



CHRISTA MCAULIFFE ACADEMY

**SCHOOL OF
ARTS AND SCIENCES**
TOUCH THE FUTURE >>>

Student/Parent

Handbook

2011/2012

Welcome to Christa McAuliffe Academy

School of Arts and Sciences!

The administrative staff and faculty of Christa McAuliffe Academy School of Arts and Sciences (CMA SAS) welcome you! We are so glad that you have made CMA SAS your educational choice. It is our desire to make your time at CMA SAS an exciting, enjoyable, and productive learning experience.

This handbook is designed to assist you as you journey into the new world of discovery at CMA School of Arts and Sciences. It will provide you with much of the information you will need to experience a smooth launch and an exciting academic voyage.

CMA SAS Personalized Education Coaches (PECs) understand that each learner is unique, and that a successful educational endeavor must be a one-of-a-kind adventure, one that is created with each student's dreams for the future and personal educational goals in mind.

CMA School of Arts and Sciences provides a positive learning environment where cultural diversity is embraced, individual differences are cherished, and creative thinking is encouraged.



Christa McAuliffe training flight in T-38 S85-41448
1985

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

TABLE OF CONTENTS

Section 1	School Information	6-11
	Mission Statement	6
	Accreditation & Authorization	7
	ESLRs	8
	About CMA SAS & History	9
	Contact Information	10
	Calendar	11
Section 2	Instruction and System Design	12-15
	Instructional Design	12
	Certificated Teachers	
	Personalized Education Coaches	
	PEC Weekly Homeroom	
	Course Instructors	
	CI Office Hours	
	Homeroom/Office Hour Rules	
	Consequences for Inappropriate Behavior	
	Clubs & Student Government	
	CMA SAS Adventures	
	Parent Involvement	
	CMA SAS Systems	14
	Learning Management System (Brain Honey)	
	Student Information System (Genius)	
	Learning Styles Inventory (VARK)	
	Diagnostic Skills Assessment (EdPerformance)	
	iClass (Adobe Connect)	
	Plagiarism Checking Software	
	Variety of Curriculum Options	
	Technology Requirements	15
	Minimum Hardware	
	Minimum Internet	
	Operating System	
	Browser	
	Office Software	
	Media Player	
	SPAM Disclaimer	
Section 3	Documentation of Student Learning	16-17
	<i>Student Course Plans (SCP) aka Student Learning Plans (SLP)</i>	
	<i>Pacing Guides</i>	
	<i>Progress Reports</i>	
	<i>Parent Observer Access</i>	
	Increased Personalized Learning	
	Integrity & Accreditation	
Section 4	Getting Started	18-25
	Communication	18
	Email	
	Internal Email through Genius/Brain Honey	
	Telephone	
	Skype	

	How to begin	19
	Upon Enrollment	19
	Assigned Personalized Education Coach	
	Enrollment in Introduction to 21 st Century Learning Course	
	First Day	19
	First Week	19
	Access to Courses	
	Introduction to 21 st Century Learning	
	Learning Styles Inventory	
	Diagnostic Assessments	
	Second Week and Beyond	19
	Top 10 List of Student Helpful Tips	
	Student Coursework	
	Adequate Student Progress	
	Awards	
	Grading Scale	
	Grading Policies	
	Helpful Teaching Tips	20
	Five-Step Teaching Model	
	Methods to be a Successful Home Educator	
Section 5	Transcripts, Testing & Graduation	26
	Accreditation	
	Graduation Requirements	
	Graduation Checklist	
	Early Graduation	
	Transcript and Progress Reports	
	College Entrance Exams	
Section 6	Tuition & Fees	27
	Monthly Payments	
	By Check	
	By Credit Card	
	Supplemental Materials	
	Withdrawal and Final Transcripts	
Section 7	CMA SAS Policies	28-29
	Academic Integrity	
	Alcohol/Drug	
	Harassment and Discrimination	
	Payment	
	Withdrawal and Transcripts	
	<i>Acknowledgement and Receipt of Student/Parent Handbook</i> Form	30
	(Please sign and return to CMA SAS Office asap.)	
	5200 SW Meadows Road, Suite 150	
	Lake Oswego, OR 97035	
	Attention: Kim Fowler	

Mission Statement

CMA School of Arts and Sciences provides Personalized Educational/Learning opportunities that improve students learning using innovative teaching methods for all students in grades K-12. CMA School of Arts and Science's online learning instructional model depends on research-based, 21st century learning skills in order to create self-motivated, competent, life-long learners who participate effectively in society. CMA School of Arts and Sciences students will be prepared to be effective members of the 21st century through innovative, flexible, and student-focused education. We provide an innovative educational alternative for K12 students worldwide who may benefit from a non-traditional school setting.

As a result, students graduating from CMA School of Arts and Sciences will have the following characteristics of an educated person in the 21st century:

1. **Solid foundations in core academic subjects:** Students will demonstrate grade level course-work knowledge and performance that are consistent with National and Oregon State Standards.
2. **21st Century learning skills:** Students will demonstrate information and communication skills, thinking and problem solving skills, and interpersonal and self-directional skills.
3. **Mastery of 21st Century tools:** Students will appropriately use digital technology and communication tools to access, manage, integrate, and evaluate information; construct new knowledge; and effectively communicate with others.

The guiding principles around which CMA SAS is designed begins with:

All students – as individuals – should be celebrated

- Traditional schools are not for every student.
- Different students may need to take a different path to achieve academic proficiency and to achieve their goals.
- Education should be supportive of differences in learning styles, interests, abilities, and goals.

Online delivery meets student needs that are not met in an offline classroom

- Technology in education enables the delivery of educational content that can be efficiently personalized to multiple learning styles, interests, and capabilities.
- Online delivery leverages the power of the information age through deep, varied content made available through the Internet.
- Technology allows students to be educated efficiently and effectively through a flexible schedule where they can learn at the time, pace, and place of their choosing.

Personalized education/learning helps k-12 school students build life skills

- Lessons learned through independent work is retained better than if learned via lecture and tends to remain with the learner longer than knowledge gained through a classroom lecture.
- Students in a personalized learning program develop more effective time-management skills, self-discipline, and self-direction.
- Maturity, time-management, and self-direction aid in college and/or career success.
- We believe that today's students are capable of building successful educational and social relationships even though they work independently. However, we also believe that supplementing the online k-12 school experience with community-based interactions will provide powerful social and academic benefits for students.

Accreditation and Authorization

CMA School of Arts and Sciences is able to serve students from around the world. To provide high program standards and legitimacy, CMA SAS maintains regional accreditation.



Oregon State Department of Education

CMA School of Arts and Sciences is registered as a private k-12 school with the Oregon State Department of Education.



Northwest Accreditation Committee

CMA School of Arts and Sciences is regionally accredited through Northwest Accreditation Committee (NWAC) and accepts credits from most public and private schools. NWAC is one of the nation's six acknowledged accreditation agencies.



National Collegiate Athletic Association

CMA SAS has an approved school code for student athletes from NCAA as part of our partnership with the Southern Tech Academy Wildcats.

Expected School-wide Learning Results (ESLRs)

At CMA School of Arts and Sciences we seek to prepare students for college and beyond who are:

Communicators

Motivated Independent Learners

Achievers

About CMA School of Arts and Sciences

CMA School of Arts and Sciences (CMA SAS) is a K-12 private school. CMA SAS emphasizes Personalized Education/Learning and offers a plethora of electives in the fields of arts and science, as well as other electives, which use computer courseware delivered over the Internet. Student success is measured by demonstrating competence at 80% or better in each subject at every level. Each student determines his/her own pace and learning style but mastery of each lesson is required to progress.

A Personalized Education Coach (PEC) is assigned to every full-time student. PECs provide academic assistance, counseling, guidance, encouragement, assessment, and caring support to students. An important aspect of this system is that students stay with their same PEC from year to year. As a result, close professional relationships are formed, often extending all the way through high school graduation.

CMA SAS instructors and PECs use digital homeroom class for group discussion and interaction with students. The digital homeroom is an advanced technology system which we use to conduct scheduled weekly online classes for all full-time students. Homeroom class provides ample opportunity for the students to learn and exchange ideas, to practice communication skills, and to get to know each other and their Personalized Education Coach in real time. It also provides opportunities for each student to prepare and present lessons or projects.

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

An optional, extra-cost program called CMA SAS ADVENTURES, where students travel to important historic sites and exotic locations around the world, is available. This program is designed to develop student awareness of cultural diversity and to introduce real-life experiences into the curriculum.

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

History



CMA School of Arts and Sciences is the sister school of Christa McAuliffe Academy which was founded in 1985 and has grown from its rather humble beginnings to a thriving worldwide organization headquartered in the Pacific Northwest. CMA SAS operates under Personalized Education Group, Inc., an educational management organization. Long-time associates serving as administrators, office staff, and teacher/Personalized Education Coaches foster a sense of community and an atmosphere of harmony where new ideas can take root and grow more easily, and where innovation is welcomed and applauded.

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

Christa McAuliffe Academy

School of Arts and Sciences

Contact Information

Main Office	5200 SW Meadows Road, Suite 150 Lake Oswego, OR 97035				
Phone	503-226-7374 888-832-9437	Fax	866-920-1619	Website	www.PersonalizedEducation.org/schools/sas
Kim Fowler, Administrative Assistant/Registrar				kfowler@PersonalizedEducation.org	

Support Staff		
Enrollments	x 9	enrollment@PersonalizedEducation.org
Excell, Tamra - Program Designer		texcell@PersonalizedEducation.org
Fox, Heidi - Assistant Director of Counseling		hfox@PersonalizedEducation.org
Froud, Sarah – Faculty Coach		sfroud@PersonalizedEducation.org
Geis, Christopher - Executive Director		cgeis@PersonalizedEducation.org
Geis, Linda - Assistant Director of Education		lgeis@PersonalizedEducation.org
Human Resources		hr@PersonalizedEducation.org
Tech Support	x 2	support@PersonalizedEducation.org
Warnick, Tami - Assistant Director of Technology		twarnick@PersonalizedEducation.org
Webmaster		webmaster@PersonalizedEducation.org
West, Erin - Instructional Designer: Elementary		ewest@PersonalizedEducation.org

Staff Directory		
Name	Extension	Email
Alderson, Devin	672	dalderson@PersonalizedEducation.org
Chasarik, DeAnn	676	dchasarik@PersonalizedEducation.org
Dolph, Lynne	636	ldolph@PersonalizedEducation.org
Excell, Cassaundra	675	cexcell@PersonalizedEducation.org
Excell, Tamra	611	texcell@PersonalizedEducation.org
Fowler, Kim	3	kfowler@PersonalizedEducation.org
Fox, Heidi	640	hfox@PersonalizedEducation.org
Froud, Sarah	655	sfroud@PersonalizedEducation.org
Geis, Christopher	610	cgeis@PersonalizedEducation.org
Geis, Linda	4	lgeis@PersonalizedEducation.org
Ingbretsen, Kirsten	668	kingbretsen@PersonalizedEducation.org
Koenig, Erika	671	ekoenig@PersonalizedEducation.org
McEachen, Kimberly	673	kmceachen@PersonalizedEducation.org
Warnick, Tami	664	twarnick@PersonalizedEducation.org
West, Erin	670	ewest@PersonalizedEducation.org
Woodall, June	661	jwoodall@PersonalizedEducation.org
Woodhouse, Janel	674	jwoodhouse@PersonalizedEducation.org
Woods, Josephine	656	jwoods@PersonalizedEducation.org
Zimmerman, Camille	667	czimmerman@PersonalizedEducation.org

2011-2012

CMA School of Arts and Sciences

September '11						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October '11						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November '11						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December '11						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January '12						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February '12						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March '12						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April '12						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May '12						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June '12						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July '12						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August '12						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Date	Description
09/01/11	First Day of School
09/05/11	Labor Day
11/11/11	Veterans Day
11/21/11 - 11/25/11	Thanksgiving - Offices Closed
12/19/11 - 01/02/12	Winter Break - Offices Closed
01/16/12	ML King Day
02/20/12	President's Day
04/06/12 - 04/13/12	Spring Break
05/28/12	Memorial Day
06/29/12	Last Day of School
7/09/12 - 8/31/12	Summer Session ('12-'13 School Year)
Winter, Spring, Summer Breaks	
School Holiday	
09/01/11	First and Last Day of School

Instructional Design

Certificated Teachers

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

Personalized Education Coaches (PECs)

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

PEC Weekly Homeroom

Homeroom is a weekly, hour-long, online, interactive learning session. For the elementary program, homeroom is set up for both the student and the parent. The main purpose of homeroom is to provide for the student a sense of belonging and a way to socialize and collaborate with peers and their Personalized Education Coach. Homeroom also provides guidance to the parent who is serving as direct teacher to the child. In these sessions, the Personalized Education Coach answers questions in regard to curriculum and CMA SAS in general. This is also an opportunity for CMA SAS to touch base with families and for families to touch base with each other. Attendance in homeroom is essential. Students are graded on attendance, preparation, and participation. Attendance during a homeroom session is not mandatory, but is encouraged. PECs will email/call students who do not attend to connect with those students about their progress.

PECs will hold weekly homeroom sessions; most will be on Mondays, but some on Tuesdays. The first ten minutes or so are for announcements and other points of business. These announcements can also be sent out via email to students and families. The rest of the homeroom hour is meant for student socializing, sharing, and such. This is also a time where students can, through the private message option, connect with their PEC regarding their progress.

Course Instructors (CIs)

Course Instructors (CIs) are teachers who are highly qualified in their subject areas for students in grades 9-12 and for core courses in grades 6-8. They provide assistance to students working through a course, and instructors also coordinate with PECs to modify courses or even create custom courses designed specifically for students' learning styles and interests. Course Instructors have set eClass office hours where students can drop in, and they are also available by appointment. CIs can also offer help via email and phone.

Course Instructor Office Hours

Course Instructors will each hold a set office hour each week where students can drop in for group instruction and help with a topic, and instructors will also be available for additional time by appointment. High school students (and younger students in foreign language, advanced math, or similar classes) have regular access to highly qualified teachers in addition to their PEC, increasing student success.

Homeroom/Office Hour Rules

While each instructor has specific rules and guidelines for their homeroom/office hours, the following is expected in every homeroom/office hour at CMA SAS.

- No foul, profane, obscene language and/or insinuations, put downs, insults, disruptive behaviors. They are not acceptable and will not be tolerated in homeroom/office hours, at CMA SAS events, or on the CMA SAS Campus.
- The CMA SAS student is expected to conduct himself/herself in a respectful, responsible manner.

- Exercising self-control, thinking before speaking, and finding value in the opinions of others are much-needed life-skills in today's world.
- CMA SAS requires that all comments made and opposing viewpoints expressed be done in non-confrontational and respectful manners.

Consequences for inappropriate behavior:

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

Clubs

Clubs and similar activities will be increasing. In addition to club forums, clubs will be able to make use of the live online classroom. This way, in addition to meeting with others who share the same PEC, students also are meeting according to their shared interests. This should expand students' networking with others.

Student Government

The Student Congress serves as the CMA SAS student government. It is made up of Senators from various regions of United States and around the world, and class representatives. CMA SAS Student Congress is unique in that the Congress has international student representation. Please contact your PEC if you would like more information.

CMA SAS Adventures is an exciting travel program for all students and parents! During this experiential learning experience, students complete several assignments based on the topic of the particular adventure. Students have an opportunity to meet other students, go to fabulous destinations, travel, eat, sightsee, and have a great time with a new land, culture, and people. Please check with your PEC for more information if you are interested in earning high school credit for summer travel.

Parent Involvement

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

CMA SAS Systems

Overview of Our Systems

1. **Learning Management System (Brain Honey)** – Used as a “virtual classroom” for organizing, accessing course content, developing curriculum, receiving and turning in assignments, maintaining grade books and communication between staff, students and parents.
2. **Student Information System (Genius)** – Database used for managing student enrollments and generating *Student Learning Plans* (annual), *Pacing Guides* (per course), *Progress Reports* (monthly) and provides *Parent Observer Access* (on-going), as well as transcripts and grades.
3. **Learning Styles Inventory (VARK)** – Students complete a learning styles assessment during their Introduction to 21st Century Learning course, which helps determine student’s preferred style of learning: visual, aural (auditory), read/write, kinesthetic, or any combination thereof.
4. **Diagnostic Skills Assessment (EdPerformance)** – Used for both formative and summative assessment for students in grades 2-11; reading, language arts, and mathematics are evaluated.
5. **iClass – (Adobe Connect)** – Online classroom for weekly homeroom meeting, office hours, and individual student tutoring. Includes whiteboard, voice-over-IP, chat, and other interactive features.
6. **Plagiarism Checking Software** – Teacher resource to check student papers for plagiarism.
7. **Variety of Curriculum Options** – Each of our courses use one or more of the following:
 - Streaming Video
 - Animations
 - Interactive Science Labs
 - Online Texts
 - Printable Curriculum
 - Prescriptive/Adaptive Lessons
 - Project-based Lessons
 - Curriculum

Technology Requirements

The following are the minimum recommended system requirements for CMA SAS.

Minimum Hardware Requirements:

1.6 GHz or Faster Computer
1 GB Ram if running Windows 7 (2 GB recommended)
512 MB Ram if running Windows XP (1 GB recommended)
1 GB Ram if running Windows Vista (2 GB recommended)
At least 16 GB available hard drive space

Minimum Internet Requirements:

DSL or Cable Highly Recommended!

40kB Internet Connection or Faster (good dial-up)

Operating System Requirements:

Microsoft Windows 2000 or Higher
Macintosh OS X or Higher

Browser Requirements:

Mozilla Firefox 3 (browser)
Adobe Acrobat Reader
Adobe Flash Player 10 (plug-in)
Adobe Shockwave Player 11 (plug-in)
Java Runtime Environment 6 (plug-in)

Office Software (one of the following):

Microsoft Office 2000 or Higher
OpenOffice 3 or Higher

Media Player Requirements (at least one of the following):

QuickTime Player 7
RealPlayer 11
Windows Media Player 11

SPAM Disclaimer: None of our curriculum applications have advertisements of any kind. We do not promote or encourage the use of SPAM E-Mail, Banner Ads, or Pop-Up Advertisements within our products.



Documentation of Student Learning

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

Student Course Plan (aka Student Learning Plan)

The *Student Course Plan (SCP)*, also called *Student Learning Plan*, is created once per year. It is used to plan out what courses a student intends on taking over the duration of the school year in order to fulfill graduation requirements, and it is part of a method of documenting student progress. A normal graduation plan covers four years, thus each *SCP* should include at least six full-year courses in order for the student to graduate on time. The *SCP* will list all the courses a student plans to take over the course of the school year.

These are "living" documents in that they can be changed repeatedly throughout the year. If a student decides not to take a class, it is deleted. If a student decides to add a class, it is added.

A student's progress will be reviewed each month via the *Pacing Guide and Progress Reports* emailed at the end of each month through the Genius – Student Information System. The PEC or CI can then look at areas where a student may need additional help in completing assignments and/or modify existing assignments to meet the needs of the student. The *Pacing Guide* will be updated each month to reflect work completed and assignments remaining to be completed in order to create a new expected completion date and communicate student progress toward meeting his/her *Student Course Plan*.

The *Student Course Plans* are not required to be signed.

Pacing Guides

The *Pacing Guide* is created at the beginning of each course. A class might just have a list of objectives plus direction to complete a certain online program, or it might list out all of the assignments for that online program (students and parents usually find the checklist to be useful!). A class might also be customized in several ways, either modifying a set program, or creating a custom course specifically for the student. The *Pacing Guide* helps keep everyone in clear communication about such modifications, and it gives the student and/or parent an opportunity to review any such plans and request changes.

The *Pacing Guide* is made available to the student and family for their information and use through our **Genius - Student Information System**. At the end of each month, grades that have been entered will be reflected on the *Student Progress Report*. This, along with an updated *Pacing Guide* is provided to both the student and parent each month.

Progress Reports

Progress Reports are automatically generated and emailed to students and parents each month based on the assignments that have been completed and graded. The report will give both students and parents a snapshot of what was completed during the month.

Parent Observer Access

Parent Observer Access is also available for parents to stay apprised of student progress on a continual basis. Parents can view *Pacing Guides* for each course along with an academic snapshot, the student gradebook, student activity (login information) and contact information from the student's Course Instructors and Personalized Education Coach.

The screenshot shows a web browser window displaying a dashboard for a student's progress. The dashboard is titled "DASHBOARD" and includes a navigation menu on the left. The main content area is divided into several sections:

- Academic Snapshot:** A table showing the student's current enrollment in 7 courses. The table has columns for Course, Grade, Assignments, and Pacing.
- Upcoming Events:** A section indicating that there are no events scheduled for this student.
- Activity:** A section indicating that there is no activity logged for this student.
- Messages:** A section for messages, currently empty.
- Course Requests:** A section indicating that there are no courses requested by this student.
- Admission Status:** A section indicating that the student is currently ACTIVE and their enrollment status is ENROLLED.

Course	Grade	Assignments	Pacing
Biology A	100%	6 of 42	Behind
Office - Heidi Fox		0 of 0	Behind
Office - Jo Woods		0 of 0	Behind
Office - Lynne Dolph		0 of 0	Behind
Office - Sarah Froud		0 of 0	Behind
French I A	100%	1 of 3	Ahead
English III B	0%	0 of 0	On Pace

Increased Personalization of Learning

Since this program facilitates the creation of personalized courses for students, while also helping keep track of such creativity, more personalization is expected to occur for students. A student has the option of taking a class "as is" but should not hesitate to ask for modifications or to offer ideas of different approaches for learning subject matter.

Integrity & Accreditation

CMA School of Arts and Sciences is accredited by the Northwest Accreditation Commission (NWAC). Obtaining and maintaining accreditation requires continuous improvement. Building the integrity of one's education program, including being able to document student learning, is vital. Although accredited, students of online schools may find their credits questioned when transferring to other schools due to the type of program (online). This is fairly common with institutions who have not heard of a particular school before. Genius's features address the issues causing such situations. Students are still receiving a personalized education, but it is being documented in a way that supports the transfer of those credits and the respect of potential colleges and universities.

Getting Started at CMA SAS

Upon enrollment, a Personalized Education Coach will be assigned to you by our administrative team based on the enrollment application data and comments provided on the enrollment form. An email will be sent with your login information and contact information for your Personalized Education Coach. Your Personalized Education Coach will contact you within 1 business day of your enrollment confirmation email. If they do not, please call the office to verify that your enrollment is complete.

A full description of our course of study may be viewed at the CMA SAS website @ www.PersonalizedEducation.org/schools/sas.

Communication

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

Email is the primary way to communicate with your Personalized Education Coach. For that reason, it is imperative that you have a reliable, working, email address. An email address that is checked daily and not allowed to "fill-up." It is a good idea to have an email address designated specifically for CMA SAS/school communications.

Internal Email through Genius/Brain Honey: This internal email is contained within the Genius/Brain Honey environment and must be checked after logging into your home page.

- **Genius will be the INITIAL form of communication when sending monthly Progress Reports, lack of progress/no recent progress, etc..**

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

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

Skype Another way to have a real-time conversation with your Personalized Education Coach is to download Skype.

As soon as you have Skype downloaded, contact your Personalized Education Coach and Course Instructors and give her/him your user name. Then you can be in touch as needed. Try to be patient when contacting your Personalized Education Coach. He/she may be in class, tutoring, or having a parent conference, etc. Leave a message and your Personalized Education Coach will get back to you as soon as possible, and within 1 business day.

From this point on, you will be working with your PEC to complete your work. Each PEC has his/her own preferred way of doing things, and it will be up to you to learn what those are. If you are not sure about something, please ask your PEC.

How to Begin

Upon Enrollment a student is populated into:

1. Genius SIS (Student Information System) and assigned a PEC.
2. Brain Honey LMS (Learning Management System) and enrolled the Introduction to 21st Century Learning course.

1st Day of Enrollment

The PEC is notified, by Administration, of his/her new student and then contacts the student to welcome him/her into our CMA SAS family and to also get the student started in his/her started in his/her course.

1st Week of Enrollment

Discuss *Student Course Plan* with student/family and determine additional courses for student for full year enrollment. If student enrolls mid-year, please select one less class per month that the student was not enrolled.

Student progress is monitored in the Introduction Course. The PEC checks on student progress and helps him/her complete the learning styles, diagnostic assessments and introduces him/her to the homeroom meeting in the live online classroom.

Access to Courses

Log into Brain Honey (our Learning Management System) using the following link:

<https://cma-bluemouse.brainhoney.com/Welcome.vp/page.htm>

Please enter the username and password which was emailed to you upon enrollment. If you have not received an email with username/password information please contact the office or tech support for assistance. If payment is not received by the 5th of each month, the check is returned for non-payment or the credit card declined. Access will be suspended until your account is in good standing.

Introduction to 21st Century Learning

This course is an introduction to our systems and prepares students to be successful learners in the online setting. High School students have the option to take this course for credit.

Learning Styles

Learning style is the way in which each learner begins to concentrate on, process, absorb, and retain new and difficult information (Dunn and Dunn, 1992; 1993; 1999). The interaction of these elements occurs differently in everyone. Therefore, it is necessary to determine what is most likely to trigger each student's concentration, how to maintain it, and how to respond to his or her natural processing style to produce long term memory and retention. To reveal these natural tendencies and styles, it is important to use a comprehensive model of learning style that identifies each individual's strengths and preferences across the full spectrum of physiological, sociological, psychological, emotional, and environmental elements.

Diagnostic Skills Assessments

Once the student has completed the learning styles and diagnostic assessments, the PEC will go over the results with the student and parents. This can be done through the live online classroom, via email, teleconference, or Skype.

2nd Week of Enrollment and Beyond

PEC determines, with student, the sequence of courses to be taken throughout the year and creates a *Student Course Plan*. The PEC requests courses several days and up to a week prior to student needing an additional course.

The PEC continues weekly contact with student and keeps a weekly log of these contacts; this log must include the date and time of the contact along with any notes. PECs must have 2-way regular contact regarding student progress to ensure that student needs are being met and to effectively mentor and advocate for each student. These logs are to be uploaded to the student information system at the end of each month.

Top 10 List of Student Helpful Tips ~ Suggested by CMA SAS students

1. Get really comfortable with your computer and your e-mail/Skype, emoticons and various word processing software.
2. Make sure you have the right equipment. High-speed Internet access is helpful. Get a microphone for homeroom, etc.
3. Get to know your Personalized Education Coach as early as possible and the kids in your homeroom.
4. Be friendly and open in homeroom and in e-mails with your Personalized Education Coach and other CMA SAS students.
5. Don't be afraid to ask questions.
6. Don't be afraid to express your opinion to your Personalized Education Coach and in homeroom as long as you are polite and not argumentative.
7. Develop a tolerance for technology. Sometimes the software gets a glitch when you are doing online work, so don't get frustrated.
8. Consider joining a club or offering a suggestion for a club.
9. Learn to set a schedule and prioritize your work.
10. Work closely with your parents, which is a big part of CMA SAS's philosophy.

Student Coursework

Using student input, most recent grade level, available transcripts, and diagnostic/placement testing, the Personalized Education Coach assigns one to two core subjects to the student as an initial assignment. Core subjects include Reading, Language Arts, Spelling, Math, Science, and Social Studies. It is recommended that a student spend approximately three to four hours per day on academic coursework, with additional time for non-academic activities such as Art, Music, PE, and Occupational Education. At this pace, each subject should take about 8 weeks to complete.

The minimum standard for all CMA SAS coursework is 80%. Students who receive below an 80% on a mastery test in the online coursework should redo any lessons necessary to obtain an 80% score on the mastery test. Similarly, coursework work is repeated or corrected to meet this same standard. As a result, students become confident of success, learn to excel, and most students complete high school early, well-prepared for post-high school endeavors.

Adequate Student Progress

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

Awards

The selection of Valedictorian and Salutatorian is determined by a committee review of student grades and other criteria. Along with GPA, the committee is looking for candidates with the following qualifications:

- Students must have 23 credits completed by the last day of March to be considered.
- All core academics done through 12th grade.
- Students must be recommended by their Personalized Education Coach as having exemplary attendance and participation.
- Compilation, by student, documenting his/her role in community support projects, volunteer efforts, leadership, or any activity that shows outstanding effort and community or family involvement.

The above may also be considered for special awards to be given at graduation.

Information will be sent out in the spring regarding graduation.

Grading Scale

Grades are determined on the standard CMA SAS scale:

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

Grade Point Average (GPA) The grade point average is based on a 4-point scale.

Grading Policies

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

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

2. A course grade is given when ALL offline and online work is completed. A partial grade will NOT be given for either online or offline only. BOTH must be completed satisfactorily.

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

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

Five Step Teaching Model

This is the model many teachers use in the traditional classroom.

Personalize it to meet your own needs.

- 1) Set Up the Learning:
 - Focus your child
 - State what will be learned (the objective)
 - Establish purpose
 - Establish transfer from past learning (if appropriate)

- 2) Provide the Instruction:
 - Pre-test (if necessary) what your child already knows
 - Provide the information
 - Model
 - Check for understanding

- 3) Guided Practice:
 - Practice with your child
 - Elicit overt response that demonstrates behavior in your objective
 - Provide specific knowledge of results- "You've got it!" or "Let's review this."

- 4) Reinforcement:
 - Make final assessment to determine if your child met the objective.
 - Have each child perform the behavior on his/her own.

- 5) Independent Practice:
 - Continue to monitor as your child practices independently.
 - Provide immediate knowledge of results.

Methods to Be a Successful Home Educator

Often, parents ask, "How does someone do this?" While Online learning isn't for everyone, it does work for many families. Here are some useful tips.

Assertive Home Educators:

- Respond in a manner which enables you to get the child's needs met.
- Clearly and firmly communicate how you want your child to behave and what you want him or her to do.
- Be ready to back up your words with action. Do what works best for you. Remember:
 - My child won't stop me from teaching the lesson for any reason.
 - Nothing in our environment will stop the learning for any reason.
 - My child will engage in his/her best behavior and effort.
- You must know what you want your child to accomplish (your objective) with the lesson and activity you are providing.
- Know in observable terms behaviors you want your child to engage in. (For example, "My child will give his/her full attention as I teach the lesson. He/she will practice the new skill for ____ minutes. At the end of this lesson he/she will be able to insert objective here.")
- Communicate your wants to your child both verbally and visually, post rules and consequences that you agree upon.

Positive Reinforcement:

- Effective reinforcement of appropriate behavior is the KEY to dealing assertively with your child's behaviors.
- Verbal reinforcement guidelines:
 - Give directions to your child for expectations.
 - Praise when he/she complies.
 - Praise when you know he/she is listening.
 - Make eye contact, and wait.
 - If your child is not following directions, then follow your discipline plan.
- Positive notes are great on papers, on post-its, on the bathroom mirror even!
- Give at least two positive comments per learning session for behavior and effort (if earned, of course).
- Behavior should be rewarded when it occurs.
- Enable your child to earn a positive consequence for appropriate behaviors.
- NEVER lose confidence in yourself or hope for your child!

Ideas for positive rewards:

- Your praise
- Good grades
- Certificates of Achievement
- Positive notes
- "Free" time
- Grab bag of goodies (Keep giveaways and \$1 store treats in a central location.)
- Set up a point system for a larger long-term reward
- Give tickets that can be saved towards the "purchase" of treats and prizes
- Free-choice of a game or drawing time
- Self-motivated (intrinsic reward) "Aren't you proud of yourself?"
- Contact reward- big bear hugs!
- Positive report to spouse in front of child (or grandparents, friends, etc.)
- Star or sticker on a chart (works great with younger children)
- Lunch or special time just with you (works well when you have more than 1 child)
- Go to the park or special play place
- Cook with you or spouse- create his/her special meal
- Make up a coupon system
- Have a special visitor during "school" time- like a class guest in a "regular" class
- Plan a party!

Marble Jar

The Marble Jar is an idea that a lot of teachers use in a large classroom that can work for home-education too! Works with 1 or several children working together- make it work for you!

- Whenever one or more child is on task, they earn a marble for the group.
- Each marble equals 1 point. When the group earns a predetermined number of points, they earn a reward. Or, put the marbles in a jar and determine that when the marble jar is full, they earn the reward. (Then empty the jar and begin again to earn another reward.)
- The children should earn a large number of marbles each day.
- Reward must be something that the group wants together.
- Never take marbles out.
- At the end of each learning day, count up marbles earned and keep a running total. (If you are filling a jar, you will have a constant visual reminder rather than having to count the marbles each day, although you may still count them as a motivating activity.)
- When the group earns one reward, start a new goal.
- Use peer pressure- everyone works independently for 10 minutes- 5 marbles.
- Give direction- then reinforce with marbles.

Setting YOUR limits:

- You must set limits when your child does not behave properly.
- Consistency is the key to setting limits.
- Use consequences you are comfortable using.
- Provide your child with a choice (make sure all options are OK with you).
- Provide consequences as soon as possible after the child chooses to disregard your request.
- Discipline needs to be applied consistently.
- Use a calm firm voice.
- Never punish your child severely. Think before stating a consequence- can you follow through with it?
- Behavioral changes take time and consistency on your part. Behaviors aren't developed in a day and it will take longer for a learned habit to be changed.
- Remember, negative behavior can come from:
 - Frustration (Were you clear with your directions, did you check for understanding? Have you given enough praise?)
 - Boredom (Are you "mixing it up" and making it fun whenever possible while still meeting your objectives? Is the work too easy? If you find there is not enough variety in your activities, check with your E.S. or our website for more "show-what-you-know" ideas.)
 - Lack of success (Is the learning too difficult? Have you called your E.S. for suggestions? Is this objective appropriate for where the child is academically? Does the work need to be modified?)
 - Personal problems (is there something unresolved in the family or with friends that needs to be discussed/worked out so your child can concentrate on learning?) Spend the time when you need too- you will be happier if you do.

Suggestions for negative consequences:

- Loss of free-time
- Removal from activity (make sure he/she goes to a place that is not stimulating)
- Letter of apology to you (Keep those, they are priceless as your child grows.)
- Note to your spouse or your child's E.S./teacher
- Child states 5 reasons why the behavior wasn't acceptable
- Isolation- time out area
- Loss of privileges

Changing Behaviors:

- Behavior can be changed through the strategies we use in formal and informal instruction.
- Know when to react or not to react to what your child says or does, not all skirmishes are worth a battle! Choose your battles wisely!
- Vary the use and sequence of materials and activities you use in home education.
- Increase the rate or improve the quality of a positive behavior the child already possesses.
- Support positive behavior effort.

- Support your rules and reasons behind them.
- Ensure that your child perceives you care and love **them**- it's the behavior that needs to be changed.
- Your child needs to understand that you are concerned about their growth.
- Your child should understand that you have their best interest at heart.
- Your child must know that you care enough for them to prevent them from taking part in inappropriate behavior which you feel is detrimental to their development.
- When your child tests your boundaries:
 - Support and follow your rules and routines.
 - It is essential that you do not become an element of the inappropriate behavior.
 - You are the major factor in your environment. If YOU need a break, take it, your schooling environment will be stronger for it.

KEY Points for Successful Discipline:

- Firm but compassionate concern is the foundation for positive relationship with your child while completing school at home.
- A positive relationship is much easier to develop with your child if your behavior is consistent.
- You must not “play favorites” with your children if you are working with more than one. Each child is an individual with a unique personality to celebrate.

Ignoring inappropriate behaviors is sometimes the best way to decrease them- watch though, every child is different. Sometimes ignoring is an **invitation to form a habit**. You must know which response works best with your child.

Transcripts, Testing, & Graduation

Accreditation

CMA School of Arts and Sciences is accredited by the Northwest Association of Accredited Schools. CMA School of Arts and Sciences is registered with The Oregon State Board of Education.

Graduation Requirements

24 Credits are required for graduation. A Student must complete a minimum of 4 semester courses with CMA SAS to be eligible for a CMA SAS diploma. A graduation ceremony is held each year. Students planning on participating in the graduation ceremony need to have completed 23 credits by the last day of April, have requested their final coursework, and RSVP their attendance by the required date (usually mid-May).

Graduation Checklist

The Graduation Checklist provides a guide to graduation requirements. It also serves as a tracking tool for monitoring and reporting progress. This checklist allows for addressing individual academic needs and individual choices.

Early Graduation

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

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

Transcripts & Progress Reports

Parents can track student progress, request progress reports and unofficial transcripts from their PEC, and enjoy other benefits of a professional student information system.

College Entrance Exams – SAT, ACT, PSAT

Check with the College Board website for test dates and where to locate information in your local area. CMA SAS school code is: 380581.

Tuition

The Personalized Education Coaches do not deal with tuition information in any way and will refer you to the school. If you have questions regarding tuition, please contact the school office directly.

Monthly Tuition

The monthly tuition is due on the first of every month. CMA SAS does not send out monthly statements.

Payment by Check

Make checks payable to Personalized Education Group, Inc.

Send payments to:
Personalized Education Group, Inc.
5200 SW Meadows, Suite 150
Lake Oswego, OR 970035

Payment by Credit Card

Parents may also choose to pay the monthly tuition by credit card or money order. Please contact the main office with any questions regarding tuition.

Supplemental Materials

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

Parents can also opt to supplement CMA SAS curriculum options through curriculum they have purchased or engaging in learning opportunities such as visits to science museums, zoos, historical sites, or other similar locations. Families are encouraged to work closely with their PECs and instructors in bringing in these other curriculum and instruction options.

Withdrawal and Final Transcripts

Students may withdraw at any time by sending CMA SAS notification in writing 30 days in advance of the intended withdrawal date. E-Mail notification to the Personalized Education Coach is also required. Transcripts of all completed courses will be sent to your transfer school upon request once all outstanding balances are paid in full.

CMA SAS Policies

Academic Integrity Policy

CMA SAS will not tolerate cheating, plagiarism, or facilitating academic dishonesty and serious consequences will result from such behaviors including receiving an "F" for the assignment in question or for the course. Repeated violations may result in expulsion from the school.

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

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

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

Students are expected to practice responsible and honest behavior. Acts of academic dishonesty will not be tolerated at CMA SAS and are listed below:

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

Violation of this policy will result in:

First Offense: The student will lose all credit for the assignment and/or test with no makeup permitted. If the assignment is a standard in the course, the standard must still be completed to the appropriate performance level. Parents will be contacted and violation may result in loss of school privileges.

Second Offense: The second offense of academic dishonesty in any course, in any year, will result in the student being dropped from that course with a grade of "F" and no credit will be given. Parents will be contacted and there will be a loss of school privileges.

Third Offense: The third offense of academic dishonesty in any course, in any year, will result in a grade of "F" for that course and dismissal from CMA SAS.

Alcohol/Drug Policy

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

Harassment and Discrimination Policy

Expectations of Student, Parent and Staff Respect for Diversity

CMA SAS is committed to equal opportunity for all individuals in education. CMA SAS programs and activities will be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability, or any other unlawful consideration.

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

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

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

Payment Policy

Full-time enrollment in CMA School of Arts and Sciences is on a continual basis and the annual amount for each enrollment option may be divided into 10 or 12 monthly installments for the convenience of the client. The registration fee and first monthly payment must accompany this enrollment form. Subsequent monthly tuition is due on the 1st day of each month. You accept and agree to be bound by the Agreement's terms and conditions until the total amount owed is paid in full. Additionally, you authorize Personalized Education Group, Inc (PEG) to initiate debit or charge entries to the account listed in this Agreement or any subsequent account provided. Your authorization will terminate when the total balance due has been paid.

If your financial institution returns your payment, a \$25 Returned Payment Fee will be automatically deducted from the account within 20 days. A Returned Payment Fee will be assessed for each payment attempt that is returned. If any fees are returned, they will be reattempted.

If the student does not make academic progress, the client is still responsible for the financial obligation pursuant to this agreement. Regular monthly payments must continue to be made as long as the student is enrolled. If a client decides to withdraw a student, said client must submit written notice of such intent at least 30 days prior to the effective withdrawal date. Said student is considered enrolled until the end of the 30 day notice period and shall be entitled to continued services from PEG for that period.

WE DO NOT send monthly statements. Please send payments promptly each month, payable to Personalized Education Group, Inc.. IF AN ACCOUNT IS PAST DUE MORE THAN 15 DAYS, SERVICES WILL BE SUSPENDED AND A \$50 LATE CHARGE WILL BE ADDED. If a credit card is selected as the method of payment, PEG will automatically process the card for payment on the first business day of each month.

Withdrawal and Transcripts Policy

Students may withdraw at any time by sending CMA SAS administration notification in writing 30 days in advance of the intended withdrawal date. E-Mail notification to the Personalized Education Coach is also required. Transcripts of all completed courses will be sent to your transfer school upon request once all outstanding balances are paid in full.

PLEASE FILL OUT, DETACH AND RETURN TO SCHOOL.

Acknowledgment and Receipt of Student/Parent Handbook 2011-2012

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

Parent Name: _____

Signature: _____

Christa McAuliffe Academy School of Arts & Sciences
5200 SW Meadows Road, Suite 150
Lake Oswego, OR 97035
Attention: Kim Fowler

Have a great year!

