded using the number of days a student receives instruction through a virtual program. Colegiate Preparatory Academy must report days present and days absent annually. The sum of the days present and days absent must not exceed 180.

Official school attendance is determined by the information collected by the provider submitted to CPA and reported to the district on a weekly basis. On the student's schedule, each student will reflect a homeroom period, which will be used to report the official school attendance. For students present fewer than the total numbers of days in the quarter, those absences are recorded beginning with the last day of the quarter. The school must enter such information into the school districts information database and will be reflected in the student's report card.

Only absences as specified in the *Student Attendance Reporting Procedures PK-12 Handbook* may be recorded as excused. CPA may use disciplinary actions for excessive absences including being placed on probation, reported to the Federal and State Compliance Office for truancy, and withdrawal to the student's boundary school.

Due to the nature of virtual instruction, Colegiate Preparatory students are not confined to attend school or access their course work at a specific time of the day. Therefore, the parent/guardian should monitor their student's daily online clocked hours, the daily schedules, assignments, quizzes and tests to assure their student does not fall behind pace during the semester. The school's official calendar will determine the official start and end of the terms.

Truancy

The state of Florida outlines a "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

Although the online educational setting permits flexibility in time, Colegiate Preparatory Academy will consider 15 unexcused absences the equivalent to 15 or more school days in which the student has not completed any work, is not making adequate academic progress and has not responded to communication attempts made by an assigned Teacher, Administrator, and/or School Counselor. When a truancy issue occurs, school support staff will organize an intervention meeting to assess what support strategies can be implemented to assist the student in their academic success. If guardian/students are unresponsive to these efforts, then local law enforcement may be called to complete a wellness check on the student's home. As a final effort, a student may be dropped/withdrawn from Colegiate Preparatory Academy for truancy if the student is not actively submitting assignments or being responsive to communication attempts made by staff.

Attendance Requirements for Students to Maintain their Driving Privilege

Minors between the ages of 14 and18 years of age who do not attend school regularly will not be issued a learner's permit or will have their driving privilege suspended by the Florida Department of Highway Safety and Motor Vehicles. Section 322.091, Florida Statute.

Colegiate Preparatory Academy will report all students between the ages of 14 and 18 years of age who accumulate 15 unexcused absences within a period of 90 calendar days to the Department of Highway Safety and Motor Vehicles (DHSMV).

Parent Responsibilities

Each time a student spends time online in their courses, time accumulates into hours of attendance. The parent shall be responsible for their child's school attendance as required by law. If the student is absent for any reason, parents must ensure that the child completes make-up assignments for all absences from their teachers upon return to their online academic program. If a student has excessive absences of more than 15 days, the parent is responsible to appear before the Attendance Review Committee at the scheduled time to provide information relating to their child's absences and to support prescribed activities.

- **Parents must ensure the student participates in yearly virtual progress monitoring assessments and attends ALL state testing taking place at their selected brick-and-mortar location.**

- **Parents must monitor their student's time in school:**

  Students in grades 6-12 must attend at least 900 hours (six hours per day of instruction/ class) a year. By the end of the week, the student must have clocked in at least a total of 30 hours. Parents must log in every day to clock in the student's time off-line and monitor the daily assignments. Each course (six courses per semester) must have earned at least 5 hours per week.

- **Parents must monitor their student's assignments and assessments:**

  In lieu of the daily presence of a face-to-face teacher, parents should take the lead in guiding the students through the curriculum, submission of work samples, assignments, practicing FSA assimilations, online class sessions, producing projects, reviewing for quizzes and tests, as well as making sure they participate in the state tests.

STUDENT'S RESPONSIBILITIES

Students are expected to maintain an appropriate pace throughout the course and take care to not fall behind. He or she must be proactive in giving their best effort to attain proficient grades in each class at all times.

If the student has difficulties with the course, assignments, or with time management, he or she should contact the teacher for support and guidance.

To ensure that our students are aware of this commitment, the four-part process below will be followed:

1. If the student does not submit the expected number of assignment(s) within a period of ten

(10) consecutive days, the student and parent will receive an email from the instructor to schedule an academic intervention conference call. During the call, the student, parent and teacher will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week.

2. If the student does not respond to the intervention by submitting assignments within five (5) days or does not continue to submit an acceptable number of assignments each week, the instructor will place a phone call to the student/parent(s) to remind them of the importance of submitting work and detailing the withdrawal process.

3. If the student does not respond by submitting assignments within fifteen (15) days of the intervention, CPA will send a formal email to the student and the parent.

4. If there is no response within TEN (10) days of the email, CPA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.

Successful Virtual Student Responsibilities

The goal of every child should be that of a "model student." A model student is expected to be present at school every day, follow scheduled courses, and demonstrate appropriate behavior and a readiness to learn. Student's responsibilities as defined by Board Policy 5200 - Attendance:

> Attend classes one hundred and eighty (180) days each school year or the number of instructional days prescribed for the school the student attends. Students in grades 6-12 must clock in 30 hours a week of virtual instruction, five hours per subject.

> Complete the make-up assignments for classes missed. Failure to make-up all assignments will result in lower assessment of the student's academic progress and/or effort grade.

Participate in all Florida 6-12 assessments.

> Complete all required school days, assignments, quizzes, tests, and projects prior to the end of each semester.

ACADEMIC GRADING PERFORMANCE SCALE

GRADE	LETTER VALUE	VERBAL INTERPRETATION	GRADE POINT VALUES
A	90 - 100 %	Outstanding	4
B	80 - 89 %	Good	3
C	70 - 79 %	Satisfactory	2
D	60 - 69 %	Minimal; Improvement Needed	1
F	0 - 59%	Unsatisfactory	0
I	0	Incomplete (Secondary Only)	0

The academic grades in all courses are to be based on the student's degree of mastery of the instructional objectives and competencies for the course. The determination of the specific grade a student receives will be based on careful consideration of all aspects of each student's performance such as coursework, supplemental projects, virtual tests, and other online assessments. Progress reports and report cards will serve as the primary means of communicating student progress and achievement of the standards for promotion.

GRADUATION REQUIREMENTS

Standard Diploma Requirements
Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade[+]:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

[+]Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
- An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science** credit may substitute for up to one science credit (except for Biology 1)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

* Eligible courses are specified in the Florida Course Code Directory.

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Florida Harm Prevention and Threat Management Model

Florida Statute, Section 1001.212(12), requires the Florida Department of Education's Office of Safe Schools to develop a statewide behavioral threat management operational process, a Florida-specific behavioral threat assessment instrument, and a threat management portal. Florida's Harm Prevention and Threat Management Model was designed to identify, assess, manage, and monitor threats to schools, school staff, and students.

The goal of all school safety efforts is to *prevent* violence or harm to members of the school community. Threat management uses a methodology that identifies students exhibiting threatening or other concerning behavior, gathers information to assess the risk of harm to themselves or others, and identifies appropriate interventions to prevent violence and promote successful outcomes. The process applies a non-punitive assessment to distinguish between innocuous and serious situations. The aim of the threat management process is to intervene at the earliest stage to provide assistance to students and to alter or disrupt concerning behavior for the benefit of the student and school.

The Florida Harm Prevention and Threat Management Model's process is a systematic, fact-based method designed to identify, using threat assessment protocols, whether behaviors or communications constitute a concern for violence or harm to another person. Upon a determination that a risk of violence exists, the threat management process then results in determining the level of concern and appropriate management of the person posing the concern to mitigate the risk of harm and remove them from the pathway to violence. The classification of an individual is based on their presenting risk and needs and balanced against protective factors. The Florida Model assigns a Low, Medium, or High level of concern (also called threat levels) to each concerning behavior or threat reported to the threat management team that cannot be summarily closed as unfounded. There are four possible dispositions:

Unfounded Determination
An unfounded determination means that there is not a sufficient factual basis to support the allegation, or it can be determined that the threats were never made; what was said was clearly not a threat; or the incident/behavior of concern did not happen or rise to the level of posing a threat or concern of harm to the school community. In sum, an unfounded threat has no factual basis to support the allegation. The reporting person may simply have been mistaken about the concerning behavior. No threat management action is needed when a threat allegation is deemed unfounded. This disposition is appropriate only when it is clear there is no factual basis to support the allegation; the case should be advanced to the next step if there is any doubt.

Low Level of Concern
Low levels of concern in a school setting are generally expressions of anger, frustration, fear, or anxiety that are noticeable but do not represent a serious concern. A Low level of concern designation is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal and it appears that any underlying issues can be resolved easily. This level means the concern for future violence toward another person is low. There may nonetheless be significant concerns about the person but at that time, the concern for violence toward another is at the low end of the spectrum.

Medium Level of Concern
A Medium level of concern designation is appropriate where the person does not appear to pose an immediate threat of violence, but the person exhibits behaviors that indicate a potential intent to harm or exhibits other concerning behavior that requires intervention. This level suggests that violence

toward another may occur, and although the situation is not urgent, violence cannot be ruled out. The threat management team may not have complete or completely accurate information to guide the outcome of the assessment.

High Level of Concern
A High level of concern designation is appropriate where the person poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behavior that requires immediate intervention and protective measures for the target. This level suggests the student of concern is reaching a critical point on the pathway to violence from which they perceive it may be difficult to turn back. A High level of concern requires immediate and continuing attention from threat management resources to ensure violence does not occur.

The level of concern will determine the next steps in the threat management process and whether the threat management team may choose to implement, or whether they will be required to implement, a Student Support Management Plan (SSMP). The SSMP is part of the threat management process. The SSMP is not punitive or part of a disciplinary process. The SSMP is a student support and management plan that uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP identifies mandatory action steps that are needed to ensure school safety and responses that can help support the student of concern and make positive outcomes more likely. The SSMP is implemented by the threat management team imposing requirements on the student. Under the SSMP, a student of concern may be required to refrain from certain conduct or may be required to engage in certain actions that are designed to prevent harm to others. The action steps selected will comprise the SSMP. The resources and other support the student needs will differ depending on the information gathered during the assessment, including the mental health interviews when applicable and identified protective measures. The SSMP is established for a specified period based on the level of concern and is reviewed each month by the School-Based Threat Management Team.

Threat management is a proactive approach to preventing violence and other unwanted outcomes. It is important to recognize that threat management is not punitive but that a student's underlying conduct may violate laws or school/district regulations, and these actions may result in punitive action separate from and unrelated to the threat management process. All threats or reports of concerning behavior should be taken seriously and thoroughly reviewed to determine their merit and the level of concern. The threat management process is ongoing and ends only when the threat management team deems it appropriate under the circumstances, or responsibility is transferred to another threat management team. Remember, if you see something, say something. Effective threat management relies on all school employees, volunteers, and service providers reporting any threat or concerning behavior. All students, parents, guardians and caregivers are *strongly encouraged* to report any threat or concerning behavior.

For additional information on The Florida Harm Prevention and Threat Management Model, please contact Niglesias@virtualcharteracademy.org

STUDENT CODE OF CONDUCT
[Miami-Dade Student Code of Conduct](#)

All students enrolled in **Colegiate Preparatory Academy** are students of **Miami-Dade County Public Schools** and subject to applicable policies and M-DCPS Student Code of Conduct**,** where parents are given the link listed above to refer to for the code of student conduct policies.

As a virtual education student, there are additional rules and expectations regarding proper internet etiquette in order to protect all students. Internet access is required for all students, but access must be used in a responsible, safe, efficient, ethical, and legal manner. With expanded access to electronic information, availability of inappropriate material is not uncommon. Some sites contain illegal, defamatory, inaccurate, or offensive information. Although it is impossible to control such misuses, we believe that with responsible use, the benefits of the Internet as an educational tool outweigh the negatives. We especially appreciate partnering with parents to teach responsible Internet use. Please review the following **rules and expectations** carefully:

- **Students are responsible for good behavior** on the network. Always use a computer in a way that shows consideration and respect. It is not acceptable to use obscene, profane, threatening, or disrespectful language.
- **We take the integrity and authenticity of student work** very seriously. Do not cut, copy, or plagiarize Internet content or the work of your online classmates. Teachers do utilize technology to check for authenticity. Copying, knowingly allowing others to copy from you, and/or misusing Internet content could result in removal from our courses and other disciplinary action.
- **Security is a high priority**, especially when the system involves many users. If you can identify a security problem in the school's computers, network, or Internet connection, notify the system administrator.
- **It is illegal to create harmful computer viruses.**
- **Email is not private.** Never say anything via email that you wouldn't mind seeing on the school bulletin board or in the local newspaper.
- **Beware of emails from anyone, particularly adults you don't know,** asking for personal information, attempting to arrange meetings, or engaging in personal contact. Alert your teacher of any message you receive that is inappropriate or makes you feel uncomfortable.
- **Email with your online classmates should be course-related.** It is prohibited to send unwelcome email to your online classmates.
- **Email addresses that use profanity or may be construed as offensive, shall not be permitted for correspondence.** Administration reserves the right to determine if student email addresses are inappropriate. When necessary, students will be asked to use an alternative email address or be refused participation in courses.
- **Protect your password.** Keep it secret from anyone except your parents.
- **Administrators will cooperate fully** in any investigation related to any illegal activities conducted through Internet access. In the event there is a claim that you have violated this policy, you will be provided with notice of the suspected violation and have an opportunity

to present an explanation. Any violations may result in removal from course(s), as well as other disciplinary or legal action.

INTERNET USAGE POLICY

All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of CPA and, as such, is subject to disclosure to the parent, parents, administration or other third parties. Consequently, CPA expects both students and staff to abide by the school's Internet usage policy:

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

Abuse of internet platforms and tools provided by the school in violation of school policies will result in disciplinary action. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing, or threatening messages or images
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Sending or posting confidential material, trade secrets, or proprietary information outside of the organization
- Violating copyright law
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmissions.
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals.
- Attempting to break into the computer system of another organization or person.
- Refusing to cooperate with a security investigation.
- Using the Education Portal for political causes or activities, religious activities, or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services.
- Passing off personal views as representing those of the organization
- Sending anonymous e-mail messages
- Engaging in any other illegal activities

ACADEMIC INTEGRITY POLICY

What is academic integrity?

✓ Academic integrity is an ethical code, whereby the student guarantees that all work submitted is the student's own work.

Why is academic integrity important?

✓ When students submit an assignment that is not their own original work, there are two issues involved:
- Students are earning credit for learning material for which they have not demonstrated mastery.
- They may be violating the policies of the school.

What are some examples of academic integrity violations?

✓ There are two kinds of academic integrity violations. One is "plagiarism" and the other is "cheating."

✓ **Plagiarism -** To steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source. Some examples are, but not limited to the following:
- Copying and pasting a report from the Internet and representing it as your own work
- Copying any other work and not properly citing authorship

✓ **Cheating**
- To influence or lead by deceit, trick, or artifice.
- To practice fraud or trickery to violate rules dishonestly
- Providing questions/answers/ work to another student
- Receiving questions/answers/work from another student

Ensuring Academic Integrity

✓ Somerset uses a variety of tools to ensure the integrity of student work.
- **Plagscan.com -** This Internet tool compares student work against a variety of databases. The Learning Management System is now integrated with Plagscan.com, and most work is automatically uploaded to the system. This database compares students' work against other students' work, as well as work found on the Internet.
- **Academic Integrity Database -** Database of student integrity incidences or violations. This database is used to monitor the number of student integrity issues.
- **Teacher Expertise -** Instructors have extensive classroom experience. Their expertise is often a guide in identifying the level of originality in student work.

- **Discussion Based Assessments -** Each teacher regularly conducts discussion-based assessments with his or her students. These conversations occur at specific intervals as well as randomly in a course and are included in the assessment component of each course. The teacher discusses individual student work and extends the conversation to allow the student to demonstrate mastery of the content and to verify the authenticity of the student's work.
- **Academic Integrity Reporting Policy -** Community members, guidance counselors, parents, and students can call or email any academic integrity-related issue anonymously.

Consequences of Violation of this Policy

A variety of consequences will be administered when students are caught cheating or plagiarizing. These consequences range from resubmission of an assignment up to expulsion from coursework. Additionally, final grades may be rescinded if a student is found to have cheated or plagiarized after the grade has been posted to a transcript.

✓ **Students** are responsible for submitting their own, original work and are expected to:

- Read and sign the Student/Parent Acknowledgement Form as part of the enrollment process.
- Participate in a welcome call during which components of our academic integrity program will be discussed.
- Ask any questions regarding plagiarism or cheating if they are not sure.

✓ **Parents**, as partners in supporting student learning, are expected to:

- Read and sign the Student/Parent Acknowledgement Form as part of the enrollment process.
- Participate in a welcome call during which components of our academic integrity program will be discussed
- Ensure that their student's work is authentic and original.
- Monitor, via their guardian account, various academic integrity tips from the IM
- Ask any questions regarding plagiarism or cheating if they are not sure.

✓ **Teachers**, as stakeholders in ensuring the highest standards of academic integrity, are expected to:
- Act as a resource for student questions
- Submit various assignments in the Plagscan.com database.
- Coordinate any academic integrity issues with the Instructional Leader
- Verify student mastery of content through discussion based and authentic assessments.
- Participate in any mandated trainings or staff development.

✓ **Instructional Leaders** are expected to:
- Support academic integrity in each course they oversee

- Ensure that all teachers participate in academic integrity initiatives
- Support the administration of consequences
- Provide support to the instructional staff in the implementation of these policies

STUDENT CODE OF HONOR

A student should <u>NEVER</u>:

- Share their Username and Password with anyone other than their Parents
- Use anyone else's Username and Password
- Obtain or assist anyone to obtain unauthorized access to the network
- Post their or anyone else's personal information (i.e. address, email, telephone, etc.)
- Post private messages sent to them

STUDENT EXPECTATIONS AND CONSEQUENCES OF MISCONDUCT

Students attending the virtual charter schools are public school students of M-DCPS, and accordingly will follow the District's *Code of Student Conduct*. Students will be expected to abide by the Sponsor's Code of Student Conduct incorporating all applicable district policies, procedures, and student expectations for behavior. The school will follow guidelines and procedures related to discipline, suspension, and dismissal, as the school district is the only entity with the authority to dismiss a student.

In the virtual environment, however, there is a set of non-traditional types of misconduct that must be regularly monitored and, if not hopefully eliminated altogether, then disciplined in a swift and rigid manner. Accordingly, in addition to district applicable policies, the Code of Conduct incorporates expectations of conduct specific to participation in a virtual instructional program. For example, Internet access is required for all students, but access must be used in a responsible, safe, efficient, ethical, and legal manner. With expanded access to electronic information, availability of inappropriate material is not uncommon. Some sites contain illegal, defamatory, inaccurate, or offensive information. Although it is impossible to control such misuses, we believe that with responsible use, the benefits of the Internet as an educational tool outweigh the negatives. Accordingly, below are rules and expectations intended for the virtual environment:

- **Students are responsible for proper behavior** on the network. Always use a computer in a way that shows consideration and respect. It is not acceptable to use obscene, profane, threatening, or disrespectful language.
- **We take integrity and authenticity of student work** very seriously. Do not cut, copy, or plagiarize Internet content or the work of your online classmates. Teachers do utilize technologies to check for authenticity. Copying, knowingly allowing others to copy from you, and/or misusing Internet content could result in removal from our courses and other disciplinary action.
- **Security is a high priority**, especially when the system involves many users. If you can identify a security problem in the school's computers, network, or Internet connection, notify a system administrator.

- **It is illegal to create harmful computer viruses.**
- **Email is not private.** Never write anything via email that you wouldn't mind seeing on the school bulletin board or in the local newspaper.
- **Beware of emails from anyone, particularly adults you don't know,** asking for personal information, attempting to arrange meetings, or engaging in personal contact. Alert your teacher of any message you receive that is inappropriate or makes you feel uncomfortable.
- **Email with your online classmates should be course-related.** It is prohibited to send unwelcomed emails to your online classmates.
- **Email addresses that use profanity or may be construed as offensive, shall not be permitted for correspondence.** Administration reserves the right to determine if student email addresses are inappropriate. When necessary, students will be asked to use an alternative email address or be refused to participate in courses.
- **Protect your password.** Keep it secret from anyone except your parents.

Administrators will cooperate fully in any investigation related to any illegal activities conducted through Internet access. In the event there is a claim that you have violated this policy, you will be provided with notice of the suspected violation and have an opportunity to present an explanation. Any violations may result in removal from course(s), as well as other disciplinary or legal action.

Academic Integrity means that all work submitted is created by the student and is an original representation of the student's work. When students submit an assignment that is not their own original work, there are two issues involved: 1) Students are earning credit for learning material for which they have not demonstrated mastery and 2) They may be violating the law. There are two kinds of academic integrity violations Plagiarism and Cheating.

Parents, as partners in supporting student learning are expected to:

- Review Code of Conduct and sign the academic integrity statement as part of the enrollment process
- Participate in a welcome call or course orientation that includes components of our code of conduct
- Ensure that their child's work is authentic and original
- Monitor, via their guardian account, various academic integrity tips
- Ask any questions regarding plagiarism or cheating if they are not sure

Teachers, as stakeholders in ensuring the highest standards of academic integrity are expected to:
- Act as a resource for student questions
- Submit various assignments in the Plagscan.com database
- Coordinate any academic integrity issues with the Instructional Leader
- Verify student mastery of content through discussion-based assessments and authentic assessments
- Participate in any mandated trainings or staff development such as "coffee chats," focus groups, or other opportunities

Instructional Leaders are expected to:

- Support academic integrity in each course they oversee
- Ensure that all teachers participate in academic integrity initiatives
- Support the administration of consequences

Violation of Academic Integrity Policy - consequences range from resubmission of an assignment up to suspension from coursework. Additionally, final grades may be rescinded if a student is found to have cheated or plagiarized after the grade has been posted to a transcript.

Cyber-bullying - is an issue of conduct taken quite seriously by the school. Cyber-bullying, which is the use of the Internet and similar technologies to hurt and/or harm other people, has been a pervasive problem, especially among contemporary children and adolescents and can have extraordinarily deleterious effects on students, ranging from low self-esteem to poor academic achievement to severe mental and emotional problems even leading to suicide. In order to combat this serious problem, the school's administrations, faculty, and staff prepare an introductory lesson educating students about the nature and consequences of cyber-bullying and how they can avoid and stop it. Beyond this proactive intervention, the school also closely monitors all discussion boards, student-to-student emails, and peer interaction that takes place through the Internet or other related technologies. Teachers are also trained (during professional development sessions) on how to identify potential cyber-bullying and are required to report to school administration any potential examples of such abuse.

Violations - As is the case with the gradation of cyber-bullying, the severity of the offense is the prime determiner in deciding the appropriate consequence. Again, depending on the violation, the school will follow the Sponsor's guidelines for possible consequences adapting these to a virtual setting as necessary. For example, possible actions may include but are not limited to:
- **Written and verbal warning** and notification to the parent.
- Placement on "**temporary conduct probation**." A student's online academic network activities will be monitored for the duration of the student's current course(s) and the course(s) the student takes in the subsequent term.
- **Suspension** from the program for a specified period of time. When a student is suspended, he or she is temporarily removed from class (the Learning Management System) or a school sponsored program or activity. The length of a suspension is determined by the school Principal (up to 10 days at a time). A suspension will be documented in writing and will become part of a student 's permanent record. During a period of suspension as defined by the school Principal, a student 's permission to log on to and/or use parts of the LMS is restricted. Student access to Web Mail, the message boards, online clubs/activities, and/or the entire LMS may be revoked. In such cases where the student 's access is completely revoked, the Learning Coach is responsible for logging on to the LMS and obtaining the student 's assignments, responding to Web Mail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension.

When a violation has occurred, a report, including the date, time and circumstances of the alleged act, will be submitted. This report includes a description of the actions of all parties involved, names of witnesses available and documentary evidence that supports the charge. Students wishing to report a violation should file the report through the teacher. Upon receipt of the report, the school will determine if a policy may have been violated by the student. If there is sufficient information, the student and parent will be contacted in writing informing the student of the charges in sufficient

detail, including the time and place the alleged violation occurred and the penalty that would be appropriate if the student did in fact violate the policy. A parent conference will be scheduled at that point to discuss the matter with the school principal.

TEACHER AVAILABILITY AND RESPONSIVENESS

Frequent student-teacher communication in the virtual learning environment requires commitment above and beyond the traditional workday by staff in a brick-and-mortar environment, as communication is the critical element to the success of the program. Instant Message (IM) communication and email are considered essential and are expected on a regular basis. Voice-to-voice communication is expected, at a minimum, during the initial start as well as at the end of the term. CPA makes the following commitments to its students, parents and schools:

- All email, voicemail and instant message communication will be responded to within 24-48 hours during the workweek.

- Teachers will establish office hours and post them within the virtual classroom. During those hours, teachers will be available to answer phone calls, emails, and instant messages. Each request for correspondence will be answered in as timely of a fashion as possible with a minimum turnaround target of 24 hours. No response to a student/parent contact shall exceed 48 hours from the time of initiation.

- Teachers are expected to talk personally with each student and their parents at least once a month as well as at the beginning and end of the term.

- Teachers will update course announcement pages frequently.

- At the beginning of the course, each student will receive a Welcome Call / Orientation from their teacher as well as required monthly calls.

- Teachers will provide targeted and timely feedback to students on submitted assignments and completed assessments within a period of time not exceeding 72 hours.

PARENT/GUARDIAN'S RESPONSIBILITIES

As a parent/guardian of a virtual school student, it is very important to understand the responsibilities associated with that role. With the many distractions students have today, it can be difficult for some students to set aside time to work on courses when not in school. It is the responsibility of the parent/guardian to encourage the student to manage their time in an effective way. Teachers will keep the parent/guardian apprised of the student's progress and will initiate contact if they fall behind in their coursework.

Parents are expected to supervise and monitor their student's progress throughout the duration of the course. This can be accomplished by accessing the parental account periodically to monitor student progress.

Parents should support Academic Integrity. Academic Integrity is one of our core values and one of the most important areas of focus as a learning organization. Students with Academic Integrity make decisions based on ethics and values that will prepare them to be productive and ethical citizens.

You may contact your child's teacher directly via email and/or instant messaging to answer questions about the course that you may have. When a parent/guardian has a concern about the child's performance or behavior, the parent/guardian should set up a conference with the child's teacher.

Parents/guardians should also be aware of the course progression plan that their student is following and use that to help plan for the child's academic and educational future.

PRIVACY POLICY

CPA will abide by **student privacy guidelines** inspired by the Family Educational Rights and Privacy Act (FERPA) of the federal government of the United States. The following persons have access to student records:

- Principal
- Administrative Team
- Professional Staff (Teachers, Guidance Counselor, the General Counsel)

All students are provided a unique password to access online courses. It is the student's responsibility to keep his/her password in confidence.

ANTI-DISCRIMINATION POLICY

CPA's admission and enrollment policies and procedures comply with anti-discrimination provisions.

CPA does not discriminate against pupils on the basis of sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, learning disability or handicap in its education programs.

Furthermore, the criteria for admission to a program or course shall not have the effect of restricting access by persons of a particular race, ethnicity, national origin, gender, disability, or marital status.

Discrimination on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student or an employee is prohibited.

DISCRIMINATION / HARASSMENT

It is the policy of our school that all students and employees be treated with respect. We affirmatively strives to provide a workplace and educational environment free from discrimination and harassment (including sexual harassment), as required by law. Through this policy, we establish our intent to provide equal access, opportunity, and treatment to students in the provision of educational programs and activities and to applicants and employees in all aspects of employment. Slurs, innuendos, hostile treatment, violence, or verbal or physical conduct against a student or employee reflecting on his/her race, ethnic or national origin, gender or any other of the categories described below, will NOT be tolerated by our school.

This Policy Covers the Following Protected Categories:

AGE - This category prevents denial of employment and/or educational opportunities because of a person's age.

CITIZENSHIP STATUS - This category prevents denial of employment and/or educational opportunities because of a person's citizenship or immigration status.

COLOR - This category prevents denial and/or educational opportunities because of a person's skin tone. Color discrimination can occur within the same race; for example someone who has a darker complexion may discriminate against someone that has a lighter complexion.

DISABILITY - This category prevents denial of employment and/or educational opportunities because of a person has, or is perceived to have a permanent impairment that substantially limits or prevents a major life activity; for example: walking, seeing, hearing, talking, sitting, or standing.

ETHNIC/NATIONAL ORIGIN - This category prevents denial of employment and/or educational opportunities because of a person's ancestors' place of origin; or because an individual has the physical, cultural or linguistic characteristics of a particular group.

GENDER - This category prevents denial of employment and/or educational opportunities because of a person's gender or sex.

GENDER IDENTITY - This category prevents denial of employment and/or educational opportunities because of a person's gender-related identity, appearance, expression or behavior, regardless of the individual's assigned sex at birth.

GENETIC INFORMATION (GINA) - This category prevents denial of equal employment and/or harassment because of a person's genetic information; it ensures that individuals are not treated differently because of genetic information.

LINGUISTIC PREFERENCE - This category prevents denial of employment and/or educational opportunities because of the language a person speaks.

MARITAL STATUS - This category prevents denial of employment and/or educational opportunities because of a person's marital status; i.e. single, married, widowed, or divorced.

POLITICAL BELIEFS - This category prevents denial of employment and/or educational opportunities because of a person's support and/or affiliation or lack thereof with a particular political party.

PREGNANCY - This category prevents denial of employment and/or educational opportunities for women who are pregnant.

RACE - This category prevents denial of employment and/or educational opportunities because of a person's race. The five federally recognized racial categories are American Indian or Alaskan Native, Asian, Black or African American, Hawaiian or Other Pacific Islander, and White. Persons from a mixed racial backgrounds do not need to prove their exact heritage in order to assert that they have been discriminated against based on race. Likewise, this category covers persons being discriminated against because they are married to persons of a different race other than their own.

RELIGION - This category prevents denial of employment and/or educational opportunities because of a person's sincerely held religious beliefs.

SEX - This category prevents denial of equal employment and/or educational opportunities because of a person's male or female gender.

SEXUAL ORIENTATION - This category prevents denial of equal employment and/or educational opportunities because a person is, or is perceived to be, lesbian, gay, bisexual, or heterosexual.

SOCIAL AND FAMILY BACKGROUND - This category prevents denial of employment and/or educational opportunities because of a person's socio-economic, family and/or educational background.

Sexual Harassment will NOT be tolerated.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 PROHIBITS SEXUAL HARASSMENT WHICH INCLUDES: UNWELCOME SEXUAL ADVANCES; REQUESTS FOR SEXUAL FAVORS; AND OTHER VERBAL OR PHYSICAL CONDUCT OF A SEXUAL NATURE, WHEN:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of employment or participation in an educational program;
- Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
- Such conduct has the purpose of effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment. Unwelcome verbal or physical sexual conduct must be either severe or pervasive.

RETALIATION AGAINST A STUDENT OR EMPLOYEE WHO FILES A COMPLAINT IS PROHIBITED BY LAW

Retaliation occurs when an employer takes an adverse action against an employee because he or she engaged in a protected activity, such as complaining about discrimination or threatening to file a charge of discrimination. An employee cannot file a complaint of retaliation unless he/she has filed a charge of discrimination, participated in an investigation or opposed an unlawful employment practice.

For additional information about Title IX or any other discrimination/harassment concerns contact:

Academica / ESP
General Counsel
6340 Sunset Drive
South Miami, Florida 33143
Phone: (305) 669-2906
Email: cpapa@academica.org

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BULLYING AND HARRASSMENT POLICY

Colegiate Preparatory Academy prohibits harassment between members of the CPA community, including communication of any form between students, CPA faculty and/or staff, and any third parties directly or indirectly related to the CPA Academic Network.

CPA is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally and socially. Such an atmosphere must be free of intimidation, fear, coercion and reprisal.

It is an expectation that all students and employees shall use all equipment and programs for the intended educational purpose. CPA is committed to protecting its students and employees from bullying, harassment or inappropriate uses of computers or programs to participate in bullying behavior. Bullying and Harassment **will not be tolerated** and shall be just cause for disciplinary action.

Conduct that constitutes bullying or harassment, as defined herein, is prohibited.

Bullying, harassment, and cyber stalking are defined as inflicting physical or psychological distress, and/or communicating words, images or language using electronic mail that causes emotional distress and for which there is no legitimate purpose.

Any action by a student or parent deemed inappropriate will be fully investigated by the appropriate school administrator.

Consequences for students for actions that violate the policy on bullying and harassment shall be determined by the administrative staff and may include:

- Student/teacher/parent conference
- Suspension of email privileges
- Removal from access to courses

NETIQUETTE POLICY

Students are responsible for proper behavior while online. Students must always show consideration and respect when participating in CPA classes. Obscene, profane, or threatening language online as well as offline will not be tolerated.

Students should be cautious about email messages from anyone, particularly adults asking for personal information, attempting to arrange meetings, or engaging in personal contact. Students should disclose to teachers any message received that is inappropriate or that causes uncomfortable feelings.

Any distribution of unsolicited email to online classmates is prohibited. All course interaction between teachers, parents, students, and stakeholders will be logged. Email messages to online

classmates should be limited to welcome correspondence that is course-related. CPA administrators will cooperate fully with any investigation related to any illegal activities conducted through the Internet.

DISCIPLINARY ACTIONS

CPA will determine the appropriate disciplinary actions for student violations of the code of conduct as they arise. The severity of the offense is the prime determiner in deciding the appropriate consequence. Possible actions may include but are not limited to:

- Written and verbal warning and notification to the parent.
- Placement on "temporary conduct probation." A student's online academic network activities will be monitored for the duration of the student's current course(s) and the course(s) the student takes in the subsequent term.
- Suspension from the CPA program for a specified period of time.

When a violation has occurred, a report, including the date, time and circumstances of the alleged act, will be submitted. This report includes a description of the actions of all parties involved, names of witnesses available and documentary evidence that supports the charge.

Students wishing to report a violation should file the report through the teacher. Upon receipt of the report, CPA will determine if the student may have violated a policy. If there is sufficient information, the student and parent will be contacted in writing informing the student of the charges in sufficient detail, including the time and place the alleged violation occurred and the penalty that would be appropriate if the student did in fact violate the policy.

ZERO TOLERANCE POLICY
The school adheres to the Zero Tolerance Policy as set forth in F.S. 1006.13

MINIMUM TECHNICAL REQUIREMENTS FOR ONLINE COURSE PARTICIPATION

Browser Plug-ins

- Sun Java 1.4.2 JRE or higher
- Sun Java 3D 1.3 or higher - Required in some courses
- Flash 9.0 or higher
- Shockwave (Operating System Dependent)
- Acrobat Reader 7.0.9 or higher

PC Requirements

- Pentium III (500 MHz minimum, higher recommended)
- Minimum of 10 gigabytes free HDD space
- 128k internet connection. A broadband connection is strongly recommended.

- Windows 2000, XP, or Vista
- Microsoft Office, Open Office or Goggle Docs (Some Business courses require Microsoft Office which will be notated within course registration)
- 512 MB Ram
- 12x CD-ROM (CD/DVD Recommended – Some courses require CD/DVD which will be notated within course registration)
- Display setting 1024x768 resolution
- Printer required.
- Internet Explorer version 7.0 or higher ([Click here to download](#)) or Firefox version 2.0 or higher ([Click here to download](#))
- Students need a method to save work to a portable medium (Floppy, Zip, CD, USB)
- Audio: Sound card with speakers, microphone or headset
- **America Online and KOL are not recommended**

Macintosh Requirements

- Power Mac G3 (350 MHz)
- OSX
- Microsoft Office, Open Office or Google Docs (Some Business courses require Microsoft Office which will be notated within course registration)
- Students need a method to save work to a portable medium (Floppy, Zip, CD, USB)
- 256 MB Ram
- Minimum of 10 gigabytes free HDD space
- 12x CD ROM (CD/DVD Recommended)
- 128k internet connection. A broadband connection is strongly recommended.
- Display setting 1024x768 resolution
- Printer required
- Safari browser ([Click here to download](#)) or Firefox version 2.0 or higher ([Click here to download](#))
- Audio: Speakers and microphone or headset
- **America Online and KOL are not recommended**

STUDENTS & PARENTS WITH DISABILITIES

CPA makes every effort to ensure that all our electronic and information technology is accessible people with disabilities. At a minimum, we strive to maintain compliance with Section 508 of the Rehabilitation Act as amended, 29 U.S.C. Section 794d. If you have difficulty accessing any portion of our content or platforms, or would like to request a specific accommodation, please contact us at support@aveteaching.com.

TECHNICAL SUPPORT

Students will be provided with professional technical support throughout the course as needed. CP A is committed to providing technical assistance within 24-48 hours of a request for assistance. To access technical support log in to (https://ave.freshdesk.com) or submit a help desk request through the Student Information System [(https://ave.maestrosis.com)](https://ave.maestrosis.com) or Learning Management System (https://sva.brainhoney.com).

PROVISION OF INSTRUCTIONAL TECHNOLOGY PACKAGE

The School will purchase for each qualifying student an instructional technology package at $300.00 per student on free and/or reduced lunch under the National School Lunch Act. In accordance with provisions, the School will provide eligible students with the equipment necessary to participate in the virtual instruction program including, but not limited to, a computer, computer monitor, and printer (as necessary) and access to or reimbursement for all Internet services necessary for online delivery of instruction.

The School will maintain an inventory check-out system for all students who qualify for this instructional technology package. The School will record all serial numbers for each piece of equipment and tag the equipment with an identifying inventory number using a bar code system. A database will be kept with the corresponding serial numbers and inventory number to ensure the safe and legal return of all hardware. Students and parents will be required to sign a "received goods" receipt indicating that they have the equipment that has been inventoried to them. At the end of the school year, all equipment that has been assigned to each student will be collected at the School's central office. The School will be responsible for tracking and maintaining a record that each student has returned the equipment and was issued a "goods returned" receipt.