



Academy

STUDENT CATALOG & HANDBOOK

Serving students desiring a standard high school diploma.



2024-2025 School Year

Eckerd.org/Academy

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WELCOME MESSAGE

Welcome to Eckerd Connects | Academy!

Here at Eckerd Connects | Academy (ECA) we offer a hybrid online learning program for young adults within the Eckerd Connects system who want to earn a high school diploma.

Having a high school diploma is important for future earning potential. According to the U.S. Bureau of Labor Statistics, workers with a diploma earn more than those without one. Our goal is to provide a satisfying and productive learning experience to help you achieve your high school diploma.

Throughout your enrollment at ECA, you'll receive extensive support services. Teachers will provide personalized assistance, and you'll have access to both in-person and online learning opportunities to master subject content.

Our courses follow national standards and are delivered through an online platform called Edgenuity. You'll have individual access to your coursework, progress reports, assignment calendar, and other features to keep you informed and in control of your education.

This student handbook contains general information about ECA, including how to contact our administrative offices and details on earning your high school diploma. If you have any questions or concerns, don't hesitate to reach out to us. We're here to help you make the most of your learning experience.

We look forward to awarding you a high school diploma.

Notice of Nondiscriminatory Policy as to Students

The Eckerd Connects | Academy admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, and national or ethnic origin in administration of its educational policies, admissions policies, scholarship, and other school-administered programs. If any student, faculty, staff, or applicant has a question or concern regarding the policy, that person may direct the question or concern to the School Principal.

MISSION AND INSTITUTIONAL GOALS

Eckerd Connects | Academy Mission

Eckerd Connects | Academy (ECA) applies a strength-based approach to support the continuing academic needs of those within the Eckerd Connects System of Care through quality distance education to achieve postsecondary readiness.

Program Learning Outcomes

Our courses are designed to align with the following outcomes, where students will be able to thrive in our hybrid distance learning model. Upon graduation, students will be able to...

- Develop effective communication skills using verbal, written, and nonverbal formats
- Conduct research utilizing reliable sources, establishing credible claims
- Apply mathematical operations effectively to solve quantitative problems using analytical reasoning.
- Apply critical thinking and problem-solving for navigating academic challenges and achieving postsecondary readiness
- Analyze real-world events from diverse viewpoints, showcasing cultural awareness.
- Apply scientific concepts to real-world situations, demonstrating proficiency in inquiry and problem-solving.

- Interpret and assess data proficiently, leveraging technology for academic advancement.

Enrolling in Eckerd Connects | Academy

ECA's mission is supported by an admissions policy that allows students within the Eckerd Connects' system to enroll without regard to race, color, religion, gender, age, national origin, or physical disability.

Professional Affiliations

Job Corps Vocational Program

Eckerd Connects | Academy works in coordination with the Job Corps certification programs and Career Development coursework. These certifications vary for each Job Corps program. Our General high school diploma program, paired with a trade concentration offering by Job Corps, is an ideal way to lay the foundation for moving ahead in the workforce or achieving other personal goals for all students.

Academy Scorecard	Report Period	FY23 Target	SEP 2022	OCT 2022	NOV 2022	DEC 2022	JAN 2023	FEB 2023	MAR 2023	APR 2023	MAY 2023	JUN 2023	YTD
Number of student enrollments	Monthly/YTD	BL	5	4	4	6	14	16	21	17	7	4	23
Number of students who enter the program with less than 2.0 GPA	Monthly/YTD	BL					11	1	3	0	0	0	15
Number of students with increase in GPA	Monthly/YTD	%											57%
Number of high school credits earned	Monthly/YTD	BL					3	15	23	15	7	13	76
Number of students earning a high school diploma	Annual	60%											26%
Parent/Guardian satisfaction - parents surveyed agreed to overall satisfaction with the ECA school program	Annual	BL											0
Student satisfaction - students surveyed agreed to overall satisfaction with the ECA school program	Annual	90%											100.0%
Student satisfaction - students surveyed agreed to course satisfaction	Monthly/YTD	90%										2.00	100.0%
Percent of students requiring accommodations	Monthly/YTD	BL					14.0%	13.0%	24.0%	35.0%	42.0%	75.0%	33.8%

STUDENT EXPECTATIONS

Student Code of Conduct

At Eckerd Connects | Academy (ECA), we uphold a Code of Conduct based on integrity, honesty, self-respect, and moral character. This code expects students to avoid cheating, fabrication, plagiarism, unauthorized resource use, and improper assistance. Any activity that compromises academic integrity or the reputation of ECA will result in dismissal after due process.

The Code of Conduct emphasizes that students must submit their own work and understand the difference between using the web for help and cheating. It ensures mutual respect and civility in student-faculty interactions.

Students are expected to:

- Treat others with respect and reflect the school's integrity.
- Follow all published policies and agreements.
- Be honest about their relationship with ECA.
- Behave professionally at external sites.
- Comply with directions from ECA officials.
- Avoid misrepresenting the school or staff online.

The Student Code of Conduct applies to all ECA students, and disciplinary actions range from warnings to dismissal for non-compliance.

Code of Conduct Violations

The following violation types deserve close attention because they summarize various violations of academic honesty. The list below captures the predominant violations which occur. Students must strive to honor the regulations to preserve the integrity of their grades.

Cheating: using unauthorized notes, study aides, altering a grade, allowing someone else to do your work, submitting identical or similar work for credit.

Plagiarism: submitting material that in part or whole is NOT entirely your own work without attributing the written work or portions to the correct source.

Fabrication or inventing any information, data, or presenting data not gathered in accordance to guidelines set forth by the teacher.

Unfair advantage: stealing, reproducing, or circulating course materials prior to authorization by faculty. Unauthorized collaborating on an assignment.

Falsification: Altering documents that affect academic records, forging signatures or falsifying information on an official academic document, letter, transcript ID card or any other school document.

ECA has the right to review any exams or assignments that have already been graded and to change the grade if an offense is determined.

Disciplinary action that can occur may be:

- **Warning:** Documented counseling by staff; attend training workshops; write a paper on academic integrity; revision and re-submission of work with possible grade penalty; submission of alternative assignment; fail the assignment; dismissal from course.
- **Probation:** Documented counseling by staff; attend training workshops; write a paper on academic integrity; revision and re-submission of work with possible grade penalty; submission of alternative assignment.
- **Dismissal:** Dismissal from ECA.

STUDENT EXPECTATIONS

Student Identity Verification

At time of enrollment into the Eckerd Connects system of care, students must provide a copy of their Social Security card and one other means of identification. When enrolling at a Job Corps site, additional documents must be provided, such as proof of income, Medicaid or insurance card, and immunization records. The enrolling student will also need high school transcripts that may be requested upon enrollment.

All new students are provided with a unique student number for the Eckerd Connects | Academy (ECA) online curriculum. To enter the online learning management system (LMS) and access student materials, students will need unique password that restricts anyone else from accessing their student record. Sharing student numbers or passwords with any other individual is in violation of the Code of Conduct and can lead to disciplinary action. Students are required to update ECA with any change to their account information, including name, address, email, and phone number.



ACADEMIC CRITERIA

Transfer Credits Made Easy at Eckerd Connects | Academy

An Eckerd Connects | Academy (ECA) student can transfer up to 75% or 16 credits towards their high school diploma. Accredited transfer credits from previous high school(s) that were earned prior to enrollment in Eckerd Connects | Academy will be accepted. Experiential learning credits are not accepted. Course Equivalents are accepted with proper documentation at the discretion of ECA.

Attendance Policy

Eckerd Connects | Academy programs are self-paced, meaning that students can study at their own pace and direction within our academic policy limits and expectations.

Please see your onsite program administrator for the specific attendance policies.

Leave of absence

A leave of absence is a period of time during which a student is not taking part in the required educational program at Eckerd Connects | Academy. Please see your program administrator to discuss this opportunity if available.

School Calendar

Students are admitted to Eckerd Connects | Academy throughout the school year. Please refer to your program enrollment calendar for specific dates and holidays.

Grades

Eckerd Connects | Academy utilizes the following grading scale.

Letter Grade		Numeric grade	GPA
A+	=	98 — 100	4.0
A	=	94 — 97	4.0
A-	=	90 — 93	4.0
B+	=	88 — 89	3.0
B	=	84 — 87	3.0
B-	=	80 — 83	3.0
C+	=	78 — 79	2.0
C	=	74 — 77	2.0
C-	=	70 — 73	2.0
D+	=	68 — 69	1.0
D	=	64 — 67	1.0
D-	=	60 — 63	1.0

Grading Criteria:

- **A=Excellent. (100-90)** The student has demonstrated a thorough understanding of the content and skills presented in the course and consistently initiates thoughtful questions and can many sides of an issue. The student writes logically and clearly.
- **B=Good. (89-80)** The student is an excellent writer and maintains consistent performance and understanding of course content that goes beyond minimum requirements.
- **C=Satisfactory. (79-70)** The student demonstrates a minimal comprehension of subject matter and accomplishes only the requirements with little or no initiative.
- **D=Below average. (69-60)** The student's performance is borderline acceptable. Assignments are late or missing; and there is not a minimal understanding of course content skills.
- **F=Failing. (Below 60)** Quantity and quality of work is unacceptable.

Alternative grading methods may also be utilized at the discretion of the teacher to assess student progress. Alternative grading

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methods may lead to more applicable growth opportunities for students over time. These methods can include portfolios, narrative evaluations, developmental meetings, and verbal feedback.

High school core courses with a failing grade must be repeated utilizing ECA's credit recovery component. The lesser grade will appear on the transcript but will not be calculated into GPA.

Eckerd Connects | Academy (ECA) develops a plan for each student's progress based on their mastery of English Language Arts, mathematics, science, and social studies standards.

ECA classrooms are designed for student success. Teachers are trained in differentiated instruction to meet students' individual needs. Students have the option to choose 1-3 classes based on their abilities and self-management skills.

We use a graduation plan worksheet to track students' progress towards graduation requirements. The worksheet is updated by administrators, and students and teachers can see completed courses and remaining requirements. Students may also have opportunities for credit through extended learning programs, such as Industry Certification.

ECA's Standard Diploma follows the Common Core requirements, which are widely accepted by colleges and universities. Common Core sets standards for what students should learn at each grade level.

There is an expectation that the students will set weekly goals in the classroom with the teachers. These goals are monitored for progress and achievement, ensuring that students stay on track and receive the necessary support to meet their objectives. Regular check-ins and feedback sessions are conducted to assess their progress, address any challenges, and adjust the goals as needed to foster continuous improvement and success.

Classes and Assignments

Each course is composed of lessons. Each lesson typically contains lecture notes, assignments, and/or multiple-choice exams. Multiple-choice exams are auto-graded immediately upon submission, and students can view their grades immediately. Written assignments are graded within 5 business days from students' submission, and students can view their grades along with grader feedback and comments. Most students will be enrolled in one to three classes at any given time.

Student Progression Plan

The two primary requirements are:

- 21 credits earned
- GPA upon graduation must 2.0 or higher



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Additionally, students must earn credits in the following courses or accepted course equivalents:

STEM:

- Algebra 1 1.0 credit
 - Geometry 1.0 credit
 - Math Choice 1.0 credit
 - Biology 1.0 credit
 - Earth and Physical Science 2.0 credits
 - Math Choice or Science Choice 1.0 credit
- 7.0 credits**

English:

- ELA 9 1.0 credit
 - ELA 10 1.0 credit
 - ELA 11 1.0 credit
 - ELA 12 1.0 credit
- 4.0 credits**

Social Studies:

- World History 1.0 credit
 - US History 1.0 credit
 - Civics & Government .5 credit
 - Economics .5 credit
- 3.0 credits**

Electives* 7.0 credits

Total: 21 credits

**For those students who are actively enrolled in a Job Corp program, 120 hours of specialized job skills training courses or completion of a recognized Industry Certification course may be used for elective course earnings as documented by the Training Achievement Record (TAR).*

Overview of academic requirements

- Students are required to earn a grade of 60% or higher to receive a passing grade and credit in each course but only those courses where a 70% is earned will support the GPA needed for graduation.
- Students who transfer to ECA during high school must repeat (recover) any core course in which a grade less than 60% was earned.
- A student enrolled in ECA who earns an “F” in a core course must repeat the course. The lower grade will be entered on transcript but not used in GPA calculation. The same course must be recovered; in most instances a different course cannot be substituted. Students who enroll in ECA with a D from a previous school are strongly encouraged to repeat the course.
- Graduating seniors must have a minimum GPA of 2.0 unweighted and 21 credits.

Credit Recovery

Credit recovery is a term used to describe a wide variety of educational strategies and programs that give high school students who have failed a class the opportunity to redo coursework or retake a course through alternate means—and thereby avoid failure and earn academic credit. Students may also be eligible for credit recovery at ECA. The student information coordinator or administrator will enroll students, as appropriate, in credit recovery courses.

Technology Requirements

The Eckerd Connects | Academy (ECA) model allows for students within the Eckerd Connects system to use computers onsite. In the rare occasion the student is accessing the program from home, Eckerd Connects | Academy staff

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review technology requirements at time of enrollment. If no computers are available at home, Eckerd Connects staff will determine the student needs. General coursework requires a reliable internet connection and recently updated browser.

The curriculum platform, Edgenuity, is best supported with a computer with the most recent browser versions. It is recommended to use a computer five years old or newer with at least 1GB of RAM and a 7-inch screen. The computer operating system should be kept up to date with the latest recommended security updates and upgrades. Specific information for the online learning platform can be found in the *Edgenuity Courseware Navigation Guide to Technology Use*.

Accommodating Students with Disabilities

Eckerd Connects | Academy (ECA) believes in opportunity for everyone. ECA complies with Section 504 of the Rehabilitation Act of 1973. The school honors a student's prior Individual Education Plan (IEP) and employs strategies to enhance student learning. ECA offers a reasonable accommodation for any qualified student with documented disabilities, provided the accommodation does not pose an undue hardship on the school or does not force the school to fundamentally alter the educational course or compromise its academic standards.

Supplemental Supports

Eckerd Connects Academy strives to meet the needs of all students by providing instructional support and student services which will enable them to reach their maximum potential.



COURSE OFFERINGS

ECKERD CONNECTS ACADEMY COURSE OFFERINGS 2024-2025

ENGLISH/LANGUAGE ARTS

ENGLISH LANGUAGE ARTS 9 (ELA 9)

This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

Credits: 1 Unit
Course ID: 1001
Course Area: English
Core

ENGLISH LANGUAGE ARTS 10 (ELA 10)

Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the writing software, students also compose descriptive, persuasive,

expository, literary analysis, research, narrative, and compare-contrast essays.

Credits: 1 Unit
Course ID: 1002
Course Area: English
Required

ENGLISH LANGUAGE ARTS 11 (ELA 11)

This junior-year English course invites students to delve into American literature from early Indigenous voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

Credits: 1 Unit
Course ID: 1003
Course Area: English
Required

ENGLISH LANGUAGE ARTS 12 (ELA 12)

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding

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an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

Credits: 1 Unit
Course ID: 1004
Course Area: English
Required

INTRODUCTION TO COMMUNICATIONS AND SPEECH

Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.

Credits: 1 Unit
Course ID: 1005
Course Area: English
Core

MATHEMATICS

ALGEBRA I

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students

will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

Credits: 1 Unit
Course ID: 2002
Course Area: Mathematics
Core

GEOMETRY

This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

Credits: 1 Unit
Course ID: 2004
Course Area: Mathematics
Core

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FINANCIAL MATH

Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.

Credits: 1 Unit
Course ID: 2005
Course Area: Mathematics
Core

SOCIAL SCIENCES

CIVICS AND GOVERNMENT

(U.S. GOVERNMENT)* This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students

examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays. argumentative essays.

Credits: 0.5 Unit
Course ID: 4004
Course Area: Social Sciences
Core

UNITED STATES HISTORY

U.S. History is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical thinking skills by examining the constitutional foundations of the U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

Credits: 1 Unit
Course ID: 4001
Course Area: Social Studies
Core

ECONOMICS *

This semester course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies.

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Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.

Credits: 0.5 Unit
Course ID: 4002
Course Area: Social Studies
Core

WORLD HISTORY

This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives.

Credits: 1 Unit
Course ID: 4003
Course Area: Social Studies
Core

WORLD GEOGRAPHY

Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. Divided into two semesters, this high school

course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.

Credits: 1 Unit
Course ID: 4005
Course Area: Social Studies
Core

SCIENCE

BIOLOGY

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes virtual lab options.

Credits: 1 Unit
Course ID: 3001
Course Area: Science
Core

EARTH SCIENCE

Students enrolled in this dynamic course explore the scope of Earth sciences, covering everything from basic structure and rock

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formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that provides a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.

Credits: 1 Unit
Course ID: 3002
Course Area: Science
Core

ENVIRONMENTAL SCIENCE

Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

Credits: 1 Unit
Course ID: 3003
Course Area: Science
Core

PHYSICAL SCIENCE

This full-year course focuses on basic concepts in chemistry and physics and encourages the exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our

physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual/dry labs that require them to ask questions and create hypotheses.

Credits: 1 Unit
Course ID: 3004
Course Area: Science
Core

ELECTIVES

SOCIOLOGY

The purpose of this course is to help students develop advanced knowledge and skills that promote positive social and emotional interactions and relationships. The content includes in-depth study of basic human needs, self-awareness, and acceptance. The content should include, but is not limited to, the following: teen dating violence; mental and emotional health (stress management, coping skills, suicide prevention, conflict-resolution, peer mediation, and negotiation skills); family life (family dynamics, parenting skills, prevention of child abuse and neglect); community health (health-related community resources); internet safety; prevention and control of disease (HIV/AIDS and other STIs); and personal health (human growth and development through adulthood including human sexuality, responsible decision-making and goal-setting).

Credits: 0.5 Unit
Course ID: 5010
Course Area: Elective
Prerequisite: ELA 9

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PSYCHOLOGY

This course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

Credits: 1 Unit
Course ID: 5015
Course Area: Elective
Prerequisite: ELA 11

INTRODUCTION TO ART

Covering art appreciation and the beginning of art history, Intro to Art encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this full-year course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

Credits: 1 Unit
Course ID:
Course Area: Elective
Prerequisite: EL3402

ART HISTORY 1

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this course cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, the Pacific cultures; eighteenth- and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas

Credits: 1 Units
Course ID: 5016
Course Area: Elective
Prerequisite: ELA 11

FOUNDATIONS OF PERSONAL FITNESS

Exploring a combination of health and fitness concepts, this comprehensive and cohesive course explores all aspects of wellness. Offered as a two-semester course designed for high school students, coursework uses pedagogical planning to ensure that students explore fitness and physical health and encourages students to learn about the nature of social interactions and how to plan a healthy lifestyle. NOTE: This course contains content from both Healthy Living and Lifetime Fitness; to avoid duplication, students should take either those one-semester courses or this full-year course.

COURSE OFFERINGS

Credits: 1 Unit
Course ID: 5018
Course Area: Elective

HEALTHY LIVING

Encouraging students to make responsible, respectful, informed, and capable decisions about topics that affect the well-being of themselves and others, this high school course provides students with comprehensive information they can use to develop healthy attitudes and behavior patterns. Available as either a semester course.

Credits: 0.5 Unit
Course ID: 5019
Course Area: Elective

BUSINESS INFORMATION MANAGEMENT

In Business Information Management, students will develop skills needed to successfully manage information in business organizations. This course teaches them the basics of information technology, personal and interpersonal skills, word processing, using databases and creating professional presentations. Students who complete the course will be able to use these skills as they transition to postsecondary education or the workforce.

Credits: 1 Unit
Course ID: 5017
Course Area: Elective



ACADEMIC POLICIES

Confidentiality of Student Records

Protecting Your Educational Information at Eckerd Connects | Academy:

We take your privacy seriously at Eckerd Connects | Academy. Here's what you need to know about our policy:

1. **Information Release:** If you're 18 or older, we won't share your educational information with anyone except you. If you're under 18, we can release the information to you and your parent or guardian. However, if you want us to share your information with someone else, we'll need your (or your parent/guardian's) written consent.
2. **Student Information Release Form:** To authorize information release, you (or your parent/guardian) need to complete the Student Information Release Form. This ensures we comply with the Family Educational Rights and Privacy Act (FERPA), which protects your rights regarding your education records.

FERPA

The Family Educational Rights and Privacy Act or FERPA is a federal law that affords parents the right to have access to education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records.

When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (eligible student) provides certain rights for parents regarding their children's education records. This guide provides general information on a parent's rights under FERPA.

Access to Education Records Under FERPA, a school or state educational agency (SEA) must provide a parent with an opportunity to inspect and review their child's education records within a reasonable period, but not more than 45 calendar days following receipt of a request. A school or SEA is generally not required to provide copies of the education records unless circumstances effectively prevent the parent from exercising the right to inspect and review the education records. For example, if a parent who does not live within commuting distance of their child's school requests that the school provide access to his or her child's education records, the school would be required to make other arrangements for the parent to inspect and review the requested records, or to provide a copy of the requested records.

Amendment of Education Records Under FERPA, a parent has the right to seek amendment or correction of their child's education records that the parent believes to be inaccurate, misleading, or in violation of the child's rights of privacy. However, while a school is not required to amend an education record in accordance with a parent's request, a school is required to consider the request for amendment, to inform the parent of its decision, and, if the request is denied, to advise the parent of his or her right to a hearing on the matter. If, as a result of the hearing, a school decides not to amend the education records, then the parent has the right to insert a statement in the record commenting on the contested information or stating why the parent disagrees with the decision, or both. That statement must remain with the contested part of the education record for as long as the record is maintained and be included whenever the contested part is disclosed.

For more information regarding FERPA and other student privacy issues, the student or parents may visit the following website: <https://studentprivacy.ed.gov>. If you have questions about FERPA that are not

ACADEMIC POLICIES

addressed here, you may also submit a question through the federal website at <https://studentprivacy.ed.gov/contact> or write to the Student Privacy Policy Office for additional guidance at the following address: Student Privacy Policy Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-8520

Student Grievance Policy

Student complaints typically relate to administrative concerns, technical issues, teacher performance, grading, program content, and program effectiveness or expectations. Most student complaints can be managed at first point of contact with the school, the classroom teacher. If the problem persists or is in need of additional intervention, the student will meet with the Academic Manager on site. Student complaints are addressed using the policies and provisions of the school, student catalog and handbook, and academic requirements of the school. Grievances are handled in a timely manner. If you have a concern or complaint about the school program, please contact comments@eckerd.org.

Online Learning Policy

Eckerd Connects recognizes the value of online education in advancing its mission to provide high quality education to meet individual learners' needs. The continued expansion of digital content and online instructional delivery systems is leading to dramatic changes in the educational landscape. Online learning offers flexibility in the way the educational content can be presented as well as in time, location, and pace students can learn content.

Education Records Management Policy

Education records, considered part of the student case record but maintained separately, will be managed and transferred in accordance with applicable federal, state and local guidelines. Each program will maintain the confidentiality of all student case records, including education records, and will secure the records against loss, tampering or unauthorized use. Each education record will contain the personally identifiable and educational information necessary for completion of a comprehensive academic assessment and development of treatment and academic plans. Each program will maintain standards for transfer of educational records to address entry and exit educational transition planning for all students.

Conflict Resolution Policy

We believe in maintaining a positive and harmonious environment at Eckerd Connects | Academy. Here's how we handle conflicts:

1. **Clear Policies:** Our policies and procedures are clearly outlined in the Handbook, which is easily accessible to all. Parents are required to read the Handbook and acknowledge their understanding by signing the Parent-Student Agreement Form before enrollment is finalized.
2. **School Policy Precedence:** In case of any question or conflict regarding policies, the school's policies will prevail.
3. **Academic Conflict Resolution:** If there is an academic question or conflict between the student and parent that hampers academic progress, we encourage the student to reach out to an

ACADEMIC POLICIES

administrator for assistance in resolving the situation. For non-academic issues, we recommend seeking support from counseling professionals.

4. **Resolving Unstated Policy Conflicts:** In situations where there is no stated policy, the parents and the school administrator will work together to find a friendly resolution. If a mutually agreeable solution cannot be reached, an arbitration meeting may be called. This meeting would involve school representatives, parents, and an unbiased mediator.
5. **Attendance and Compliance:** Attending the arbitration meeting and abiding by the agreed-upon solution is essential. Failure to do so may result in the dismissal of the student and their family from Eckerd Connects | Academy.

Our aim is to address conflicts respectfully and find fair solutions that benefit everyone involved.

Discipline and Dismissal Policy

The need for discipline and/or dismissal from Eckerd Connects | Academy is rare. We work with students to resolve any deficiencies or problems which may arise before dismissal becomes a necessity.

However, continued deficiencies in any of the following areas could result in dismissal:

1. Failure to make appropriate progress in coursework:
 - a. Inadequate documentation submitted to show appropriate progress.
 - b. Non-compliance with Plan of Remediation as prescribed by Eckerd Connects | Academy to bring student to acceptable levels

of progress and/or grade level according to student's ability.

2. Failure of student to behave in an acceptable manner as outlined in Code of Conduct:
 - a. First offense – Conference with parent(s), if appropriate, and student and follow-up letter.
 - b. Second offense – Dismissal from school

***NOTE:** When a student less than 16 years old is dismissed from Eckerd Connects | Academy, the student must be re-enrolled in a public or private school or continue in homeschooling. Eckerd Connects | Academy must receive a request for Records Transfer from the new school where the student is enrolled within 45 days of dismissal or a copy of the Letter of Intent to Home School which the parent submits to their local school district.*

Academic Accountability and Progress Policy

We believe in the importance of accountability and monitoring student progress. Here's how parents and students can contribute:

1. **Following the Handbook:** Parents and students are expected to abide by the guidelines outlined in the handbook.
2. **Completing Grade-Level Curriculum:** Students should complete an adequate number of lessons in the grade-level curriculum.
3. **Maintaining Passing Scores:** It is important to maintain a grade of 'C' or better in each subject.
4. **Core Curriculum Coverage:** Students should cover all required core subjects,

ACADEMIC POLICIES

including Math, English, Science, and Social Studies.

5. **Supplementing with Electives:** When needed, students can supplement their core curriculum with available electives and/or vocational studies, to fulfill diploma requirements.

If a student falls below the outlined standards, Eckerd Connects | Academy staff may request a meeting to develop a Progress Plan of Action.

This plan may include:

1. **More Frequent Progress Reports:** Submitting progress reports to ECA more frequently.
2. **Weekly Grades and Lesson Plans:** Submitting grades and lesson plans on a weekly basis.
3. **Customizing Curriculum:** Addressing curriculum or delivery methods to suit the student's learning style.
4. **Reviewing Commitment:** Discussing the reasons for choosing Eckerd Connects | Academy and reviewing the dedication and effort required for the program.

The student will have three months to show improvement in the quality and quantity of completed work. A second review will take place at the end of six months to determine whether the student can continue as a student of Eckerd Connects | Academy.



GOVERNANCE, ACCREDITATION AND ADMINISTRATION

Academic Manager

Pittsburgh Job Corps Campus

- Sean Redline

Teachers

Pittsburgh Job Corps Campus

- John Dewey
- Richele Kayton
- Daniel Polito

Accreditations

Accreditation makes a difference. Students and families who have chosen the standard high school diploma track offered through Eckerd Connects | Academy (ECA) want the assurance of a high quality, comprehensive curriculum. With recognition from a major regional accrediting body, ECA delivers an accredited high school diploma program that meets the highest established standards for high schools nationwide.



Cognia/SACS 99115
Westside Parkway,
Alpharetta, GA 30009
Phone: 1.888.413.3669
www.cognia.org

Eckerd Connects has been continuously accredited with SACs-CASI since 1978 with the accreditation of our first school, E-How-Kee. Since 2007, Eckerd Connects holds the distinction of being accredited as the first nonpublic school system in the nation when we awarded District accreditation status. With our most recent re-accreditation we achieved Accreditation with Distinction status. With over 1,500 engagement reviews for accreditation completed in the 2021-2022 school year, Cognia recognized 96 schools and 38 systems in 34 states, the District of

Columbia, Puerto Rico, and nine countries with this distinct honor.

Eckerd Connects | Academy Legal Control and Licensure

Eckerd Connects | Academy (D.B.A. Eckerd Youth Alternatives) 501(c) 3 by Florida Statutes. We are listed on the FLDOE website under School Choice/Private Schools/Pinellas County.

Florida Department of Education

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FL Department of Education School ID 9582
Florida Name Registration #G21000065399

Eckerd Connects | Academy Advisory Board and Advisors

- **Charlene Carlberg-Stewart, EdD**, Mirador Resources LLC
- **Arlene Castelli**, Hillsborough County School Board
- **Roberta Eagly**, Pasco County School Board
- **Dana Gigler**, Academic Manager, Pittsburgh Job Corps Center
- **Suzanne Oakley, PhD**, retired from Eckerd Connects
- **Keith Philipson**, retired National Director of Educational Services at Eckerd Connects, Aggregate Education Associates, LLC
- **April Ross, M. Ed.**, retired from Eckerd Connects, April Ross Media, LLC
- **Melissa Bedell Caruso, PhD**, Pasco County School Board

GOVERNANCE, ACCREDITATION AND ADMINISTRATION

Eckerd Connects Board of Directors 2024 / 2025

- **Eric Beck,**
Board Chair, Senior VP at Marsh & McLennan, and the National Non-Profit Practice Leader
- **Oliver J. Bell,**
COO, The Barndominium Company
- **David P. Bennett,**
Howard University, Senior Vice President for Development and Alumni Relations
- **Brian S. Bradley,**
President of Omni-channel, Digital and Social Media Solutions
- **Joseph W. Clark,**
Former President of the Eckerd Family Foundation
- **David Dennis,**
President and CEO, Eckerd Connects
- **V. Ray Ferrara,**
Founder and Executive Chair of ProVise Management Group
- **Michael Goodwin,**
Retired, Former PetSmart, Senior Vice President and Chief Information Technology Officer
- **Benjamin F. Hill,**
Chief HR Officer for Cineworld Group
- **Holly Kortright,**
Executive Vice President and Chief Human Resources Officer Navy Federal Credit Union
- **Caroline Mauldin Dhane,**
Consulting Practice, Happy & Bennett, and co-founder of the Southern Equity Collective LLC
- **Amelia Wright Brewer,**
Executive Director at JPMorgan Chase



100 N. Starcrest Drive | Clearwater, Florida 33765
Office: 1-727-461-1236 | **Toll-Free:** 800-554-4357
Eckerd.org/Academy

Staff

- **Principal:** Athena Binikos-Brom
- **Assistant Principal:** Christopher Bauernfeind
- **SIS Coordinator:** Vickie Swift
- **Curriculum Specialist:** Suzanne Oakley, PhD

Office Hours

Monday - Thursday: 9 am – 4 pm (EST)

Friday: 9am – Noon (EST)

Note: Evenings and Saturdays by appointment

As ECA is a registered private school in Florida, any complaints against the school should be filed with the Florida Department of Education. Even though the Florida Department of Education does not license, approve, accredit or regulate private schools in Florida. Section 1002.421, Florida Statutes, does require the Department of Education to establish a process by which individuals may notify the department of any violation by a parent, private school, or school district of state laws relating to scholarship program participation. Notifications of a complaint are sent via Complainant Statement Form (IEPC-CS1) (Word) and mailed to:

The Florida Department of Education
Office of Independent Education and Parental Choice
325 W. Gaines Street, Suite 1044
Tallahassee, Florida 32399

We are thrilled to welcome you to the start of your high school journey! This is an exciting time filled with endless possibilities, growth, and new experiences. As you embark on this adventure, we want you to know that we are here to support and guide you every step of the way.

We believe in your potential and are dedicated to helping you achieve your goals. Whether you're aiming for higher education, a rewarding career, or personal growth, we are committed to providing you with the tools, resources, and knowledge to succeed.

Once again, welcome to Eckerd Connects | Academy. We are excited to be a part of your high school journey, and we can't wait to see you thrive and succeed.