

# K-5 Elementary School Handbook



AZVA Elementary School is focused on every student's Academic Success through partnerships with families.

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Arizona Virtual Academy empowers students to reach their highest potential through partnerships between students, families and dedicated teachers, in order to prepare them for future educational goals and careers.



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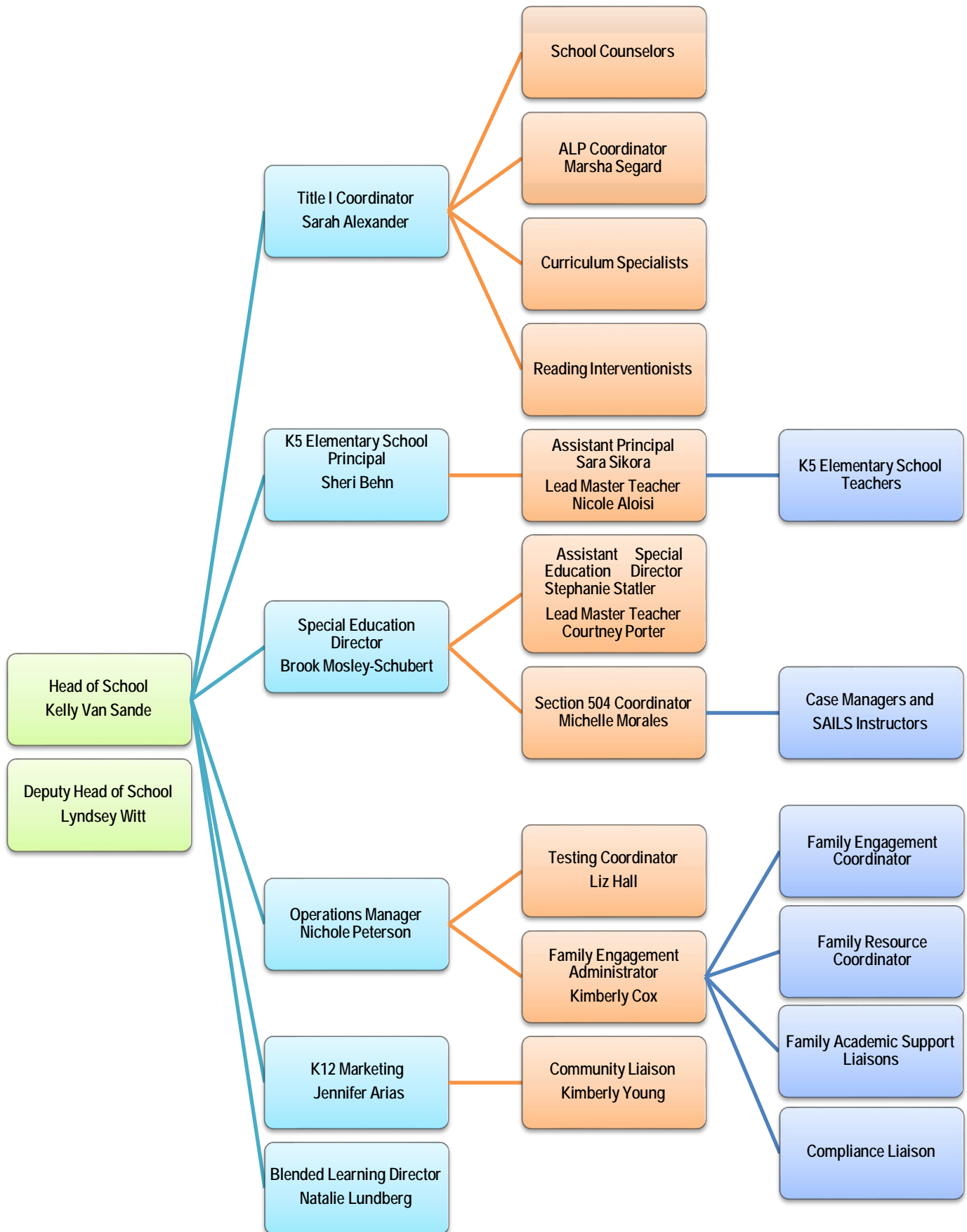
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**SY2016-2017 Administrative Organization Chart**



**2016-2017 School Calendar**

AZVA 2016-17 Student Calendar													
July 2016							August 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2		1	2	3	4	5	6
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10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30	31			
31													
Quarter Summary													
							<b>Quarter 1: August 3 - October 5</b>						
							<b>Quarter 2: October 11 - December 16</b>						
							<b>Quarter 3: January 4 - March 9</b>						
							<b>Quarter 4: March 20 - May 23</b>						
July - August													
							<b>August 3, 2016</b>						
							First Day of School						
September - October													
							<b>September 5, 2016</b>						
							Labor Day Recess						
							<b>October 5, 2016</b>						
							End of 1st quarter						
							<b>October 6-10, 2016</b>						
							Fall Break						
November - December													
							<b>November 11, 2016</b>						
							Veterans Day Recess						
							<b>November 23-25, 2016</b>						
							Thanksgiving Recess						
							<b>December 16, 2016</b>						
							End of First Semester						
							<b>December 19 - January 3</b>						
							Winter Break						
January - February													
							<b>January 4, 2017</b>						
							Start of Second Semester						
							<b>January 16, 2017</b>						
							MLK/Civil Rights Day Recess						
							<b>February 20, 2017</b>						
							Presidents' Day Recess						
March - April													
							<b>March 9, 2017</b>						
							Last day of 3rd quarter						
							<b>March 10-17, 2017</b>						
							Spring Break						
							<b>April 14-17, 2017</b>						
							Testing Recess						
May - June													
							<b>May 23, 2017</b>						
							Last Day of School, End of second semester						
September 2016													
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## **Introduction**

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This K-5 Elementary School Handbook sets forth general guidance for Learning Coaches/parents and students enrolled in the Arizona Virtual Academy (AZVA). AZVA is a charter school and is subject to the rules and regulations of the Arizona State Board for Charter Schools. The State Board for Charter Schools has guidelines available online at <https://asbcs.az.gov/>. The AZVA charter contract is available from the AZVA office.

### **Learning Coach**

Each student at AZVA is required to have a designated learning coach. This can be a parent, or other responsible adult, that will work closely with the assigned AZVA teacher(s). The Learning Coach helps facilitate progress through the daily lessons and works to modify the pace and schedule according to the student's individual needs. The Learning Coach designee is assigned during the enrollment process, but can be later changed if needed. Please contact your Homeroom Teacher if a change is needed. For purposes of clarification, the term Learning Coach will be referenced in this manual from this point forward when referring to the adult working with the student at home.

### **Homeroom Teacher**

All AZVA Elementary School students are assigned a certified Highly Qualified grade level homeroom teacher. The homeroom teacher is your first point of contact for questions, school policy, and student services referrals.

### **Review Teacher Credentials**

[Pursuant to A.R.S. 15-183 F.](#), parents may review resumes of Arizona Virtual Academy teachers by calling the school office at (602) 476-1320.

### **State Standardized Testing**

[Pursuant to A.R.S. 15-808 B](#), AZVA must notify students and Learning Coaches of mandatory state testing requirements. AZVA students are required to participate in the state-mandated academic assessments. The testing window for standardized testing is determined by the Arizona Department of Education and listed on the school calendar. Specific testing days and locations are distributed closer to the actual testing window. These tests are administered by an AZVA teacher or administrator. These assessment tools provide useful information to Learning Coaches and teachers about their students' academic progress. The performance of AZVA students on the state-mandated assessments are also an integral part of assessing the success of the virtual school program. If AZVA fails to test 95% of its students, the students who did not take the test become ineligible to continue enrollment in AZVA.

## **Family Support Services**

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Once registration is approved, all new students and Learning Coaches are paired with a Family Academic Support Liaison (FASL) and a Homeroom teacher. The FASL is responsible for contacting the newly enrolled family and will begin guiding the family through the initial steps of online schooling, covering school policies, and ensuring families are proficient with AZVA systems. The Homeroom teacher will contact the family and will address any academic needs the family may have.

The newly enrolled family will be invited to a required team welcome session via Class Connect. These sessions will assist families in learning how to school properly with AZVA. Onboarding, systems, attendance, progress, academic policies, and assessments are a few of the important topics that will be discussed during these sessions.

After the family has been successfully on-boarded and is making adequate progress with their schooling, the Family Academic Support Liaison will be removed from the student's account.

### **Family Academic Support Team (FAST) Help Room**

The FAST Team offers a virtual help room for families needing immediate assistance with learning how to school with AZVA or to work the Online School program. This virtual help room will be staffed with a Family

Academic Support Liaison (FASL) **Monday – Friday from 9 am to 3 pm.** To access this room, please click on the following link: <http://tinyurl.com/95nla7a>

### **Strong Start Website**

New and Existing Families can find support for starting up, technical support, school calendars, current outings and events for AZVA at K12's Strong Start website: <http://azva.k12start.com/>.

### **Family Academic Support Team (FAST)**

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The Family Academic Support Team (FAST) is a school support program focused on improving student engagement by fostering students' academic, social, behavioral, and emotional skills through relationship based interventions, developed in tandem with students, learning coaches, and teachers. FAST is not a punitive intervention. FAST is a holistic and supportive approach to restoring your student to the educational process and compliancy.

Homeroom teachers will notify families that they're being referred to the FAST. The FAST member will contact the family via email and phone to initiate the case management process:

### **The Case Management Process**



**Intake:** A FAST member will contact the family to provide an Introduction to FAST, discussing how they will provide additional supports to meet the student's needs.

**Research & Assess:** The assigned FAST member will research the referral reason, assess student engagement, and work with the assigned homeroom teacher to develop an understanding of the reason for referral.

**Action Plan/Linking Referrals:** During the initial FAST phone conference, your FAST member will focus the conversation on developing a Back-On-Track Plan (BOT), linking you with community and/or school resources, or providing opportunities for engagement and/or training with AZVA staff.

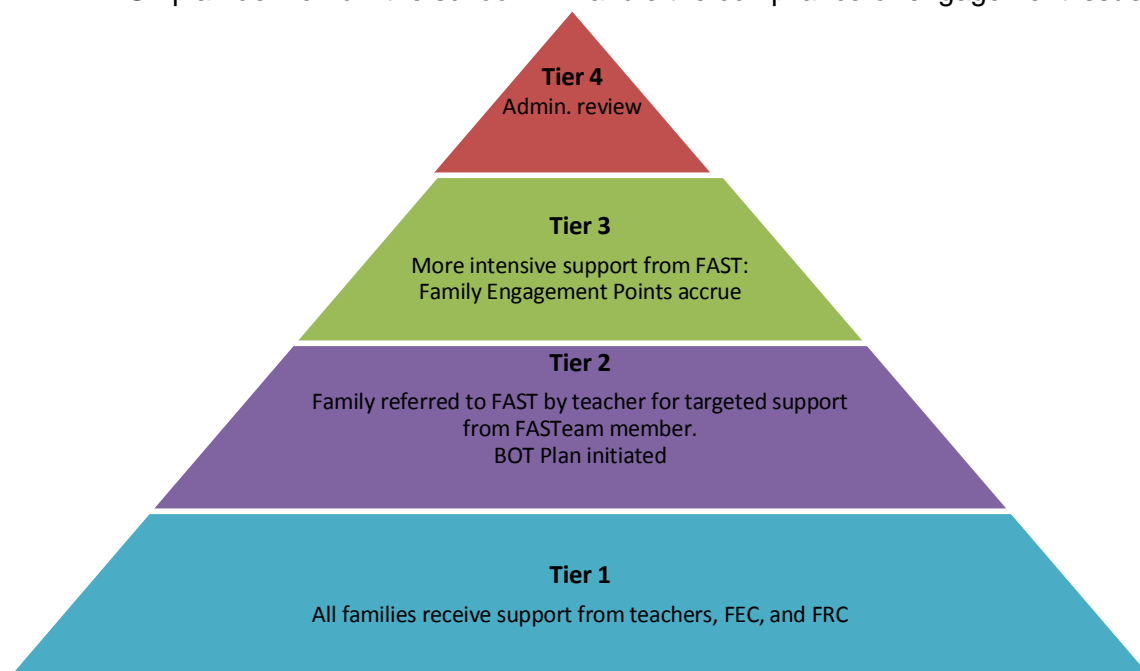
**Monitor & Evaluate:** Your assigned FAST member will continuously monitor and evaluate students' successful engagement with AZVA expectations and school rules.

**Coordinate & Communicate:** The FAST member will require weekly one-on-one communication with their families with the intent of developing and tracking a meaningful, family-informed Back-On-Track Plan to reengage successful student behaviors and to determine next steps. Failure to participate in FAST may result in *tier escalation* (which is explained below) and eventual withdrawal.

**Case Closure:** After successful ongoing completion of a Back-On-Track Plan, your assigned FAST member will exit you from the FAST program. In the event that the requirements of the Back-On-Track Plan are not met within the specifications of the Family Engagement Protocol, students may be withdrawn for non-compliance with school rules.

### **Tiered Support Structure**

If a student is referred to FAST for disengagement or compliance issues, they will be entered into a tiered system of supports and will remain until their situation is resolved and the case is closed or they are withdrawn. The four tiers of the AZVA FAST plan define how the school will handle the compliance or engagement issues.



### **Tier 1: School-wide Support**

Student and family do not require the services of the FAST. The AZVA teaching team provides this first level of service to all students and families.

### **Tier 2: Student referred to FAST for support**

A student need has been identified and a referral has been made to FAST since the standard supports have not sufficed. A member of FAST, the Family Academic Support Liaison (FASL), contacts the student/family to address the issues at hand. Student and family are engaged in the process through the use of a BOT Plan. Students who successfully follow the BOT Plan for 2 weeks are exited from the program. Students who are non-compliant with the BOT Plan or are non-responsive to FAST efforts in Tier 2 will escalate to Tier 3.

### **Tier 3: BOT Plan with Family Engagement Points – Accountability**



At this point, a FAST member has been working with the student/family; however, additional accountability is needed to support the student's personal and educational needs. Family Engagement Points (FEPs) are used to reinforce the engagement protocol. (FEP Process explained below.) Students who are compliant move back to Tier 2. Students who are non-compliant and receive 10 FEPs will escalate to Tier 4. Non-compliance may result in withdrawal.

#### **Tier 4: Administrative Review**

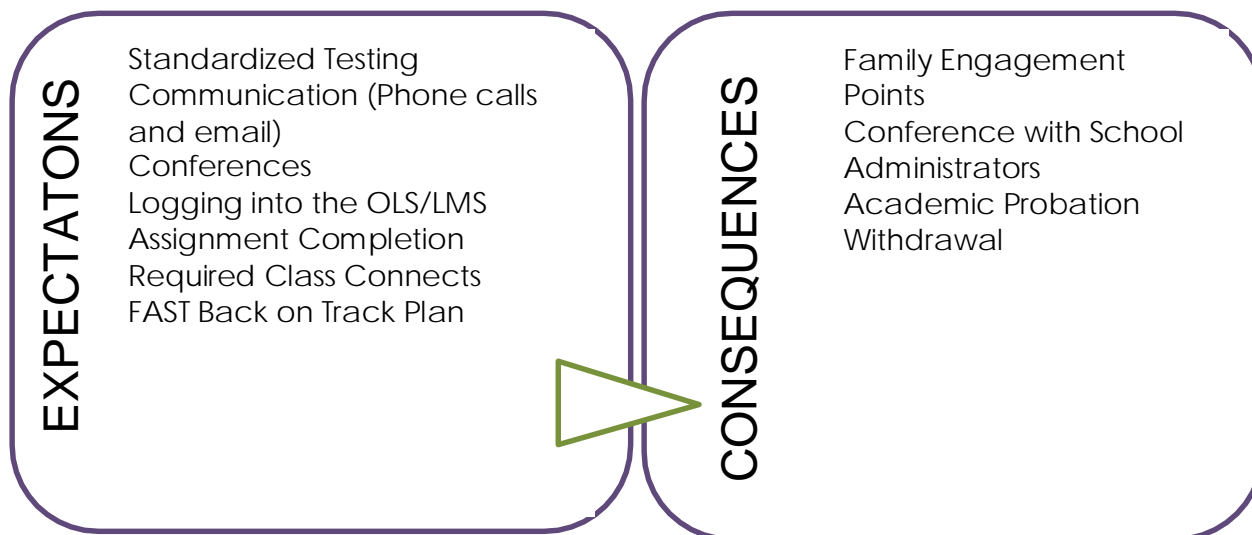
All available resources and interventions have been exhausted. The family is not compliant and is unengaged in the process. The threshold for possible withdrawal has been reached. School administration will review the account, determine course of action, and conference with the family. Failure to attend this meeting will result in immediate withdrawal from AZVA.

#### **BOT Plans**

The BOT Plan is an essential part of the FAST model. The BOT Plan outlines the specific actions required by the student and Learning Coach to become successful – with the ultimate goal being academic achievement. FAST, teacher(s), students, and LCs develop the plan that is outlined weekly in the BOT Plan. The FAST member facilitates the process, monitors the plan, and provides weekly follow-up. Weekly, FAST families will receive an updated BOT Plan which will outline and detail expectations for the upcoming week.

#### **Family Engagement Protocol**

The Family Engagement Protocol is an accountability-focused approach to student and family engagement. This protocol sets a minimum level of daily expectations for students and families. There are clearly defined expectations - “non-negotiables” - and consequences within the protocol:



#### **FEPs**

FEPs are utilized at Tier 3, when all other supports have been exhausted. The FAST uses FEPs to systematically and objectively measure, track, and communicate student and Learning Coach compliancy with the engagement protocol. FEPs are not punitive; they are an accountability tool used to ensure that students are engaged at a minimum level to be educated by the school.

Accountability requires not only clearly defined expectations, but appropriate consequences as well. Our school defines fair and appropriate consequence consistent with our school board policy and state laws.

Families are allotted a 10 point FEP maximum prior to a Tier 4 escalation. Families will be notified via email on a weekly basis of their current FEPs. When 10 points are accrued, AZVA administration will be notified and the student account will be placed under review. The Learning Coach will be notified of their required Tier 4 meeting date and time, where the results of this review will be discussed. Withdrawal is a possibility at this time. Failure to attend this meeting will result in immediate withdrawal from AZVA.

### Weekly Conferences

Your student will receive a new BOT Plan every week. BOT plans are created by the teacher and the FASL. The FASL will email and communicate the new plan during a weekly conference. During this weekly conference, the BOT Plan will be reviewed, accomplishments and concerns will be discussed, and the next steps will be reviewed. Conferences can be held either by telephone or in a Blackboard Classroom. When in Blackboard, please note you must have a working microphone as the conferences are meant to be engaging and collaborative which can be difficult without a working microphone.

### Exiting from FAST/Referral Closed

Students are exited from FAST once they are reengaged in the educational process and have met the requirements outlined in their BOT plan for 2 weeks in Tier 2. Students must meet all the criteria on their BOT plan to be exited from FAST.

Families who enroll their children in our school agree to the “I Understand Statements” listed in this Parent/Student Handbook. These expectations represent the basic minimum level of participation. Once your student is exited from FAST, it is essential you make every effort to continue to meet these minimum requirements of participation in order to help ensure your student’s success. Failure to remain in good standing within the guidelines will result in your student being moved to Tier 3 where FEPs are deducted for infractions and administrative withdrawal could become a possibility.

Once your student is exited from FAST, their homeroom teacher will remain their first point of contact. However, the FAST Team is still just an email or phone call away!

### FAST Help Room

FAST offers a virtual help room for families needing immediate assistance with learning how to school with AZVA or to work the Online School program. This virtual help room will be staffed with a FASL Monday – Thursday from 9 am to 2 pm. To access this room, please click on the following link: <http://tinyurl.com/95nla7a>

### Strong Start Website

New and existing families can find support for starting up, technical support, school calendars, and current outings and events for AZVA at K12’s Strong Start website: <http://azva.k12start.com/>.

### Attendance

[Arizona Revised Statutes 15-901\(A\)\(1\)\(b\)\(i\)](#) requires all public schools offer a minimum of one-hundred-eighty (180) days of instruction between July 1 and June 30. Additionally, statute requires a minimum number of instructional hours by grade level as shown in the following chart:

Grade Level	Yearly Hours	Required Weekly Hours	Daily Hours
Kindergarten	712	20	4
Grades 1-3	712	20	4
Grades 4-6	890	25	5
Grades 7-8	1000	27.7	5.6

AZVA Learning Coaches may log instructional time for students anytime during the day beginning with the first day of the school year and ending the last day of the school year (including weekends and school holidays).

### **Attendance and Progress**

Attendance entered in the OLS must reflect the progress of lessons completed in the OLS courses. If attendance does not match the progress, teachers have the option of removing the extra attendance not validated by completed OLS lessons. This deletion of hours can put the student in jeopardy of becoming 10 consecutive school days behind in attendance or 10% below the mandated state requirement of 90% minimum for attendance.

### **Excessive Absenteeism**

As a public charter school, Arizona Virtual Academy is required to monitor student attendance in accordance with all applicable statutes and State Board of Education Rules. An AZVA student is considered excessively absent if, without a legitimate excuse, no attendance is logged for 10 consecutive school days or at a rate that is 10% or more below the required threshold by grade level for the number of days the student has been enrolled. AZVA employs an Attendance Clerk to monitor student attendance. The clerk notifies families via an auto-dialer phone system and Student Email when a student is in danger of being expelled due to excessive absenteeism.

1. K-5 teachers will send a Student Email or conduct a phone conference informing Learning Coach that their student is in danger of being absent for 10 or more days or if the attendance is 10% less than the time mandated by state requirements.
2. Failure to respond to the teacher within 24 hours and/or failure to make up missing days and hours could result in student being withdrawn or expelled due to excessive absenteeism. Should this happen, a letter is sent to the Learning Coach via e-mail and certified mail that notifies the Learning Coach that the student has been withdrawn from AZVA due to excessive absenteeism.
3. Students withdrawn from AZVA for excessive absenteeism will be allowed to re-enroll one time. Students re-enrolling after excessive absenteeism will be placed on a re-enrollment plan.
4. If a family does not fulfill the re-enrollment plan, the family is withdrawn from AZVA due to excessive absenteeism for a second time and no longer eligible for re-enrollment.

### **Absences**

Students must meet the required attendance hours cumulatively by the end of each week, month, and school year. Should a circumstance occur, that requires an absence that cannot be made up within the school week, Learning Coaches will contact their homeroom teacher for guidance.

### **Withdrawing Students**

Learning Coaches of students who are withdrawing from the Arizona Virtual Academy must contact their AZVA teacher and notify him/her of their desire to withdraw. K<sup>12</sup>® contacts Learning Coaches to schedule an exit interview and to arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

### **Online School (OLS)**

The Online School is designed to collect and record data that substantiates the academic progress of our students. Therefore, it is mandatory that the Online School be used to enter attendance and assessment data that reflects the standing of the student.

### **Welcome to Online Learning**

Families new to AZVA are required to participate in a K<sup>12</sup>® course titled Welcome to Online Learning. This course will appear in the student's daily plan in the Online School and will be the first course that the Learning Coach and the student complete together. The course is intended to be completed during the first three days of school. During this time the Learning Coach and student will:

- Receive instructions about how to best use the Online School (OLS).
- Review daily attendance and login requirements.

- Learn how to use the synchronous tool [Class Connect](#).
- Participate in Galileo diagnostic assessments.
- Receive an introduction to all courses.
- Get directions on communicating with the teacher via our internal mail system called Student Email.

### **Learning Coach Account**

Under no circumstances should the student be given the Learning Coach login information or allowed to access the OLS using the Learning Coach Login. Teachers who suspect a student has gained access to the OLS via the Learning Coach Login will immediately notify the Learning Coach. If the teacher is unable to make contact with the Learning Coach, the teacher may reset the password and user name of the learning coach account.

### **Student Account**

Creating a student account is recommended for all K5 students, as this allows students to log into their Class Connect classrooms with their own name. The student account prevents student access to components of the OLS intended for the learning coach (answer keys, assessments, and other planning sections). **AZVA requires students in grades 3-5 to have a student account** that is separate from the Learning Coach login. For students in 3<sup>rd</sup> grade and above: foreign language courses can only be accessed through the student account login.

### **Objectionable Materials Policy**

There may be times a Learning Coach finds certain lessons, books, or materials objectionable for various reasons. Teachers will work with Learning Coaches to find alternative lessons to meet the lesson objectives. The assessment for the lesson must be completed to show that the objectives have been met. Entire courses may not be substituted.

### **School Property**

AZVA provides books and other curricular supplies. These materials are school property and must be kept in good condition. Learning Coaches are responsible for the repair or replacement of all lost, stolen, or damaged school property. A list of property that must be returned is available in the OLS. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. Learning Coaches are to comply with this policy and all the terms and conditions of the *Agreement for Use of Instructional Property* submitted with enrollment materials.

### **Academic Responsibility Policy**

Arizona Virtual Academy is a public online charter school accountable to state and federal education requirements. The academic program includes support for all students to achieve proficiency with grade level academic standards. Students who do not demonstrate proficiency with grade level standards are required to actively attend and participate in assigned instructional sessions as designated by an AZVA Highly Qualified teacher. Failure to attend and participate in instructional sessions designed to address a gap in achievement, may result in withdrawal through the FAST or academic probation process.

### **Definitions:**

- **Grade level:** K – 12
- **Grade level proficiency:** Assessment of student proficiency may be determined using one or more of the following academic indicators: AIMS/AzMERIT assessment history; course progress; Galileo assessments; school-based diagnostic assessments; DIBELS; work sample submissions; interim assessments; and additional teacher designed standards-based assessments.
- **Instructional sessions:** Instruction will take place in Class Connect no less than four (4) times per week. Required number of sessions will be listed on the Individual Learning Plans. The Highly Qualified teacher will determine instructional goals, weekly instructional time, and criteria to demonstrate proficiency based on student data.

- **Required attendance:** Students are required to attend instructional sessions as assigned. Learning Coaches and students will be notified by Student Email of the required Class Connect sessions and accompanying instructional goal(s). Required sessions will appear on student's online school account.
- **Active Participation:** Students are required to join Class Connect sessions on time and consistently. Students must engage with the academic content and the teacher by use of the dialog box and/or microphone and/or whiteboard as appropriate within the lesson.
- **Failure to attend and participate:** Students are allowed two (2) unexcused absences within the determined instructional cycle. Additional absences will be addressed through policies outlined in the BOT plan and/or Academic Probation Policy.
- **Instructional Cycle:** No less than a twelve week period in which instructional goals are addressed. Students may complete a goal in one cycle and continue with a new goal in a subsequent cycle until sufficient grade level proficiency is demonstrated.

#### **Procedures:**

- The Highly Qualified teacher will review academic indicators to determine needed support to meet Arizona's academic standards.
- Instructional groups will be formed based on student data. Instructional goals, instructional time, and assessments to measure progress will be determined.
- The Highly Qualified teacher will notify the Learning Coach and student of the required instructional sessions.
- The Highly Qualified teacher will provide instruction, conduct assessments, and document academic progress.
- This process will repeat as needed to ensure students achieve proficiency with grade level standards.

### **Student Learning Expectations & Grading Policies**

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#### **Individualized Learning Plan (ILP)**

Homeroom teachers and case managers will provide all students their progress goals in the form of an Individualized Learning Plan (ILP). An ILP is a written plan that defines the goals, academic needs and strengths of a student based upon data, and strategies that will assist the student in reaching their goals. All parties, or champions, involved with supporting the Student can use the ILP to focus instruction and enhance student achievement. The ILP team consists of teacher(s), Learning Coach, student and any other applicable staff members. An ILP is a fluid document that evolves throughout the school year as the student grows, discovers, and learns.

#### **Gradebook**

AZVA uses Gradebook (powered by Engrade) to provide students and their Learning Coaches a 24/7 live view of their weighted grades. Students and Learning Coaches can access Gradebook through their OLS. Courses in Gradebook are managed by homeroom teachers. If there are any errors or questions about posted grades, please contact the homeroom teacher directly.

#### **Report Cards Grades K – 5**

For each grading period, the letter grade is based on the weighted grading scale below. Students' grades are based on Online School (OLS) progress completed, assessment scores of online lessons (3-5<sup>th</sup> grade only), monthly work samples, and participation in required assessments. Students who do not complete monthly work samples and/or required assessments will be referred to FAST and/or put on Academic Probation. Report cards are sent at the end of each semester and will be sent out in January and May.

Final Grades Breakdown – Kinder-1st Grade		
Course	OLS Progress	Work Samples/ Assessment Participation Score
Math	75%	25%
Phonics (reading)	75%	25%
Language Skills (writing)	75%	25%
Literature	100%	
History	100%	
Science	100%	
Art	100%	
<b>Grading Scale: E = 90-100%, M = 72-89%, D = 65-71%, AC = 0-64%</b>		

Final Grades Breakdown – 2 <sup>nd</sup> Grade		
Course	OLS Progress	Work Samples/ Assessment Participation Score
Math	75%	25%
Literature	75%	25%
Language Skills (writing)	75%	25%
History	100%	
Science	100%	
Art	100%	
<b>Grading Scale: E = 90-100%, M = 72-89%, D = 65-71%, AC = 0-64%</b>		

**K-2 Grade Indicator Explanations:**

**E=Exceeding Expectations (90-100%)**

Earning an E indicates that the student does excellent above average work, achieves mastery of the course objectives and learning outcomes, consistently produces high quality work demonstrating skill and thoroughness; and the student consistently applies knowledge gained to new situations.

**M=Meeting Expectations (72-89%)**

Earning an M indicates that the student does average work, achieves mastery of most of the course objectives and learning outcomes; produces average work demonstrating skill and awareness and the student is able to apply knowledge gained to many new situations.

**D=Developing (65-71%)**

Earning a D indicates that the student is developing skill, and showing slower growth, just below what is expected. The student achieves mastery of some of the course objectives and learning outcomes; produces below average work demonstrating some skill and awareness, and the student is able to apply some knowledge gained to new situations. Additional attention is needed to bring the student up to mastery of grade level standards.

**AC=Area of Concern (64% and below)**

Earning an AC indicates that the student does below average work and is not making adequate progress toward mastering the course objectives and learning outcomes. Additional attention is needed to bring the student up to mastery of grade level standards.

Final Grades Breakdown - 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> Grade			
Course	OLS Progress	OLS assessment scores	Work Samples/ Assessment Participation Score
Math	50%	25%	25%
Literature	50%	25%	25%
Language Skills (composition)	50%	25%	25%
Language Skills (GUM, vocabulary and spelling)	75%	25%	
History	75%	25%	
Science	75%	25%	
Art	75%	25%	

**3-5<sup>th</sup> Grading Scale:** A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

### Honor Roll

Honor Roll recognizes students for their hard work and provides an incentive to continue working diligently. Honor Roll status will be determined by teachers at the end of each quarter using the criteria below. Students will receive recognition after honor roll eligibility is determined.

- Cumulative grade average of 85%, with no grade lower than a “B” or “M”
- Attendance at or above expected hours
- All work samples submitted on-time and meet the required objectives
- All interim assessments completed on-time
- No Academic Probation warnings or plan initiated
- No Student Conduct Notices issued

### OLS (Online School) Progress

OLS progress is based on the percentage of mastery of lessons and assessments in the OLS. Lesson mastery is demonstrated by a score of 80% or above on lesson checkpoints or assessments. OLS progress is calculated by percent of student’s progress to required goals as listed in ILP and is pro-rated to the student’s school start date. Students are expected to complete 25% of the curriculum in every course each quarter. This will count as 50-75% of the student’s total grade. Failure to complete adequate progress in the OLS curriculum can result in referral to FAST and/or Academic Probation.

### Pacing Guides

In order to allow students time to complete work samples, interim assessments, and attend live Class Connect sessions, some lessons in the Online School may need to be marked complete or skipped. To determine if/when this needs to be done, please follow the pacing guides for each course and consult your homeroom teacher. Pacing guides can be found on the AZVA Elementary School Website:

<http://azvaelementaryschool.weebly.com/>.

### OLS (Online School) Assessment Scores

OLS assessment scores are based on the actual scores earned on lesson and unit assessments. The OLS assessment score total is calculated by averaging the individual earned scores. If an assessment is retaken, the most recent assessment score will be used in this average. This will count as 25% of the 3<sup>rd</sup> through 5<sup>th</sup> grade students’ total grade.

### Work Samples

All students are **required** to submit monthly assignments as determined by each grade level and will be part of the Work Sample/Assessment Participation Score grades. All submitted work will be evaluated by the student’s homeroom teacher. Assignments must be submitted by the due date and meet the objectives to earn full credit. Late or unsatisfactory assignments will affect a student’s grade. Assignments received 10 or more days after

the due date may receive a grade of 0%, but are required for end of year promotion eligibility. Teacher graded assignments provide teachers with valuable information about student abilities and comprehension of the curriculum. This will count as 25% of the student's total grade. Failure to complete work samples on time can result in a score of 0 and referral to FAST and/or Academic Probation.

### **Interim Assessments**

All students in Kindergarten through 5th grade are **required** to complete quarterly interim assessments in Reading, Writing, and Math. These assessments are standards based assessments that give teachers and Learning Coaches the data they need to monitor student progress and guide instruction. These will be assigned at the end of each quarter with a due date. Students will receive a participation score of 100% for completion of interim assessments which will be a part of the Work Sample/Assessment Participation Score grades. Failure to complete interim assessments will result in a participation score of 0 and a referral to FAST and/or Academic Probation.

### **DIBELS**

Students in Kindergarten through 5th grade are **required** to complete the DIBELS reading assessment at the beginning, middle, and end of each school year. Any student who does not Meet or Exceed the benchmark standard on DIBELS will fall subject to placement in required instructional sessions as outlined in the Academic Responsibility Policy. Students will receive a participation score of 100% for completion of these benchmark assessments which will be a part of the Work Sample/Assessment Participation Score grades. Failure to comply will result in a referral to FAST and/or Academic Probation.

### **Galileo K-12 Online Assessments**

All students in Kindergarten through 5th grade will take a **required** Galileo assessment at the beginning, middle and end of the school year. Students will test in math and reading. Galileo Assessments are online comprehensive, standards-based and research supported tests to be given in the student's home through a secure website. The Learning Coach and student will receive login information via Student Email. The purpose of these tests is to provide teachers and the Learning Coach with information on the student's strengths as well as areas which need additional focus this school year. Students will receive a participation score of 100% for completion of these assessments which will be a part of the Work Sample/Assessment Participation Score grades.

### **Study Island**

Study Island is the online test preparatory program AZVA and all K<sup>12</sup>® schools use. Study Island has been identified as a resource which helps our students increase student achievement. While general Study Island activity is not a graded subject, it is a very useful tool that helps students master Arizona College and Career Ready Standards as well as prepare for spring standardized testing. Study Island presents math, writing, reading and science in a format similar to state testing. **Students are required to spend a minimum of 30 minutes weekly working in Study Island.** Students will receive a work sample score based on their time spent in Study Island monthly that will factor into the Work Sample/Assessment Participation Score grades.

### **Course Promotions**

It is the goal of AZVA to allow students to advance to the next course level at any time that is both appropriate and in the best interest of the student. Our goal is for each student to complete 100% progress in each course during a school year. Sufficient progress in all courses is expected before course level advancement in one area may be considered. Mid-year enrollees will have prorated expectations based on start date.

AZVA requires that Learning Coaches maintain samples of student work to assist teachers with the decision to advance a student to the next course/grade level. Examples of materials/work to keep on file include, but are not limited to, the following: handwriting samples, artwork, creative story samples, math worksheets, and spelling tests. AZVA requires student work to be original with appropriate citations for references to published works.



## **Assessing Out of Curriculum**

Students are encouraged to assess out of curriculum already mastered. In doing this, a student takes the lesson, unit or semester assessments and if he/she achieves a score of 80% or higher, the student may move on to the next lesson/unit. As a student assesses out of the curriculum, Learning Coaches will mark the “assessed out” lessons in the unit as skipped and move on to the next unit. When a student encounters a unit in which he/she is no longer mastering the objectives, at 80% or better, he/she should begin working through individual lessons in this unit.

## **Advanced Learner Program (ALP)**

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The Advanced Learner Program provides evidence-based instruction and behavioral strategies that are tailored and monitored to enrich the academic progress of the student.

AZVA looks at two types of students who have a need for more than the average differentiated instruction.

- Student Group A “**Enrichable Learner**”:
  - Master things easily, works hard, and loves school
  - Excel in one area because they have a passion for the topic
- Student Group B “**Advanced Learners**”:
  - Performing above grade level in one or more subjects
  - May or may not like school, but they love to learn

ALP Goals:

- Provide enrichment opportunities to identified students
- Encourage students to challenge themselves in an area they are really interested in
- Provide enrichment classes to qualified students

## **English Language Development (ELD)**

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Arizona Virtual Academy and Insight Academy of Arizona implement assessments and programs approved by the AZ Department of Education to evaluate and support students learning English. The Arizona English Language Learner Assessment (AZELLA) is used to determine English language proficiency for eligible students who indicate a language history other than English during enrollment.

Students identified as Limited English Proficient through AZELLA are provided, with parent consent, an Individualized Language Learner Plan (ILLP) which outlines instruction and goals in the areas of reading, writing, speaking, and listening. The ILLP is facilitated in Class Connect and students must attend sessions to receive support. Instruction is aligned to Arizona’s English Language Proficiency Standards/Performance Indicators and will be provided by a Highly Qualified teacher possessing an SEI, ESL, Bilingual or comparable endorsement.

English Language Learners who assess as Proficient on AZELLA’s spring assessment will be monitored for the following two academic years to evaluate continued progress and/or a need for support.

## **Communication**

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Consistent and cooperative communication provides a vital link between AZVA teachers, Learning Coaches, and students. All must work together as a team to maintain positive and open lines of communication. Students are an important part of this team as well. Teachers are available daily via Student Email, telephone, or in scheduled Open Office Hour Class Connect sessions. Teachers will respond to phone or Student Email communications within 24 hours during school days/weeks.

### **Student Email**

AZVA’s internal email communication system, Student Email, is the primary communication platform for teachers, students, Learning Coaches, and administration. The majority of information needing to be communicated to AZVA families will be sent via Student Email. Often, the information is time-sensitive and many items require a specific response.

## **Email**

It is the responsibility of the Learning Coach to ensure that Arizona Virtual Academy **always** has an updated email address. The Learning Coach email address is the primary means for electronic communication so it is essential that this information is kept current. To update an email address Learning Coaches will log into the parent's OLS and access ability to change your email through the My Account area.

## **AZVA Elementary School Website**

The AZVA Elementary school website is a useful website where students and families can find pacing guides, work sample information, teacher information, AZVA outing schedules, links to helpful websites, and much more. Answers to many questions are found here. Please visit this page weekly for updates and reminders. <http://azvaelementaryschool.weebly.com/>

## **Conferences**

Learning Coaches and students are required to participate in conferences with their homeroom teacher. All conferences take place either via telephone or in Class Connect, our online classrooms. If the scheduled conference appointment needs to be changed, the Learning Coach must notify his/her teacher(s) in advance and make arrangements to reschedule the conference. Students are required to attend all conferences unless the teacher specifies the student not be present for a conference.

## **Academic Integrity & Academic Probation**

AZVA makes every effort to work with all students to be successful in their courses. AZVA has designed the following policies regarding Academic Integrity to ensure students are making satisfactory and valid academic progress toward promotion.

### **False Attendance and/or Progress Policy**

The State of Arizona, when issuing public funds to AZVA, does so in good faith presuming enrolled students are in fact making regular and appropriate academic progress. The Online School is designed to collect and record data that substantiates the academic progress of AZVA students.

Examples of false attendance and/or progress can be, but are not limited to:

- Entering progress and/or lesson assessments for work not actually completed.
- Not completing written work in provided K<sup>12</sup> materials.
- Progress that does not match attendance. Attendance should reflect work completed in OLS.
- Students using the Learning Coach's account to access the OLS curriculum, lessons, assessments, unit assessments, and Student Email or any other OLS component.
- Student has taken the same assessment multiple times within a short time frame in order to retrieve correct answers from OLS "Review" option.
- There is a difference between work sample quality, interim assessment grades, and OLS progress. The student is failing the work samples and /or interim assessments, but mastering all OLS lessons with 80% or above. If a student is mastering a concept they should be able to duplicate this mastery on work samples and/or interim assessments.
- Mass amounts of lessons being marked complete in a day (10 or more) with or without assessment mastery and/or student is moving very quickly through lessons and mastery cannot be verified.
- Student is not following chronological listed order of lessons.
- Student is not completing mid-unit assessments and unit assessments before moving to the next unit.

Progress and/or attendance logged under suspicious circumstance require verification. If this cannot be verified in a timely manner, progress, and/or attendance will be removed by the teacher or designated administrator.

### **Missed Required Class Connect Sessions Policy**

Students demonstrating academic concerns in any content area will be required to attend live instruction via Class Connect. Teachers will provide students with a schedule of required sessions. Failure to attend required sessions may lead to a referral to FAST and/or Academic Probation.

### **Missing or Incomplete Work Sample Policy**

Work sample assignments must be submitted by the due date and meet the objectives to earn full credit. Unsatisfactory assignments will be returned to student to be redone. Late assignments received 10 or more days after the due date may receive a grade of 0%, but are still required for end of year promotion eligibility. Work samples count as 25% of the student's total grade. Failure to complete work samples will result in a referral to FAST and/or Academic Probation.

### **Incomplete Interim/Benchmark Assessment Policy**

Interim and benchmark assessments ensure that students are meeting state standards for education and provide teachers an opportunity to guide instruction based on student academic needs. Failure to complete required assessments will result in a referral to FAST and/or Academic Probation.

### **Plagiarism Policy**

The definition of plagiarism is: copying or imitating the language, ideas, and thoughts of another writer and passing them off as the student's original work. Students who submit plagiarized work will be required to complete Plagiarism Training with their Learning Coach. Plagiarized work will not be accepted for credit and must be resubmitted.

Examples of plagiarism can be, but are not limited to:

- Copying or rephrasing another student's work.
- Taking material from Internet sources and using it as your own, even if some words are changed.
- Having someone other than the student write an assignment.
- Direct or indirect reproduction of student aids, critical sources, or reference materials in part or in whole without citing sources.

### **Non-Compliance with Communication Policy**

AZVA has the responsibility as a public charter school to ensure that enrolled students are learning. This is achieved through communication between teachers, administrators, Learning Coaches, and students. Learning Coaches and students are required to stay in communication with teachers through conferences; phone, Student Email, and class connect sessions. Failure to stay in communication with the student's homeroom teacher will result in a referral to FAST and/or Academic Probation.

### **Academic Probation**

Students who are non-compliant with any of the Academic Integrity & Academic Probation policies above will be referred to FAST for academic support and intervention. In the event FAST is unable to provide prompt support due to being at maximum capacity, the student may be placed on an Academic Probation plan per teacher/administrator discretion. During this time, the student and Learning Coach will work closely with the homeroom teacher until FAST is able to provide additional support. The plan will be evaluated weekly during Academic Probation check-in conferences. Failure to comply with Academic Probation plans may result in the student being withdrawn from Arizona Virtual Academy.

*Arizona Revised Statutes 15-808(G) states "If the academic achievement of a pupil declines while the pupil is participating in Arizona online instruction, the pupil's parents, the pupil's teachers and the principal or head teacher of the school shall confer to evaluate whether the pupil should be allowed to continue to participate in Arizona online instruction. (H) To ensure the academic integrity of pupils who participate in online instruction, Arizona online instruction shall include multiple diverse assessment measures and the proctored administration of required state standardized tests."*

### **Removal from AZVA**

Students may be removed from AZVA due to non-compliance, disciplinary action, lack of attendance/progress, failure to participate in state-mandated assessments, or attendance in another public school. Any student who has been administratively withdrawn must be approved for re-enrollment by the Principal and Head of School.

Parents may appeal the decision to withdraw with the Principal or Head of School. The decision of the administrative team is final. Once withdrawn, a student may not be permitted to re-enroll until the start of the next semester.

## **Community**

Learning Coaches seek to provide the best possible education for their student and often enrich the student's curriculum with extra activities and family trips. These applicable activities may be considered part of the student's academic day and counted toward his/her required hours of instruction if maintaining progress in the OLS. An applicable activity should directly relate to lesson objectives within a course. To determine if the activity is applicable, and may count for school academic attendance hours, please contact the homeroom teacher

### **AZVA Outings and Clubs**

To assist Learning Coaches in providing social experiences for their students, AZVA hosts regional outings throughout the state. These outings may be attended by any student, regardless of area in which a family resides. It is the goal of AZVA's staff and administration to provide quality and educational outings that also promote a social atmosphere. Learning Coaches can also organize and host outings. AZVA outings are posted on the AZVA Elementary School website <http://azvaelementaryschool.weebly.com/> or at <http://www.azva-insight-events.com/apps/calendar/>.

K12 and AZVA teachers facilitate clubs in which students may participate. Learning Coaches can also host clubs. Clubs meet "on-line" and/or at specific locations throughout the state. AZVA club meetings are posted at <http://www.azva-insight-events.com/apps/calendar/>.

### **AZVA Parent Boosters**

The AZVA Parent Boosters organization is a robust group of Learning Coaches, parents, and guardians who are committed to enhancing the school for students. Their mission statement reflects that commitment: *To empower and encourage AZVA families to make meaningful connections, participate in quality programs, and ensure that AZVA students get all they can out of the virtual school experience.*

Information about getting involved with AZVA Parent Boosters can be found in the Bobcat Bulletin or contact your homeroom teacher.

### **AZVA Elementary School Facebook Group**

The Elementary School Administration and Community Liaison maintain an AZVA Elementary School group on Facebook. The group is open to AZVA Elementary School Learning Coaches. To join the group, search "AZVA Elementary School" and request to join. All members will be verified before membership is granted. Students are not permitted to join AZVA Facebook pages.

### **Family Directory**

The Family Directory is accessed through the Online School. Learning Coaches are able to find other Learning Coaches by utilizing filters including: zip code, grade level, and/or interests. Learning Coaches may search by name and other information in a Learning Coach profile. The directory is automatically updated as a Learning Coach's status changes, such as moving across town or changing an e-mail address. There is an online opt-in/out capability in the OLS so Learning Coaches can easily include or exclude themselves from the directory.

### **Complaint Response Procedure**

The Arizona Virtual Academy is dedicated to establishing student/family satisfaction. The following procedure is in place to ensure that designated employees address student/family grievances in a timely manner. Arizona Virtual Academy prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, or religion.

The student and parent(s), custodian(s) or legal guardian(s), must address in writing any concern or grievance to the program director. The Program Director shall respond within ten (10) working days.

If the concern or grievance is not resolved by the program director, the parent(s), custodian(s) or legal

guardian(s) may, within ten (10) working days of the program director's response, request in writing a meeting (via phone or in person) with the program director to discuss the concern or grievance. He/she shall investigate and respond within ten (10) working days.

If the family's concern is not resolved at the meeting with the program director, the family may file a complaint with the Arizona Virtual Academy governing body. The Arizona Virtual Academy governing body may address the complaint directly, or the family may file a complaint with the State Board for Charter Schools. Arizona Virtual Academy has 30 days to respond in writing to a formal complaint filed with the State Board for Charter Schools.

## **Blended Learning- THE BEST OF BOTH WORLDS**

### **Choose the Mix of Online and Onsite Learning That Works for Your Child**

K12 Blended Learning—a tuition-free program offered by Arizona Virtual Academy and Insight School of Arizona—combines the best of online learning with a structured classroom environment at eight locations throughout Arizona.

With K12 Blended Learning, students in grades 4–12 receive instruction tailored to fit their unique learning needs. They can access K12's engaging online curriculum and hands-on materials along with onsite instructional support and enrichment opportunities.

Your student will benefit from:

- Online classes with face-to-face instruction from highly qualified, Arizona-certified teachers
- Additional support in math from certified math teachers
- Multiple ways to access content and demonstrate mastery
- In-person collaboration with classmates and teachers
- Participation in service learning and community service projects, student clubs, and more

TO LEARN MORE CONTACT:

Banji Judge Community & Marketing Administrator Blended Learning Programs

[bjudge@k12.com](mailto:bjudge@k12.com) | 928.275.4104

## **Student Services**

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AZVA is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). The AZVA Special Education Case Manager assists Learning Coaches in accessing and coordinating services pursuant to a current Individualized Education Plan. Learning Coaches must indicate that their student has an Individualized Education Plan (IEP) on their enrollment form.

### **45 Day Screen**

As mandated by [Arizona Administrative Code \(A.A.C.\) R7-2-401 \(C\) and \(D\)](#), AZVA is required to establish a process to ensure that any academic and/or developmental concerns of its students are not overlooked and to determine this within the first 45 days of each child's attendance at a new school. To comply with this mandate, your child's classroom teacher will screen your child on aspects of your child's development such as language, cognition, perception, and motor skills. Screening is an informal process of quickly rating skill strengths and weaknesses.

It is important to keep in mind that all children develop according to their own schedule of growth, some developing faster in some areas and slower in others. Screening allows us to discover any areas in which your child may be growing at a slower rate.

### **Child Find**

The intent of Child Find is that all students from birth through age 21 with delays or disabilities are identified, located, and evaluated to receive the supports and services they need.

Public schools and the Arizona Early Intervention Program are responsible for "finding" eligible students and providing services needed for them to reach their developmental milestones or meet their educational needs.

When students are "found," they are referred to a specialist to screen their development. The screening helps "identify" any areas of concern that need to be evaluated further. In order to receive early intervention or special education services, a student must be evaluated to confirm they have a delay or disability that falls under state definitions.

If needed, the student is evaluated using state criteria for specific delays or disabilities. If eligible, the Arizona Early Intervention Program or a public school system will offer early intervention or special education services according to the student's needs.

- Early intervention supports and services assist families of children who are eligible by helping children ages birth to three years develop to their full potential. In Arizona, early intervention services are provided through the Arizona Early Intervention Program (or AzEIP).
- Preschool special education services for children ages 3 to 5 provide special strategies to help children reach their developmental milestones.
- Special education services for school-aged students in kindergarten through the age of 21 provide specialized instruction and services to assist students in the educational environment.

**Multi-Tiered System of Supports (MTSS)**

AZVA uses Multi-Tiered System of Supports (MTSS) school-wide as a first level support, to assist in the identification of educational needs within the Child Find process, and to provide scientifically based interventions for struggling students.

The MTSS process is a three-tiered approach to providing services and interventions to students who struggle with learning. MTSS provides interventions in increasing levels of intensity based on progress monitoring and data analysis. Students in MTSS will be **required** to attend live class connect sessions at the various tiered levels:

Tier:	Required Sessions:
2	Tier 1 sessions- Standards based instruction 4 times per week Tier 2 sessions- Targeted instruction 2 times per week
3	Tier 1 sessions- Standards based instruction 4 times per week Tier 2 sessions- Targeted instruction 2 times per week Tier 3 sessions- Targeted instruction 2 times per week

This process assists in documenting that interventions in the regular classroom (whether IEP-based or not) have been implemented and whether these interventions meet the student’s educational needs. Documentation that the classroom intervention cannot meet the student’s needs is a necessary requirement in determining whether the student should be referred to our Child Find Team. When all reasonable alternatives have been tried and are not sufficient, a referral to the Child Find Team should be initiated to determine whether or not the student needs special education services. The purpose of this process is to ensure early intervention with a struggling learner using a multi-tiered model.

Learning Coaches that believe their student has a learning problem should discuss options with their teacher(s).

**Special Education**

Special education services are available to students identified with a disability by a multi-disciplinary team. A multi-disciplinary team consists of teachers, the Learning Coach/guardian and oftentimes a school psychologist, therapist and the student. AZVA follows the requirements of IDEA 2004 and the laws of Arizona. Documentation of the disability must be provided, such as medical records, prior educational records, and/or a psychological evaluation.

Students in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress in the general education setting. We offer a continuum of services that may include: consultation, resource, direct instruction, and self-contained. All special education services are provided virtually.

Students with an IEP are **required** to attend all sessions held by their case manager and special education instructor(s) as noted in Class Connect schedule.

**What to expect:**

- Every special education student will be assigned a Case Manager along with content instructor(s) as outlined in their IEP.

- The special education teacher provides the Learning Coach assistance to modify and adapt the learning environment and curriculum paths for success.
- The special education teacher will provide a progress report at the end of each semester noting progress on the student's IEP goals.

### **Related Services**

Related services may include occupational therapy, speech and language therapy and physical therapy. These services, placement, and goals are determined by the IEP team. Related services will be provided virtually in most cases. Face to face therapy is an option in some cases and requires travel to a facility for the therapy. Face to face therapy will not be provided in the home. Related services are provided by independent contractors across the state of Arizona.

### **504 Accommodation Plan**

This is a plan to assist the student with their day-to-day learning challenges that are a result of their medical or mental disability. The plan gives the Learning Coach and student the ability to apply accommodations that a regular education student may not be able to apply.

Possible disabilities that can be accommodated by a 504 plan are allergies, ADHD, cancer, epilepsy, eating disorder, diabetes, juvenile arthritis, vision impairment, hearing impairment, bi-polar, residual effects of an injury. There are many physical or mental disability qualifiers. Learning Coaches who feel their students should be on a 504 plan should contact their homeroom teacher to discuss options.

### **Title I: AZVA School/Learning Coach Compact**

AZVA provides Title I services school-wide. Students are placed with grade level specific teachers to meet the unique needs (and state standards) for each grade level. This allows teachers to better meet the needs for remediation and enrichment. Students will have a grade level homeroom teacher and access to additional Class Connect sessions for their specific curriculum subject areas. Some students will also have the benefit of having a single homeroom teacher who is able to address their specific Title I or Special Education needs.

The goal of AZVA is to promote student achievement. We have students who are advanced as well as a growing population of students who need remediation. Focusing on one set of learning goals for a specific grade level allows teachers to most effectively address the needs of all learners.

Portable Practical Educational Preparation, Inc. (PPEP, Inc.) dba Arizona Virtual Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating students), agree that this compact outlines the following:

- How the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement.
- The means by which the school and parents will build and develop a partnership that will help students achieve the state's high standards.

### **Required AZVA School/Learning Coach Compact Provisions**

#### **Required AZVA School/Learning Coach Compact Provisions**



**School Responsibilities:**

Portable Practical Educational Preparation, Inc. (PPEP, Inc.) dba Arizona Virtual Academy will:

- Curriculum that is aligned to State standards and includes opportunities to assess student learning
- Instruction by highly qualified teachers that assists students in meeting the 2010 Arizona College and Career Standards including:
  - Direct Instruction via Class Connect
  - Continuous support with course assignments and assessment preparation
  - Supplemental resources that align to course content and/or areas of remediation
  - Opportunities to practice grade level skills in a supportive, successful environment
- Provide written descriptions of assessments, student goals, and school processes and procedures
- Structure communication methods to ensure students and Learning Coaches have access to important information
- Teachers will work collaboratively with all school staff involved with the student to meet the student's needs
- Providing opportunities for Learning Coaches to provide feedback on school programs
- Provide parents reasonable access to staff.
  - Teachers, principals, and all staff shall reply to phone or email messages within 24 hours.
  - Phone conferences can be arranged to address any concerns

**Learning Coach Responsibilities:**

**We, as Learning Coaches, will support our student's learning in the following ways:**

- Complete orientation process to gain full understanding of Learning Coach daily role
- Monitor student progress and enter attendance daily
- Secure Learning Coach log in to the Online School (OLS) or Learning Management System (LMS)
- Assist student with organizing learning time and materials, maintaining a daily schedule, communicating with teachers, and attending instructional sessions
- Communicate questions, recommendations, or need for support to teacher or other applicable school staff including, but not limited to:
  - Reviewing Student Email and other school communications regularly
  - Completing parent surveys
  - Attending Learning Coach events, Open House meetings, etc.
  - Requesting support from teacher(s) when needed
- Ensure students adhere to school policy and meet responsibilities below

**Student Responsibilities:**

**We, as students, agree to share the responsibility and engage fully in the programs and support offered by:**

- Completing school work daily including lessons, assessments, and Class Connect sessions.
- Attending Class Connect/Blackboard sessions as requested/required and come prepared to participate fully.
- Reviewing Student Email communications and reply to teachers as needed; application will vary based on grade level.
- Communicating with my Learning Coach any questions or concerns related to the program so that help can be provided.

*This compact was created in partnership with parents, teachers, and administrators on June 9, 2015. It was reviewed and revised by the Parent Advisory Council on May 12, 2016.*

### **McKinney Vento**

The [McKinney Vento Act of 1987, or P.L. 100-77](#), ensures that each child of a homeless individual, and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. Under the Act, schools are prohibited from delaying a homeless child's entry into school due to delays in obtaining school records. Rules regarding guardianship must be waived for homeless students living with foster Learning Coaches or relatives other than their legal guardians.

The Arizona Virtual Academy can offer school supplies to qualifying homeless youth. Determinations of qualifying students are made on a case-by-case basis.

Learning Coaches may review the Arizona Virtual Academy's Admission of Homeless Children and Youth policy by calling the school office.

### **Internet Service Provider (ISP) Reimbursement Policy**

Families who meet all of the following ISP Reimbursement Requirements will be reimbursed at the rate of \$12.95 per eligible month. Reimbursement checks are sent after the end of each school year and will be mailed by the end of June.

Requirements:

- Student must be enrolled on the last day of the school year.
- Student must meet academic progress guidelines outlined in student Individual Learning Plans (ILP's).
- Student must be eligible for free/reduced lunch as determined by the National School Lunch Program standardized form.
- Student must have 100% of required attendance logged.
- Student must complete required state standardized testing.

Students who have a current Individualized Education Plan that require assistive technology will receive an Internet service provider subsidy of \$12.95 per month if they are enrolled on the last day of the school year.

Existing families, who re-enroll by July 1, who meet the eligibility requirements, and are still enrolled on the last day of the semester, will receive Internet reimbursement for the summer months.

Families with two or more K-8 students, who meet the eligibility requirements, will receive reimbursement at the rate of \$12.95 per eligible month. If a family has two K<sup>12</sup>® computers, they will be reimbursed at the rate of \$12.95 per eligible month.

### **Family Education Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) provides Learning Coaches and students over 18 years of age ("eligible students") certain rights regarding the student's education records.

These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

To request an inspection and review, the Learning Coach or eligible student should submit a written request to the Operations Manager that identifies the record (s) they wish to inspect. The Operations Manager makes arrangements for access and notifies the Learning Coach or eligible student of the time and place where the records may be inspected.

(2) The right to request an amendment of the student's education records that the Learning Coach or eligible student believes are inaccurate. Learning Coaches or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the Operations Manager, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the Learning Coach or eligible student, the School notifies the Learning Coach or eligible student of the decision and advises him/her of his/her right to a hearing regarding the request for amendment. Additional

information regarding the hearing procedures is provided to the Learning Coach or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA allows disclosure without consent. One exception that permits the School to disclose information without consent is when the School discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors of the School; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a Learning Coach or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-4605

(5) FERPA requires that the School, with certain exceptions, obtain a Learning Coach's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the School may disclose "directory information" without written consent, the Learning Coach or eligible student, have advised the School in writing that he/she does not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow the School to include the following information from education records in certain school publications or disclose it to certain parties. Examples include: shipment of computer and school materials to and from student's home, entry of student enrollment information into a computer database for use by school officials, honor roll or other recognition lists, sports activity sheets, such as for wrestling, showing weight and height of team members, and school yearbook.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a Learning Coach's prior written consent. In addition, federal laws requires the School to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless Learning Coaches or eligible students have advised the School in writing that they do not want their student's information disclosed without prior written consent.

The School has designated the following information as directory information: name, address, telephone number, e-mail address, photo, athletic information, honor roll status, grade level, activities and clubs, and awards.

If there are certain items the School has chosen to designate as directory information that Learning Coaches/parents or guardians do not want disclosed from their student's education records, without their prior written consent, Learning Coaches/parents or guardians are encouraged to send an e-mail identifying the information they do not want disclosed, the student's name, and the name of the virtual academy or affiliate school in which the student is enrolled to: [directoryinformation@k12.com](mailto:directoryinformation@k12.com). This e-mail must be sent within 30 days of the first day the student attends school.

Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English. The Arizona Department of Education may be contacted at 602-542-5393.

### **Student Records**

Student records are maintained at the AZVA office. Learning Coaches and/or legal guardians may contact the AZVA office to obtain a copy of student records. A copying fee may be assessed. If Learning Coaches and/or

legal guardians change their address, telephone number, e-mail address, or place of employment, they are asked to notify their teacher immediately. Learning Coaches are responsible for keeping contact information current with their homeroom teacher(s) and in the My Account section of the OLS.

Arizona Virtual Academy follows the Arizona State Library, Archives and Public Records retention schedule. The schedule can be found at: <http://www.azlibrary.gov/arm/retention-schedules>. General Education records have a destruction schedule and Special Education records (including placement records, referrals, evaluations, testing data and other related records) are destroyed 4 years after the fiscal year of final enrollment in the program. AZVA destroys records based on the Arizona State Library, Archives and Public Records retention schedule.

## **Student Code of Conduct**

AZVA students are subject to the rules and restrictions implemented by Arizona Virtual Academy and the Student Code of Conduct: Acceptable Use Guidelines for the Internet. Students enrolled in AZVA should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

### **Acceptable Use Guidelines for the Internet:**

- Posting anonymous messages online is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Students must use only their own user names and passwords, and must not share these with anyone.
- Students may not interfere with other users' ability to access AZVA or disclose anyone's password to others or allow them to use another user's account. Students are responsible for all activity that is associated with their usernames and passwords.
- Students should change their password(s) frequently, at least once per semester is encouraged.
- Students must not publicly post their personal contact information (address and phone number) or anyone else's.
- Students must not publicly post any messages that were sent to them privately.
- Students are not allowed to download, transmit or post material that is intended for personal gain or profit, non-AZVA commercial activities, non-AZVA product advertising, or political lobbying on an AZVA owned instructional computing resource.
- Students may not use AZVA instructional computing resources to sell or purchase any illegal items or substances.
- It is not allowed to upload or post any software on AZVA instructional computing resources that are not specifically required and approved for student assignments.

### **Inappropriate Behavior:**

- Insults or attacks of any kind against another person.
- Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threats.
  - Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.

AZVA reserves the right to review any material transmitted using AZVA instructional computing resources or posted to an AZVA instructional computing resource to determine the appropriateness of such material. AZVA may review this material at any time, with or without notice. E-mail transmitted via AZVA instructional computing resources is not private and may be monitored.

AZVA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. AZVA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. AZVA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of AZVA, its affiliates, or its employees. AZVA assumes no responsibility for damages to the user's computer system.

Nothing in this policy negates any obligation the student and Learning Coach have to use the instructional computing resources as required in the Use of Instructional Property Agreement ("Agreement") the Learning Coach or guardian signed as part of the student's enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

### **Violation Consequences:**

- Removal of student access to AZVA instructional computing resources, which could result in his/her inability to complete learning activities.
- Suspension or expulsion from AZVA.
- Involvement with law enforcement agencies and possible legal action.

AZVA administration reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to AZVA instructional computing resources. AZVA instructional computing resources include any computer, software, or transmission system that is owned, operated, or leased by AZVA.

## **Title IX Student Sexual Harassment Policy**

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### **Policy Provisions**

Arizona Virtual Academy and Insight School of Arizona are both public online charter schools which complies with [Title IX of the Education Amendments of 1972 \(Title IX\), 20 U.S.C. §§ 1681 et seq.](#), and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX.

Sexual violence is defined by the U.S. Department of Education and its Office for Civil Rights (OCR) referring to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

Title IX protects students from sexual harassment in a school's education programs and activities. This means that Title IX protects students in connection with all the academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program.

### **Title IX District Personnel**

The Head of School ensures AZVA is compliant with Title IX law, coordinates the investigation and disciplinary process, and reviews compliance regularly to ensure schools fulfill all their federal obligations.

Link to OCR website for Title IX guidelines: <https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>

### **Complaint Procedures**

- Any persons (students, Learning Coaches, legal guardians, teachers, staff) who are made aware of any student-to-student sexual misconduct shall report within 180 days to the Title IX District Personnel
- The Title IX District Personnel will follow the OCR rules of contact for all parties involved.
- The Title IX District Personnel will determine the level of investigation and determine if a formal hearing is necessary and/or required. This determination is made per OCR guidelines and training.
- The Title IX hearing team decides school disciplinary action, but it does not replace the need or requirements under criminal investigation. The school Title IX hearing does not replace any criminal outcomes.

\*Reference US Department of Education: Office of Civil Right

### **Learning Coach “I Understand and Agree” Statements**

The purpose of the following statements is to clearly state all expectations for AZVA Learning Coaches. For students to be successful it is important that Learning Coaches are in agreement with the following curricular and attendance requirements and expectations:

I understand and agree . . .

- *I am enrolling my student in a public charter school, and my student may not be enrolled in any other public school while enrolled at AZVA.*
- *I am required to have access to a computer with Internet access at all times during my student’s enrollment in the Arizona Virtual Academy.*
- *I am aware that my student has daily attendance requirements that he/she is expected to meet. I must log this attendance daily, using the Learning Coach account.*
- *I will establish a student account in the OLS for my student to use when completing lessons in the online school and attending class connect sessions.*
- *I will not allow my student/s to know my password or to access to my Learning Coach account.*
- *I will supervise my student in using the K12 curriculum, checking work, and verifying understanding after each lesson is completed daily.*
- *I am aware of student progress requirements, which must be met daily, weekly, and quarterly.*
- *I will monitor my student’s participation in monthly work samples and interim assessments, which must be submitted on-time and will be calculated into his or her final course grades.*
- *I am aware that teachers and/or administrators may require additional proof of progress during the school year. Additional progress verification may be requested in the form of (but not limited to) Class Connect sessions, written work samples, and phone conferences.*
- *I will read and respond to Student Emails daily, participate in conference calls, and return teacher and administrative phone calls in a timely manner.*
- *I will have my student complete the required Galileo web-based assessments as assigned by teachers and/or administrators. Both math and reading will be assessed during enrollment and at the end of the school year.*
- *I am aware that my 3<sup>d</sup>-5<sup>th</sup> grade student is required to participate in state standardized testing. It is my responsibility to transport my student to and from testing all days assigned.*
- *I will review and monitor my student’s adherence to the Academic Integrity Policy in which plagiarism and cheating is discussed along with consequences for violations.*
- **I have read all of the above statements and my Student Email account will show a date stamp for receiving the K5 Elementary School Handbook that will serve as my agreement for compliancy of all policies and regulations listed within this document.**