



Catalog and Student Handbook

2024 – 2025 School Year

Eckerd Connects | 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 of Care 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 provide personalized assistance, and you'll have access to both in-person support 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 Catalog and 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 your high school diploma!

Notice of Nondiscriminatory Policy

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 & Goals

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.

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%

Admissions

Enrolling in Eckerd Connects | Academy

Eckerd Connects | Academy (ECA) implements a fair and equitable admissions process for all eligible students. As a closed enrollment institution, ECA only enrolls students who are co-enrolled in programs offered by Eckerd Connects, the parent company. This policy outlines the criteria and procedures for student admissions, ensuring that all eligible students can achieve their educational goals.

Definitions

- **Referral Source:** A person or agency that researches and/or recommends potential programs on behalf of the youth, youth's family, or legal guardian.
- **Inquiry:** An email, phone message, or call requesting information to which the Organization will respond. The inquiry can come from a referral source or a parent and includes visits or tours of the program.
- **Referral:** A youth will be considered a referral if an evaluation or complete admission application is received for review.

Eligibility

- Students must be co-enrolled in an existing Eckerd Connects program to be eligible for enrollment at ECA.
- ECA does not admit students outside of the Eckerd Connects System of Care.

Non-Discrimination

ECA admits students without regard to race, color, religion, gender, age, national origin, or physical disability.

Educational Assessment

- Upon referral, ECA obtains a records release from the student (or parent/legal guardian) and conducts a transcript review, including intake assessment scores, to determine eligibility and appropriate placement.
- Each student's educational background is reviewed to ensure appropriate placement within the high school diploma program.

Individual Education Plan (IEP)

ECA accommodates students with special education needs by developing and implementing Individualized Education Plans (IEPs) as required by the Individuals with Disabilities Education Act (IDEA).

Admissions Process

Referral and Records Release:

- As part of the referral process, ECA obtains the necessary educational records using a records release form submitted to Eckerd Connects (the parent company).
- ECA reviews the records and determines the student's eligibility for placement at ECA.

- All applicants must provide a valid Social Security card and another form of identification that lists their full name and birth date. Acceptable forms of ID include:
 - Birth certificate, with place of birth and documentation registration number; or
 - Driver's license/state identification card; or
 - U.S. passport with date of issuance and document registration number; or
 - Department of Homeland Security (DHS) documents including Document I-55 Permanent Resident Card/Form I-94 Arrival/Departure Record; or
 - Other official forms or documents from other government agencies that identify the applicant's name and date of birth, such as school records, welfare documents, military records, and employment records.
 - Birth certificate, with place of birth and documentation registration number; or
 - Driver's license/state identification card; or
 - U.S. passport with date of issuance and document registration number; or
 - Department of Homeland Security (DHS) documents including Document I-55 Permanent Resident Card/Form I-94 Arrival/Departure Record; or
 - Other official forms or documents from other government agencies that identify the applicant's name and date of birth, such as school records, welfare documents, military records, and employment records.

Transcript Review and Class Placement:

A transcript review and initial assessment are conducted within the first ten days of admission to determine appropriate class placement and to create an individualized student schedule.

Foreign Transcript Evaluations

Foreign transcripts will be evaluated by Educational Credential Evaluators (ECE), a leader in the industry regarding credential evaluation services who Eckerd Connect | Academy has partnered with. The Subject Analysis Category Evaluation report provided by ECE enables the Principal to verify the admissions and qualifications of students before developing course plans.

English Language Proficiency Policy

For those students whose first language is not English or did not complete prior secondary-level coursework in English must submit evidence of English language proficiency by completing an English language test and submitting evidence of the following scores:

- 61 on the Internet Based Test (iBT)
- 6.0 on the International English Language Test (IELTS)
- 44 on the Pearson Test of English Academic Score Report
- 95 on the Duolingo English Test
- 53 on the 4-skill Michigan English Test (MET)

- 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE)
- 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE)

Cost Information

Eckerd Connects | Academy does not charge students any tuition or fees for enrolling in and completing the high school diploma program. Because students are not charged tuition or fees, they do not receive a refund if they cancel or withdraw from the high school diploma program.

Academic Policies

Transfer Credits

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.

Recognition of credits transferred *from* Eckerd Connects | Academy will be at the discretion of the receiving institution.

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.

Program Enrollment Calendar

Students are admitted to Eckerd Connects | Academy throughout the year. Please refer to the specific dates and holidays listed below.

Eckerd Connects has designated the following as holidays, or non-operations days, for all programs, offices and facilities (including Eckerd Connects | Academy)

- New Year's Day
- Martin Luther King Jr. Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Friday following Thanksgiving Day
- Christmas Eve
- Christmas Day

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 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.

Personalized Learning

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.

Eckerd Connects | Academy 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.

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 two courses at any given time.

Student Progression Plan

Graduation Requirements

The two primary requirements are:

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

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

Hardware Requirements

Computer Specifications

- A PC that is five years old or newer
- At least 1 GB of RAM
- A screen size of at least 7 inches
- Webcam
- Acrobat Reader (version 2020 or higher)

Operating System

The computer’s operating system should be kept up to date with the latest security updates and upgrades (i.e., Windows 10 or higher or MAC OS 11 or higher).

Internet Connection

A reliable internet connection is essential for accessing coursework and participating in online activities (1Mbps required, 25 Mbps or faster preferred).

Software Requirements

Browser

The most recent stable version of a recommended web browser (e.g., Chrome, Mozilla Firefox, Apple Safari, Microsoft Edge) to ensure compatibility with the Edgenuity Learning Management System (LMS).

Additional Tools

Edgenuity Platform

ECA uses Edgenuity, an intuitive LMS that supports various devices including laptops, tablets, and smartphones. The platform includes detailed tutorials, troubleshooting guides, and live technical support to assist students.

User Support

Students have access to the Edgenuity Courseware Navigation Guide to Technology Use, available on the ECA website. This guide includes videos and tutorials covering different aspects of the platform.

Security

ECA ensures that all student workstations are secure and that the LMS is accessed using unique student numbers and passwords provided upon enrollment.

Access and Usage

Onsite Access

Students within the Eckerd Connects System of Care have access to computers provided onsite. ECA staff reviews technology requirements at the time of enrollment and determines if students need additional support to access the LMS from another location.

Initial Orientation

Upon enrollment, students must watch an Orientation Video that introduces them to the platform's features and functionalities.

Ongoing Support

Staff assist students with any questions regarding the use of technology and accessing course materials. This support ensures they can effectively utilize the online resources provided.

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.

Satisfactory Academic Progress Policy

Eckerd Connects | Academy's Satisfactory Academic Progress (SAP) policy ensures student awareness of academic expectations and provides a structured framework for monitoring and supporting progress toward graduation. The policy supports students at Eckerd Connects | Academy in making satisfactory academic progress towards earning their high school diploma by outlining the requirements for maintaining academic standing, timelines for graduation, and procedures for monitoring and supporting students.

To achieve satisfactory academic progress, students must:

- Maintain a minimum cumulative GPA of 2.0.
- Enroll in and complete a minimum of three courses per quarter (every three months).

- Complete their high school education within two years. Students can be granted a maximum of three years if exceptional circumstances require such an extension.

Failure to maintain SAP results in academic probation, intervention support, and eventual academic dismissal.

Monitoring and Evaluation

The Principal evaluates academic progress at the end of each quarter (every three months). Students failing to meet the minimum GPA or course completion requirements will be placed on academic probation.

Note: ECA is an open enrollment secondary institution and does not operate using “terms.” For the purposes of this policy, ECA expects students to complete a minimum of three courses every three months (or quarter) to graduate within two years.

Academic Discipline and Intervention Measures

Academic Probation: Students failing to meet the minimum GPA or course completion requirements at the time of each quarterly review (every three months) are placed on academic probation and receive a written notification outlining the areas of deficiency. Students must meet with their academic advisor to develop an Academic Improvement Plan (AIP). The AIP includes specific goals, resources, and a timeline for achieving satisfactory academic progress. Students on academic probation can access tutoring, counseling, and other support services to help improve their academic performance. Regular check-ins with academic advisors will be scheduled to monitor progress and provide ongoing support.

Students who successfully meet the requirements of their AIP and achieve a cumulative GPA of 2.0 or higher will be removed from academic probation and restored to good academic standing.

Academic Dismissal: Students who fail to successfully meet the requirements of their AIP and achieve a cumulative GPA of 2.0 or higher within three quarters of being placed on Academic Probation (e.g. as of the fourth quarterly review date after initial probation decision) are subject to Academic Dismissal.

Appeal

Students have the right to appeal an Academic Dismissal decision if they believe there are extenuating circumstances affecting their academic progress, which can be resolved leading to regaining satisfactory academic progress and completion of the program within three years. The appeal must be submitted in writing and include a detailed explanation of the circumstances, supporting documentation, and a plan for achieving satisfactory academic progress in a timely manner. The Principal reviews the appeal and makes a decision within 14 days. Students are notified in writing of the Principal’s decision and any additional requirements or conditions. The Principal’s decision is final.

Program & Course Offerings

High School Diploma 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.

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 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

ALGEBRA II

This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

Credits: 1 Unit
Course ID: CR2003
Course Area: Mathematics
Credit Recovery only

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

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. 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 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

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 explores 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 WELLNESS

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.

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 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

Student Rights & Responsibilities

Student Code of Conduct

At 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 aids, 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: Inventing any information, data, or presenting data not gathered in accordance with guidelines set forth by the teacher.

Unfair Advantage: Stealing, reproducing, or circulating course materials prior to authorization by faculty. Unauthorized collaboration 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 Identity Verification

Eckerd Connects | Academy verifies student identity with the documents submitted during the Eckerd Connects System of Care intake process. All applicants must provide a valid Social Security card. All Social Security numbers are validated through a criminal background check that also completes a social trace to ensure it is a valid number assigned to the applicant. All applicants must also submit another form of identification that lists their full legal name and birthdate.

Acceptable forms of ID include:

- Birth certificate, with place of birth and documentation registration number; or
- Driver's license/state identification card; or
- U.S. passport with date of issuance and document registration number; or
- Department of Homeland Security (DHS) documents including Document I-55 Permanent Resident Card/Form I-94 Arrival/Departure Record; or
- Other official forms or documents from other government agencies that identify the applicant's name and date of birth, such as school records, welfare documents, military records, and employment records.

Once obtained by the Eckerd Connects | Academy Office of Admissions during the admissions process, copies of the identification documents are stored in both the students' electronic and hard copy folders.

Student Services

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. Because students are co-enrolled in an Eckerd Connects program, ECA students also receive access to the following supportive services: mental health, healthcare, and career and employment assistance. ECA staff assist in coordinating these services but do not have direct involvement in their delivery. Students also receive reminders through the Edgenuity LMS about learning resources and opportunities for teacher/student interactions and conversations to discuss needed support based on their needs.

Student Confidentiality and Privacy Policies

Eckerd Connects | Academy (ECA) maintains the confidentiality and privacy of all student records and personal information. This policy outlines the procedures and guidelines to protect student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and other applicable federal and state laws.

Definitions

- **Personally Identifiable Information (PII):** Information that can be used to identify, contact, or locate an individual, either on its own or when combined with other accessible data. Examples include full name, email address, date of birth, and student ID number.
- **Education Records:** Records that contain information directly related to a student and are maintained by ECA or by a party acting on its behalf. These records include grades, transcripts, class lists, student course schedules, and disciplinary records.
- **Protected Health Information (PHI):** A subset of PII that includes identifiable health information.

Policy

General Practices

Confidential Handling: ECA processes all student information, whether written, oral, or electronic, confidentially. Discussions about student information are limited to professional settings and are conducted professionally.

Minimum Necessary Standard: Staff limits the amount of information disclosed to the minimum necessary to achieve the intended purpose.

Student Information Release: ECA requires written consent from the student (if over 18) or the student's parent/guardian (if under 18) before disclosing any education records to third parties. Exceptions are made for disclosures permitted by law, such as to school officials with legitimate educational interests or in response to a subpoena.

FERPA Compliance: ECA adheres to FERPA regulations, which provide students the right to access their education records, seek to amend inaccuracies, and have some control over the disclosure of personally identifiable information from these records.

Specific Guidelines

Access to Records: Students and parents/guardians can request to inspect and review education records. ECA provides access within 45 days of receiving a written request.

Amendment Requests: Students or parents/guardians may request the amendment of records they believe are inaccurate or misleading. ECA considers the request and informs the requester of its decision. If the request is denied, the student or parent/guardian has the right to a hearing.

Consent for Release: A Student Information Release Form must be completed to authorize the release of student information. This form ensures compliance with FERPA.

Notification of Privacy Rights: ECA provides students and parents/guardians with a Notice of Privacy Practices during the admission process. This notice is also prominently posted in the administration building.

Data Protection and Security

Physical Security: All printed student information must be stored in a locked, secure location when not in use. Staff working from home offices must follow the same confidentiality guidelines as in the main office.

Electronic Security: ECA employs robust security measures to protect electronic records, including the use of passwords and encryption. The use of USB flash drives is prohibited unless prior approval is obtained from the Chief Information Officer.

Data Breaches: In the event of a data breach, staff must immediately notify the Chief of Staff/General Counsel and the Chief Financial Officer. The Organizational Privacy Officer will conduct a risk assessment and make necessary notifications if required.

Accountability

Staff Training: All staff members must review this confidentiality policy and sign an acknowledgment form during their orientation.

Compliance Monitoring: Local directors ensure compliance with this policy. The Risk Management Department is accountable for the development, revision, distribution, and maintenance of this policy.

Student Grievance Policy

To file a complaint with Eckerd Connects | Academy regarding academic matters, individuals email the Academic Manager. If the complaint involves the Academic Manager, individuals email the ECA Assistant Principal.

To file a complaint with Eckerd Connects | Academy regarding administrative matters, individuals email the ECA Assistant Principal. If the complaint involves the ECA Assistant Principal, individuals email the Principal.

Complaints must be received in writing, and include a detailed description of the concern, specific reference to any institutional policy or procedure involved, and the requested resolution that the individual seeks.

Complaint Resolution Process

Eckerd Connects | Academy reviews complaints with the intent to remedy the concern in accordance with ECA policies. Complaints receive a response within 30 days of

receipt. When a complaint is filed against a specific faculty member or administrator, they will be afforded the opportunity to provide a written response, which will be considered as part of the resolution process.

If, after receiving a response, the individual is not satisfied with the resolution, they can appeal the decision to the ECA Principal. The Principal reviews the complaint, initial response, and any additional information provided by the complainant and provides a final resolution within 14 days of appeal. The decision of the Principal is final.

Student Grievance Policy

Eckerd Connects | Academy addresses student complaints using the policies outlined in the student catalog and the academic requirements of the school. Students who have a complaint contact their non-instructional teacher regarding academic issues. The non-instructional teacher provides a verbal or written response depending on the student's preferred choice of communication. If the student believes that the complaint has not been properly handled at that point, the student follows the grievance procedure steps to register a formal grievance.

Steps in the Grievance Procedure:

1. The student should contact the Academic Manager for academic issues either by phone or in writing expressing his/ her concern within 30 days of receiving a response to the original complaint. The Academic Manager will respond either by phone or in writing within two weeks of receiving the complaint.
2. If the student feels that the issue is still unresolved, he/she has 30 days to express continued concerns either by phone or in writing to the Eckerd Connects | Academy Principal. A response will be sent to the student within 2 weeks.
3. If the student is not satisfied with the designated ECA Principal's decision, they have the right to appeal in writing to Eckerd Connects VP of Performance and Quality.
4. The student must file such an appeal within 14 calendar days of receipt of the response from the designated Eckerd Connects VP of Performance and Quality
5. Once the Eckerd Connects VP of Performance and Quality receives the student's letter, there is a 5-day period for investigation and written notification of the final decision sent to the student of the results and any action required.
6. All grievance forms and final decision notifications will be filed and kept for a minimum of five years in ECA's office by the SIS Coordinator.

Note: State agencies' contact information is not included within this policy, as Eckerd Connects | Academy is exempt from oversight by any state agency. (See 2023 Florida Statutes [XLVIII.1002.01](#) and [XLVIII.1002.42](#), and Pennsylvania's [Private Academic School Act of Jan. 28, 1988, P.L. 24, No. 11](#))

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 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 Planning

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, 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** | B.A. History, Ursinus College | Areas of Expertise: Social Studies, U.S. & History, World Cultures, Political Science

Teachers

Pittsburgh Job Corps Campus

- **John Dewey** | M.Ed. (Special Education), West Virginia University | M.Ed. (Secondary Education, Social Studies) | Areas of Expertise: Social Studies, Political Science, Science, Economics, U.S. & World History, Geography, Language Arts
- **Richele Kayton** | B.S. Mathematics Secondary Education, Point Park University | Areas of Expertise: Mathematics, Science
- **Daniel Polito** | BSEd (Social Studies Education), Indiana University of Pennsylvania | Areas of Expertise: Social Studies, Art

Accreditation

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 is a division of Eckerd Connects (D.B.A. Eckerd Youth Alternatives) which is a 501(c) 3 nonprofit organization incorporated in the state of Florida.

State Licensure

Florida

The 2023 Florida Statutes (linked below) define the criteria for “private schools” and explicitly says that the state does not regulate, control, or approve private educational

institutions. Eckerd Connects | Academy meets the definition of a “private school,” and is therefore not required to be licensed or approved by the state.

- [XLVIII.1002.01](#)
- [XLVIII.1002.42](#)

Pennsylvania

Eckerd Connects | Academy is accredited by Cognia, an accreditation association [approved by the State Board of Education](#), and is therefore not required to be licensed by the state, according Pennsylvania’s [Private Academic School Act of Jan. 28, 1988, P.L. 24, No. 11](#)

Eckerd Connects | Academy Advisory Board and Advisors

Advisory Board

- Arlene Castelli, Hillsborough County School Board
- Roberta Eagly, Pasco County School Board
- April Ross, M. Ed., retired from Eckerd Connects, April Ross Media, LLC
- Melissa Bedell Caruso, PhD, Pasco County School Board

Internal Advisors

- 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
- Charlene Carlberg-Stewart, EdD, Mirador Resources LLC

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

Staff

Principal: Athena Binikos-Brom

Assistant Principal: Christopher Bauernfeind

SIS Coordinator: Vickie Swift

Curriculum Specialist: Suzanne Oakley, PhD

Office Hours & Locations

Primary Administrative Location:

100 N. Starcrest Drive

Clearwater, Florida 33765

Office: 1-727-461-1236

Toll-Free: 800-554-4357

Pittsburgh Job Corps Center:

7175 Highland Drive

Pittsburgh, PA 15206-1205

Toll Free: (800) 733-JOBS

TTY: (877) 889-5627

Monday - Thursday: 9 am – 4 pm (EST)

Friday: 9am – Noon (EST)

Note: *Evenings and Saturdays by appointment*

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.

100 N. Starcrest Drive
Clearwater, Florida 33765
Office: 1-727-461-1236
Toll-Free: 800-554-4357
[Eckerd.org/Academy](https://www.eckerd.org/academy)