



Sawyer STREAM Academy | Parent and Family Orientation



PARENT AND FAMILY ORIENTATION MATERIALS

Mission

At Sawyer STREAM Academy, our mission is to nurture intellect, integrity, and innovation through a project-based curriculum that connects academic learning to real-world purpose.

Vision

Empowering students to become creative thinkers, problem solvers, and compassionate leaders.

This orientation package is designed for parents, guardians, and other family members who support a student enrolled in Sawyer STREAM Academy. It may be used during live orientation, shared electronically, retained as evidence of stakeholder communication, and reviewed by school evaluators.

Website: www.sawyer-academy.org | Email: contact@sawyer-academy.org



1. Purpose of Parent and Family Orientation

Sawyer STREAM Academy recognizes that successful distance learning depends upon a clear, respectful, and active partnership between the school, the student, and the family. This orientation explains the Academy's mission, educational model, expectations, communication procedures, student-support structures, and the practical ways families can help students succeed.

The orientation is not intended to transfer teaching responsibility to parents. Teachers remain responsible for instruction, assessment, feedback, and academic support. Families provide the structure, encouragement, communication, and accountability that help students participate consistently and independently.

2. Understanding the Sawyer STREAM Academy Model

Sawyer STREAM Academy is a private KG-12 virtual school operated by Sawyer Scholastics, LLC. The Academy provides curriculum delivery, teacher support, assessment, grading, attendance monitoring, academic records, report cards, transcripts, and diploma pathways through a distance-learning model. Students may participate independently or through approved partner-school arrangements.

STREAM represents Science, Technology, Research, Engineering, Art, and Mathematics. The framework does not limit the curriculum to technical subjects. Instead, it encourages students to connect knowledge across disciplines, conduct research, solve meaningful problems, communicate ideas, and create work that has real-world relevance.

The Family Partnership

Families support the educational program by helping students establish a dependable learning routine, protecting study time, maintaining suitable technology access, monitoring communications, encouraging academic honesty, and contacting the school when concerns arise. Older students are expected to assume increasing responsibility for their own schedules and communication, while younger students generally require more direct family supervision.

3. Mission, Vision, Family Values, and Culture of Care

Mission in Practice

The mission is expressed through rigorous academic work, project-based learning, research, interdisciplinary application, ethical conduct, and opportunities for students to connect learning with genuine purposes. Families support the mission when they encourage curiosity, persistence, honest effort, thoughtful communication, and responsible use of technology.

Family Values

Sawyer STREAM Academy uses the term Family Values to describe the shared principles that strengthen learning and relationships. These include honesty, responsibility, respect, compassion, perseverance, service, appropriate conduct, and commitment to the well-being of others. The Academy is faith-friendly but is not a religious school. Families from varied cultural and religious backgrounds are respected.



Culture of Care

The Culture of Care establishes the expectation that students will be known, supported, challenged, and treated with dignity. Teachers are expected to combine high academic expectations with constructive feedback, mentoring, and timely intervention. Students and families are expected to communicate respectfully, respond to concerns, and contribute to a safe and supportive online community.

4. What Families Should Expect from the Academy

- ☐ Clear information about courses, assignments, grading, attendance, and academic expectations.
- ☐ Qualified teachers who provide instruction, evaluate student work, and communicate feedback.
- ☐ Access to online learning systems and guidance on how to use them.
- ☐ Academic monitoring and communication when a student is not progressing as expected.
- ☐ Respectful treatment, confidentiality, and appropriate protection of student information.
- ☐ Opportunities to ask questions, raise concerns, and participate in surveys or improvement discussions.
- ☐ Accurate academic records, report cards, transcripts, and other authorized school documents.

5. What the Academy Expects from Families

- ☐ Review school communications and respond when action is requested.
- ☐ Help the student maintain regular attendance and a consistent learning schedule.
- ☐ Provide a suitable device, reliable internet access, and an appropriate learning space.
- ☐ Encourage the student to complete work independently and to request help appropriately.
- ☐ Support the Academy's mission, Family Values, Culture of Care, and academic-integrity expectations.
- ☐ Inform the Academy promptly of circumstances that may affect attendance, progress, safety, or access.
- ☐ Use respectful, professional communication with teachers, administrators, and other members of the school community.

6. Learning Schedule, Attendance, and Pacing

The Academy's calendar and daily schedule may vary by region, program, and partner-school arrangement. Regardless of local scheduling, students are expected to participate consistently, complete assigned learning activities, and remain on pace. Online attendance may be documented through course access, completed work, participation records, teacher contact, scheduled meetings, or other approved evidence of academic engagement.

Families should contact the Academy when illness, travel, relocation, technology failure, or another significant circumstance interferes with participation. Flexibility is a feature of distance learning, but flexibility does not remove academic responsibilities or course-completion expectations.



7. Academic Expectations and Assessment

Students complete standards-aligned lessons, readings, assignments, projects, quizzes, tests, benchmark assessments, and other demonstrations of learning. Teachers use assessment information to evaluate mastery, provide feedback, adjust support, and make decisions about placement or intervention. Families should review progress information regularly and discuss concerns before they become serious.

Students are expected to submit original work, identify sources appropriately, and complete assessments without unauthorized assistance. Family members may encourage, clarify directions, and help students organize their time, but they must not complete assignments, provide answers, or interfere with the validity of assessment results.

8. Communication with Teachers and School Leadership

Families should use official school communication channels whenever possible. Messages should include the student's full name, grade, course when applicable, and a clear explanation of the question or concern. Teachers generally address instructional matters first. Administrative or records questions may be referred to the appropriate school office or leadership member.

The Academy values early communication. Families should not wait until the end of a grading period to raise concerns about missing work, grades, pacing, technology access, or student well-being.

9. Student Support and Intervention

Sawyer STREAM Academy monitors student participation and performance and may initiate intervention when a student is falling behind, earning weak results, missing assignments, or showing signs of difficulty. Support may include teacher conferencing, revised pacing, targeted practice, tutoring recommendations, academic monitoring, family meetings, or referral to appropriate external services when needs fall outside the Academy's capacity.

Families are important sources of information about students. Parents and guardians should share relevant information about learning needs, health concerns, emotional circumstances, or significant changes that may affect participation. The Academy handles such information with appropriate confidentiality and uses it to support educational planning.

10. Technology, Privacy, and Online Safety

Students and families are expected to protect account credentials, use school systems responsibly, and follow the Technology Acceptable Use Policy. Students should not share passwords, impersonate others, distribute private information, record online sessions without authorization, or use Academy platforms for harassment, threats, or inappropriate content.

Families should supervise online activity in a manner appropriate to the student's age. Concerns involving cyberbullying, suspicious messages, unauthorized account access, threats, or unsafe online behavior should be reported promptly to the Academy.



11. Family Orientation Discussion Guide

The following prompts may be used during a live orientation meeting or family conference. The staff member conducting orientation should provide families with time to ask questions and should record any follow-up actions required.

Discussion Prompt	Notes / Follow-up
What are the family's main educational goals for the student?	
Does the family understand the Academy's mission, vision, Family Values, and Culture of Care?	
Who will monitor the student's schedule and school communications?	
Does the student have a suitable device, internet access, and learning space?	
Are there prior academic, language, health, or support needs the Academy should know about?	
Does the family understand attendance, pacing, assessment, and academic-integrity expectations?	
What questions or concerns must be resolved before the student begins coursework?	

12. Parent and Family Orientation Checklist

- ☐ The mission and vision were reviewed.
- ☐ Family Values and the Culture of Care were explained.
- ☐ The distance-learning model and family role were explained.
- ☐ Attendance, scheduling, pacing, and course-completion expectations were reviewed.
- ☐ Academic integrity and appropriate family assistance were discussed.
- ☐ Technology requirements, privacy, and online-safety expectations were reviewed.
- ☐ Communication procedures and contact information were provided.
- ☐ Student-support and intervention procedures were explained.



- ☐ The family had an opportunity to ask questions.
- ☐ Any required follow-up actions were documented.

13. Orientation Record and Acknowledgment

This section may be completed following a live, recorded, or self-guided family orientation. A copy may be retained in the student's admissions or orientation record.

Student Full Name	
Grade / Program	
Parent or Guardian Name	
Orientation Format	☐ Live online ☐ Recorded presentation ☐ Self-guided materials ☐ Other: _____
Date Completed	
Staff Member / Facilitator	

By signing below, I acknowledge that I received and reviewed the Sawyer STREAM Academy Parent and Family Orientation Materials. I understand the Academy's mission, vision, Family Values, Culture of Care, distance-learning model, family responsibilities, academic expectations, communication procedures, technology expectations, and student-support processes. I understand that questions should be directed to the Academy whenever clarification is needed.

Parent/Guardian Signature

Date

Student Signature, when age-appropriate

Date

School Representative

Date



14. Document Control

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